

INLS 385

INFORMATION USE FOR ORGANIZATIONAL EFFECTIVENESS

School of Information and Library Science, University of North Carolina at Chapel Hill

Maymester 2015

Instructor: Kathy Brennan

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Class Meeting Times: May 13 – May 29

Monday – Friday 1:15pm – 4:30pm

Class Meeting Place: 304 Manning Hall

Office Hours: By appointment

Textbook: *Organizational Behavior* (Hitt, Colelia, and Miller), 2011. 3rd Edition – ISBN: 0470528532

COURSE DESCRIPTION

The purpose of this course is to introduce you to some of the organizational and management issues that shape the role of information and knowledge in organizational contexts. It focuses on basic concepts in the way that information, people, and technology interact to influence organizational effectiveness.

INLS 385:

- Provides an overview of concepts in the study of knowledge and its use in organizations.
- Creates a rich base of knowledge and experience about human behaviors in organizations.
- Introduces principles of organizational behavior (e.g., teamwork, and leadership)
- Focuses on organizational implications of information technologies and prepares students for dealing with change in organizational contexts.
- Allows students to experience and integrate fundamental organizational concepts through case studies and other assignments.

STRUCTURE OF THE COURSE

The course will comprise an overlapping cycle of reflection and action. The actions will include exercises, case studies, and lots of readings. The reflection will include class discussion, integrative essays, and group projects. Students are expected to have read assigned readings prior to each class.

We will focus on some of the topics presented in a textbook that was adopted for the course. The book is available at UNC Student Stores. You may be able to buy it for less, new or used, at online book stores. In addition, a number of supplementary readings will be uploaded to the class Sakai site, so please download Adobe Reader if you have not already done so.

We will form and begin working in groups almost immediately. With some variations, we will maintain these groups throughout most of the semester. Your activities and behavior within these groups will illustrate many of the principles of organizational behavior that anchor the course.

You should regularly check the Sakai site for the course schedule and assigned readings for each class. Please Note: Course schedule may change. The Sakai version will always represent the official and up-to-date syllabus.

Maymester

Maymester courses are different from other courses. There will be roughly the same number of hours as regular semesters, but it will take place over only three weeks. The expectation is to spend about six hours on this course every day outside class. And this means that there will be 40 hours of class time, requiring approximately 80 hours of time spent out-of-class. As a result, this course will be the equivalent of a full-time job over the three weeks of Maymester.

SCHEDULE

CLASS	DATE		TOPIC	INDIVIDUAL ASSIGNMENTS DUE	GROUP ASSIGNMENTS DUE
INFORMATION AND ORGANIZATIONS					
1	13-May	W	<ul style="list-style-type: none"> • Introduction and overview • The nature of knowledge 		
2	14-May	TH	<ul style="list-style-type: none"> • Knowledge management • Knowledge sharing in organizations 		
PEOPLE AND ORGANIZATIONS					
3	15-May	F	<ul style="list-style-type: none"> • Strategy • Leadership 		
First weekend					
4	18-May	M	<ul style="list-style-type: none"> • Groups and teams in organizations 		Tower building (in class)
5	19-May	T	<ul style="list-style-type: none"> • Organizational structure • Organizational culture 		

6	20-May	W	<ul style="list-style-type: none"> Organizational diversity Organizational decision making 	Tower building reflection due	
7	21-May	TH	<ul style="list-style-type: none"> Work processes and practices Organizational communication Personality and intelligence 		Group work on structure and culture assignment (in class)
8	22-May	F	<ul style="list-style-type: none"> IT uses and organizations - Work system method 		Structure and culture presentation
Second weekend & Monday (25-May)					
INFORMATION TECHNOLOGY AND ORGANIZATIONS					
9	26-May	T	<ul style="list-style-type: none"> IT & strategy Discussion of final exam 		Group work on WS assignment (in class)
10	27-May	W	<ul style="list-style-type: none"> Informal networks and CoP 		Group work on WS assignment (in class)
11	28-May	TH	<ul style="list-style-type: none"> Emerging IT: Social Media Evaluation – Wrap-up 		Work system presentation
	29-May	F	Final Examination (No Class)	Due 2:45pm	

EVALUATION

In order to encourage participation in class activities, I have included an evaluation component for participation and involvement in class-time work. With reference to learning goals, the evaluation will include a set of group projects as well as individual integrative essays. Working on a system of 100 points total, different components will carry the following weights:

Tower building reflection	15 points
Final exam	30 points
Group projects and presentations	30 points
Attendance / Participation / In-class Activities	25 points
Total	100 points

Tower building reflection: This is as an individual assignment and involves analysis of your group process based on organizational concepts that we are discussing. It should be typed, double-spaced (Times New Roman 12 point font).

Final examination: This will be a take-home exam that comprehensively assesses different aspects of the course. The final exam will require insights from your experiences during the semester and optimal application of organizational concepts. It therefore reduces the dependence on memorization. You will be given enough time at the end of the semester to complete this assignment and it is due on May 29, 2015 – 2:45pm.

Group work: These include two group projects that result in PowerPoint presentations. You will work in groups to prepare presentations for the class. There will be no social loafing. In the end, you will get an opportunity to evaluate your fellow group members, and likewise be evaluated by them.

Attendance and Participation: The structure of this course is meant to engage and stimulate you. Your attendance and participation are therefore required. This includes attending classes, **contributing to class discussions and activities**, and working within your group. Your contribution will be judged not only on quantity, but quality and consistency as well.

LETTER GRADES

The numeric total that you have amassed during the semester will translate into a letter grade according to the following scheme:

Letter	Points	What it means
A	95 >	Mastery of course content at the highest level of attainment that can reasonably be expected
A- B+ B B-	91-94 87-90 83-86 80-82	A totally acceptable performance demonstrating an adequate level of attainment
C+ C C- D+ D	77-79 73-76 70-72 67-69 60-66	A marginal performance in the required exercises demonstrating a minimal passing level
F	< 60	For whatever reasons, an unacceptable performance

There may be an extra credit component which is based on your group performance in class.

ATTENDANCE AND CLASSROOM ETIQUETTE

Because of the participatory nature of this course, you can only benefit if you are present and engaged. Many of the activities involve group work, and group members will depend on your presence and contribution. Therefore regular attendance and adequate preparation before class are essential to your individual success, and to that of the class as a whole.

Any late assignment will incur a penalty of 25% of the grade for each day late. If you have a recurring issue which causes you to repeatedly miss assignments, you will need to provide the relevant documentation from a medical practitioner, counselor, etc. If you are experiencing a personal problem, disability, or lifestyle issue that will interfere with your attendance and performance throughout the semester, I encourage you to contact me as soon as possible.

As a common courtesy to us all, cell phones and other electronic devices should be on “silent” mode. You should bring your laptops but they should only be used for class purposes (i.e., not for checking email, surfing the web, or working on other class assignments, etc.). Please note that points may be deducted from your participation AND your final grade for disruptive behavior such as texting, and inappropriate use of laptops, etc.

COURSE WEBPAGE – SAKAI

Sakai will play a central role in this course. The readings, handouts, this syllabus, and all other electronic information about the course (including your grades) will appear on Sakai. In addition, the assignments and essays should be submitted to Sakai.

UNC HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at <http://www.unc.edu/depts/honor/honor.html>.

The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If you have questions about your responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect.

DIVERSITY STATEMENT

If you feel you may need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Also, please contact UNC Disability Services at (919) 962-8300 or disabilityservices@unc.edu at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

Commitment to Diversity and Non-discrimination

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of race, color, gender, age, national origin, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. The Equal Opportunity/ADA Office (100 E. Franklin Street., Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University's non-discrimination policies.

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- integrate diversity into the curriculum and research;
- foster a mutually respectful intellectual environment in which diverse opinions are valued;
- recruit traditionally underrepresented groups of students, faculty and staff; and
- participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

In addition, Professor Brennan is a Safe Zone Ally. The Safe Zone program is a symbol of this University's commitment to diversity and inclusiveness. The purpose of Safe Zone is to create a network of allies for lesbian, gay, bisexual, transgender, intersex, queer, and allied (LGBTQIA) students.

Some useful links:

[UNC Non-discrimination policies](#) [UNC LGBTQ Center](#) [Report harassment](#)



The desired outcome for the Safe Zone program is ultimately to make the University community a safer and more supportive place for people of all sexual orientations, gender identities, and gender expressions. Safe Zone ally trainings are open to faculty, staff, and students and are held throughout the year. Allies receive a Safe Zone sign to display in their offices and living space.