

INLS 385: Information Use for Organizational Effectiveness

School of Information and Library Science, University of North Carolina at Chapel Hill
Fall 2020

No Class Meeting (asynchronous for most) except for the classes **marked red** in the schedule– class hours: 1:15-2:30pm – Zoom link for these online classes: <https://unc.zoom.us/j/96195629771>

Instructor: Mohammad Hossein Jarrahi, PhD;
jarrahi@unc.edu

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 information & knowledge and their use in organizations.
 - Creates a rich base of knowledge & experience about human behaviors in organizations
 - Introduces principles of organizational behavior (e.g., teamwork, leadership, and organizational change/innovation.)
 - Focuses on organizational implications of information technologies and prepare students for dealing with change in organizational contexts
 - Allows students to experience & integrate fundamental organizational concepts through multiple 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 multiple-choice quizzes and integrative paper. Students are expected to have read assigned readings prior to the class.

Lectures will be posted online as video clips under each Lesson. There will be no synchronous lecturing sessions. In these videos, we will focus on some of the topics presented in a textbook that was adopted for the course. You may be able to buy the book for less, new or used, at online bookstores. In addition, several supplementary readings will be uploaded to the class Sakai site, so please download Adobe Reader if you have not already done so.

SCHEDULE

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. Classes that are **marked in red** below require your online participation (the class will meet during normal hours).

| CLASS | DATE | TOPIC | INDIVIDUAL ASSIGNMENTS DUE | GROUP ASSIGNMENTS DUE |
|-------------------------------|--------|--|--|-----------------------------------|
| 1 | Aug 11 | Introduction and overview | <ul style="list-style-type: none"> • Group assignment survey • No forum posting | |
| INFORMATION AND ORGANIZATIONS | | | | |
| 2 | Aug 13 | Information in organizational context | Forum posting | |
| 3 | Aug 18 | Knowledge in organizational context | Forum posting | |
| 4 | Aug 20 | Knowledge management | Forum posting | |
| 5 | Aug 25 | Knowledge sharing | Forum posting | |
| PEOPLE AND ORGANIZATIONS | | | | |
| 6 | Aug 27 | Strategy | Forum posting | |
| 7 | Sep 1 | Leadership | <ul style="list-style-type: none"> • Forum posting • 1st quiz (covers Lessons 1 to 4) – available: Aug 27 – Sep 1 (23:55pm) | |
| 8 | Sep 3 | Groups and teams in organizations | Forum posting | |
| 9 | Sep 8 | Dedicated to groupwork on leadership project | No forum posting | |
| 10 | Sep 10 | Organizational communication | Forum posting | |
| 11 | Sep 15 | Personality and intelligence | Forum posting | First group project due (11:55pm) |
| 12 | Sep 17 | Reflection on the leadership project | Forum posting on other groups projects | |
| 13 | Sep 22 | Organizational structure | Forum posting | |
| 14 | Sep 24 | Organizational culture | Forum posting | |
| 15 | Sep 29 | Organizational diversity | Forum posting | |
| 16 | Oct 1 | Guest lecture 1 | No forum posting | |

| | | | | |
|--|--------|---|---|------------------------------------|
| 17 | Oct 6 | Dedicated to groupwork on structure/culture project | No forum posting | |
| 18 | Oct 8 | Organizational decision making | Forum posting | |
| 19 | Oct 13 | Informal networks and communities of practice | Forum posting | Second group project due (11:55pm) |
| 20 | Oct 15 | Reflection on structure/culture project | Forum posting on other groups projects | |
| 21 | Oct 20 | Work processes and practices | Forum posting | |
| 22 | Oct 22 | Guest lecture 2 | <ul style="list-style-type: none"> • No forum posting • 2nd quiz (covers Lessons 5 to 22)- available: Oct 20 – Oct 22 (23:.55pm) | |
| INFORMATION TECHNOLOGY AND ORGANIZATIONS | | | | |
| 23 | Oct 27 | IT uses and organizations - Work system method | Forum posting | |
| 24 | Oct 29 | IT & strategy | Forum posting | |
| 25 | Nov 3 | Dedicated to groupwork on work system project | No forum posting | |
| 26 | Nov 5 | Guest panel | No forum posting | |
| 27 | Nov 10 | Emerging IT: Social media | Forum posting | Third group project due (11:55pm) |
| 28 | Nov 12 | Reflection on group work system project | Forum posting on other groups projects | |
| 29 | Nov 17 | Evaluation – Wrap-up | Final quiz (covers Lessons 22 to 28) - available: Nov 15 – Nov 17 (23:.55pm) | |
| | Nov 24 | Final Examination | Due 23:55pm | |

COURSE MATERIALS

Course materials include the textbook and additional course readings (to be posted to the course site on Sakai).

Required texts: Organization Behavior (Hitt, Colella, and Miller, 2011, 3rd Edition - ISBN: 0470538532)

The older version is suitable, but the reading assignments will be based on this version. One copy of the book is on reserve in the SILS library and the book is available for purchase in the UNC Student Stores

Other required readings will be provided on Sakai during the semester.

Forum Participation

1. **By 11:00pm of the day of the class**, all students have to post their reaction on Sakai Forum. Your reaction must be 200-350 words and address the questions in the case study description (except for the group project reflection). Case study descriptions are placed under each Lesson. Please do not attach a document for your reaction. All the questions from the case description has to be answered in the same simple text (a couple of paragraphs).
2. Your reaction must have two components 1) it addresses the questions within the case study description; and 2) it has to be attentive to and reflective of reactions posted previously by other students. So, you must read others' reactions before writing yours, and connect to them in your reaction. Make sure you don't just repeat what they have already said.

General rules:

You are expected to participate in the class forum every Lesson (with the exception of those noted in the above syllabus). Please work to stay on top of the forum posts. This is the primary way we will share with each other and act as a class during the semester. Be prepared to give your most thoughtful comments and learn from others' posts. The forum postings are not about repeating what is already said in the lecture, readings or the case study; but to add value by applying those concepts to analyze the case study. For more details on how forum postings will be assessed see below: forum posting under ASSIGNMENTS AND EVALUATION.

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, both individual and group assignments should be submitted to Sakai.

Check Your email every day

This is an online course, so it is very critical that you check your email (and Sakai announcement) on daily basis. Important information will be shared via email/announcement.

PARTICIPATION AND CLASSROOM ETIQUETTE

Your participation and thoughtful discussion of the various exercises will make the class a successful learning experience. Since the class exercises and discussion are an integral part of the course, your attendance at every class is expected. If you will be unavoidably absent, please notify me before the class (or as soon afterward as you can).

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.

ASSIGNMENTS AND EVALUATION

Working on a system of 100 points total, different components will carry the following weights:

| | |
|--|------------|
| Three quizzes (2nd quiz carries twice the points of the other two) | 25 points |
| Forum activities | 30 points |
| Three group projects | 25 points |
| Final exam | 20 points |
| Total | 100 points |

Quizzes: These are multiple choice quizzes, and are timed (each question 48 seconds), but will be available on Sakai during the timeframe indicated in the schedule above (typically two days). Once you start them you have to finish them; so, make sure you have a reliable internet access during this time. Read the chapter/articles assigned to each lesson once and listen to the lectures and you should be fine.

Final examination: This will be a take-home exam and assesses different aspects of the course. The final 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 in the final examination period. For exact due date check Sakai; assignment tab closer to the final weeks.

Forum posting: You must post on time. Please note that by just posting things you will not get a full grade. Posts will be assessed based on the following criteria:

- Relevance of the post to the question/conversation of the lesson, i.e. the degree to which a post advances the discussion (hint – this is easier if you post early before others have made the most obvious points!)
- Depth of understanding of the material
- Sensible application of the case material.
- The degree to which you integrate other's reactions

Group projects: These group assignments correspond to lessons on 1) "leadership", 2) "organizational structure & culture" and 3) "IT uses and organizations - Work system method" but they are due on a date later than these lessons (see the schedule above for due dates for group projects). The submission dates on Sakai assignment tab reflect these due dates. One person from each group has to submit these. Your contribution to these group projects will be assessed through the 360 evaluation at the end of the semester (when each member of the group has the opportunity to assess others contribution). So, chances are not everyone in the same group will get exactly the same group grade.

For each group project you see two dates on the schedule:

- 1) "Dedicated to the group work on project x:" On these three days we do not have a forum posting or any other activities (e.g. watching a recorded lecture). But these are reserved for your group collaboration just in case you want to meet online with your group to coordinate and work on

group projects.

- 2) "Reflection on project x:" On these days, you review all other group projects (not review of your own group project, of course) that are posted on Sakai and critique (both positives and negatives) them in your forum posting (the same place you post your other forum reflections). So, if you are a member of Group 2, your comment about other groups presentations will be organized like this:
 - a. Group 1:
 - b. Group 3:
 - c. Group 4:

LETTER GRADES

The numeric total will translate into a letter grade according to the following scheme:

| Letter | Points | What it means |
|--------------------------|---|--|
| A | 95-100 | Clear excellence: Student performance demonstrates full command of the course materials that surpasses course expectations. In INLS 585, this means that the student has contributed on a regular basis to the in-class activities and the discussion forums with insightful comments supported by professional literature beyond that provided by the basic required readings. Command and understanding of the subject is demonstrated in the written assignments and the mid-term examination. The H student initiates issues discussions, leads in summary and conclusions, and shares knowledge with classmates. Leadership and initiative are demonstrated throughout the semester. |
| A- B+ B B- | 91-94 87-90 83-86 80-82 | Satisfactory: Student performance meets designated course expectations, demonstrates understanding of the topics across the entire semester and supports this understanding with the required readings. The students participates in both in-class and forum discussions with relevant comments. |
| C+ C C- D+ D | 77-79 73-76 70-72 67-69 60-66 | Unsatisfactory Work: Student performance demonstrates incomplete or inadequate understanding of course material and/or is frequently absent. |
| F | < 60 | Failing: Student may continue in program only with the permission of the dean |
| IN | | Work Incomplete: A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the instructor. |

UNIVERSITY-WIDE POLICIES

Student Religious Observance Policy: UNC recognizes the diverse faith traditions represented and supports the rights of faculty, staff, and students to observe according to these. A more detailed student policy can be found at <http://equalopportunity-ada.unc.edu/accommodations/religious-accommodations/> . Under this policy, students are provided an opportunity to make up examination, study, or work requirements that may be missed due to religious observance. Please notify the instruction before the end of the second week of classes.

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.

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. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. 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.

Acknowledgement: This syllabus uses syllabi of the courses offered by Helen Tibbo, Tamy Cox. I also greatly appreciate the help of Reema Bhattacharya in designing the online course.