University of Maryland, College Park

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Spring 2023

Syllabus

This course is offered both in-person and online (synchronously and asynchronously) to satisfy students' diverse needs. Students who prefer synchronous learning can meet with the instructor in-person or online every Thursday at 6 pm. Students who prefer asynchronous online learning will be able to take this course without any class meeting this semester. Everyone can switch learning format at any time without notifying the instructor. Please see the details about the course format below in the section entitled "Course Format."

Please read the syllabus in its entirety at the beginning of the semester. The syllabus not only provides a roadmap for our activities in this course, but also helps you plan your learning at your own pace.

Course No.	**INFM 612**
Section	**IM01**
Course Title	**Management Concepts and Principles for Information Professionals**
Time & Place	Attendance not required; Thursdays, 6 pm; Biology Psychology Building (BPS) 1238 and online
Instructor	Dr. Ping Wang [https://umd.instructure.com/conversations]
Office hours	Zoom meetings are available according to a schedule updated each week in ELMS.
Description	This course provides opportunities to learn, develop, and apply the essential *skills* that professionals need to participate in, manage, or lead information programs and services in modern organizations. Topics include but are not limited to: administration of information programs, services, and projects, including the role of leadership in management; developing mission, vision, and goals; providing effective management for results; managing professionals; financial management; and professional conduct and ethical issues.
Description	Upon completing the course, students will be able to: • Make sense of contemporary management and administrative theories • Understand main components of management practices • Identify and develop critical skills of management • Apply theories and skills to solving management problems in the information world
ELMS Site	https://umd.instructure.com/courses/1343936
Textbook	Daft, Richard L., Management, 12th Edition, South-Western, Cengage Learning (ISBN-10: 1285861981; ISBN-13: 9781285861982) available at the course ELMS site. This edition is sufficient for the course and thus the course is based on this edition.
Coursepack	Four case studies and one simulation are available for purchase in a coursepack.
Course Format	For students who prefer synchronous learning, they can meet with the instructor every Thursday evening in-person *or* online. These *optional* class meetings serve as Q&A discussion sessions. This format means that the students who plan to attend any class meeting should review the course materials (e.g., readings and lecture videos) in advance. During each class meeting, the students ask questions and the instructor answers them. However, nothing from these discussions is tested in the weekly quizzes since students are not required to attend these sessions. In other

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words, students who can complete the readings and watch the lecture videos before Thursday evening each week are welcome to meet with the instructor every Thursday evening but they are not required to do so as long as they can follow the schedule of activities (see below) and complete the assignments on time. Students may choose to attend some or all of the class meetings, or they can choose not to attend any meeting at all. Students who prefer asynchronous learning can complete this course without attending any class meeting this semester. Everyone can switch learning format at any time without notifying the instructor.

Activity   The textbook provides for a common background. The lectures are not an audible version of the textbook. Rather, the lectures add value by extending and/or deepening the content of the textbook. Therefore, students are expected to complete the assigned reading *before* watching the lectures. Discussions are encouraged about the readings and lectures and *required for the cases and simulation*. Weekly quizzes are developed to check on each student's individual progress. Overall, half of the course grade is based on individual efforts and the other half based on teamwork.

Requirements   (i) <u>Weekly Quizzes</u> Each week, there is an open-book quiz based on the lecture and required reading. Both the lecture and quiz are released on Fridays and students have a whole week to complete the quiz. Students are welcome to ask questions about the lecture and monitor the questions and answers about the lecture. So it would be beneficial to take the quiz after a few days of discussion about the lecture, but not to miss the deadline. Please take each week's quiz in a place where you have a reliable internet connection and can concentrate. Since there are no midterm or final exams, the weekly quizzes will count toward 50% of the course grade.

(ii) <u>Case Studies</u> This course includes four case studies. Students conduct these case studies in teams. Each team has one week to prepare a short presentation (about 5-6 slides within 10 minutes) to address the case study questions (included in the schedule below). The presentation (in video format) should be submitted to the course ELMS site by the due date. Afterwards, everyone has a week to watch all teams' presentations and discuss them, before the instructor grades each team's presentation and contributions to discussions. The four cases will count toward 20% of the course grade.

(iii) <u>Simulation</u> A simulation accompanies the lecture/chapter on organization design, to be conducted by the same student teams. As with the cases, each team has one week to run the simulation and then another week to discuss all teams' results. The simulation will count toward 5% of the course grade.

(iv) <u>Final Project</u> Each student team undertakes a research study on a topic the students choose. The study should address a management issue in real organizations, divisions, programs, or projects. It should seek to answer one or more specific questions and/or to recommend solutions to the problems identified. By **February 24**, each team should submit a one-page project proposal to the course ELMS site. The completed project will be presented in a video presentation at the end of the semester. Video presentations are limited to 15 minutes. However, a full paper or report is not required. The project will count toward 25% of the course grade.

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

Weekly Quizzes	50%
Case Studies	20%
Simulation	5%
Final Project	25%

Timely completion of all assignments is essential in keeping pace with the course and in fairness to all students. Work must be submitted by the due date specified in ELMS. Late submission of assignments can be accepted but result in a penalty. The penalty for late submissions is a

deduction of 20% per day or part day, for each day that the submission is late up to a maximum of 5 days. An exception is possible in an extreme circumstance in which there is no reasonable way to anticipate or control the situation. Computers crashing, software viruses, lost files, etc. are specifically not grounds for an extension.

Letter Grade: Final letter grades are assigned based on the percentage of total assessment points earned. The grades 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		

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.

To be fair to everyone, the instructor has to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others. **This instructor does not round the grades up**, so please do not ask the instructor to do this at the end of the semester. The instructor will not respond to any kind of requests for a grade bump at the end of the semester.

Please also note: iSchool policy states that if this is a core course for a degree program, the student must earn a B or higher to remain in good academic standing. Any student who earns a B- or lower must retake the course to remain in the program. If students have any questions about this policy, they should contact their academic advisors. More details about this policy are in the student handbook: https://ischool.umd.edu/academics/handbooks-policies-graduate.

Integrity   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. Every student is responsible for upholding these standards for this course. It is very important for every student 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.

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 https://www.counseling.umd.edu/ads/). 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://www.counseling.umd.edu/) for expert help.

CourseExp   Participation in UMD's Course Experiences survey 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 (https://CourseExp.umd.eduis) to complete the evaluations at the end of the semester..

Weekly Routine   From week to week, we will follow the routines below to arrange our activities regularly.

Week X-1
- Lecture slides and video are released by Friday.
- Lecture online discussion is open by Friday.
- Quiz is released by Friday.
- Assignment (if any) is released by Friday.

Week X
- *Optional* live discussion on Thursday, 6 pm, in-person and online
- Quiz is due by Friday.
- Assignment (if any) is due.
- Assignment (if any) discussion is open.

Caveats   This syllabus is a guide for the course and is subject to change with advance notice. If any issue related to this course is not covered by this syllabus, then please refer to the Course Related Policies at https://gradschool.umd.edu/course-related-policies.

Course Schedule

Week 1	Class Biography Forum
January 23, 2023	Required reading:

Introduction and team-building	○ **This Syllabus**
Week 2 January 30, 2023 *Manager and management*	Required reading: ○ **Chapters 1 & 2** ○ **Case 1: Alexa: A Pandora's Box of Risks** Study questions: ○ 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?
Week 3 February 6, 2023 *Management environment*	Required reading: ○ **Chapters 3 & 4**
Week 4 February 13, 2023 *Ethics and social responsibility*	Required reading: ○ **Chapter 5** ○ **Case 2: Building a "Backdoor" to the iPhone: An Ethical Dilemma** Study questions: ○ 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.
Week 5 February 20, 2023 *Strategic planning*	**One-page proposal for final project is due on February 24.** Required reading: ○ **Chapters 7 & 8**
Week 6 February 27, 2023 *Managerial decision making*	Required reading: ○ **Chapter 9** ○ **Case 3: Prediction Markets at Google** Study questions: ○ What are the best ways to encourage more traders and trading within internal company prediction markets? Are you more in favor of using "hard" incentives (e.g., cash rewards) or "soft" ones (e.g., t-shirts and "bragging rights")? ○ Is it a good idea to encourage ALL employees to trade in these markets? Should insiders and/or highly uninformed people be allowed to trade? Do they help the market or hurt it? ○ Will most managers welcome prediction markets within their companies? Why or why not? Will they welcome a prediction market about a project or outcome that they're responsible for?
Week 7 March 6, 2023 *Teamwork*	Required reading: ○ **Chapter 18**
Week 8 March 13, 2023 *Organizational design and managing innovation*	Required reading: ○ **Chapters 10 & 11** ○ **Organizational Design Simulation: Evolving Structures**
March 20-26, 2023	**Spring Break**
Week 9 March 27, 2023 *Entrepreneurship*	Required reading: ○ **Chapter 6**

Week 10 April 3, 2023 *Project management*	Required reading: ○ **Case 4: WillowTree: Project Driven with a Product Mindset** Study questions: ○ As noted in the case, Willow-Tree is dealing with a variety of challenges created by the pandemic. Describe how these challenges impact WillowTree's business model, organizational structure (e.g., roles and responsibilities), and operating model (e.g., conditions and techniques). ○ One of WillowTree's "conditions" is for small, co-located teams. How might the pandemic impact this condition? ○ WillowTree is an organization focused on delivering value to its customers through contract-based projects. What challenges does this pose for digital product management? ○ Write a job description for an entry-level project manager (PM) position at WillowTree. What key skills and types of experience are important for such a position?
Week 11 April 10, 2023 *IT management*	Required reading: ○ **Appendix A (pp. 697-713)**
Week 12 April 17, 2023 *Leadership and motivation*	Required reading: ○ **Chapters 15 & 16**
Week 13 April 24, 2023 *Communication*	Required reading: ○ **Chapter 17**
Week 14 May 1, 2023 *Control*	Required reading: ○ **Chapter 19**
Week 15 May 8, 2023 *Course Conclusion*	Project presentation is due on May 15.