INLS 385: Information Use for Organizational Effectiveness

School of Information and Library Science, University of North Carolina at Chapel Hill
Fall Semester 2022

CLASS TIME: Tuesday & Thursday 12:30-1:45pm

CLASS MEETING PLACE: 001 Manning Hall

INSTRUCTOR:	Mohammad Hossein Jarrahi, PhD	**PHONE**:	919-962-8364 (Office)
OFFICE:	200 Manning Hall	**EMAIL**:	jarrahi@unc.edu
OFFICE HOURS : by appointment.			

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 class discussion, integrative essays, and group projects. Students are expected to have read assigned readings prior to the 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 through most of the semester. Your activities and behavior within these groups will illustrate many of the principles of organizational behavior that anchor the course.

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.

CLASS	DATE		TOPIC	INDIVIDUAL ASSIGNMENTS DUE	GROUP ASSIGNMENTS DUE
1	16-Aug	T	Introduction and overview		
INFORMATION AND ORGANIZATIONS					
2	18-Aug	TH	Information in organizational contexts		
3	23-Aug	T	The nature of knowledge		
4	25-Aug	TH	Knowledge management		
5	30-Aug	T	Knowledge sharing and seeking in organizations		
PEOPLE AND ORGANIZATIONS					
6	1-Sep	TH	Strategy		
	6-Sep	T	Well-being Days (No Class)		
7	8-Sep	TH	Groups and teams in organizations	1st quiz (covers Lessons 2 to 5) – available: Sep 7 – Sep 9 (11:55pm)	
8	13-Sep	T	Groups and teams in organizations (2)		Tower building (in class)
9	15-Sep	TH	Leadership		
10	20-Sep	T	Organizational diversity		
11	22-Sep	TH	Organizational communication	1st integrative essay due	
12	27-Sep	T	Learning and perception		
13	29-Sep	TH	Leadership		Leadership presentation

14	4-Oct	T	Organizational structure and design		
15	6-Oct	TH	Organizational culture		
16	11-Oct	T	Informal networks and communities of practice		
17	13-Oct	TH	Guest lecture (Online Class)		
18	18-Oct	T	Personality and intelligence (Online Class)		
	20-Oct	TH	Fall Break (No Class)		
19	25-Oct	T	Decision making		
20	27-Oct	TH	Organizational structure and culture		Structure and culture presentation
21	1-Nov	T	Work processes and practices		
INFORMATION TECHNOLOGY AND ORGANIZATIONS					
22	3-Nov	TH	IT uses and organizations - Work system method		
23	8-Nov	T	Group work in class	2nd quiz (covers Lessons 6 to 21)- available: Nov 5– Nov 8 (11:55pm)	
24	10-Nov	TH	IT & strategy		
25	15-Nov	T	Emerging IT: Social media		
26	17-Nov	TH	Guest panel		
27	22-Nov	T	Group presentation		Work system presentation
	24-Nov	TH	Thanksgiving Holiday (No Class)		
28	29-Nov	T	Evaluation – Wrap-up	Final quiz (covers Lessons 22 to 26) - available: Nov 25 – Nov 29	
	5-Dec	M	Final Examination (No class)	Due 12:00pm	

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.

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.

PARTICIPATION AND CLASSROOM ETIQUETTE

Your participation and thoughtful discussion of the various exercises will make the class a successful learning experience; this is how you add value to your peers learning process. 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.

There is no educationally appropriate reason to be "facebooking," tweeting, or web-surfing during class time. You are welcome to use your digital device for note-taking and to support in-class work. 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 grade for disruptive behavior such as texting, and inappropriate use of laptops, etc.

ASSIGNMENTS AND 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:

Integrative essay	10 points
Final exam	20 points

Group projects and presentations	30 points
Attendance / Participation / In-class Activities	20 points
3 Quizzes	20 points
Total	100 points

Integrative essay: This is an individual assignment, where you will be required to synthesize material from the textbook or other sources. It will be described in detail in the assignment section of Sakai. It may involve analysis of a case based on organizational concepts that we discuss. The format is similar to the final exam's, therefore preparing you for the final exam. It should be typed, double-spaced (Times New Roman 12 point font).

Final examination: This will be a take-home exam and comprehensively assesses different aspects of the course. The final exam is similar to the integrative essay in that it 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.

Group work: These include a few group projects that motley 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 strongly encouraged and will be rewarded.   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. Your participation and attendance will fall in one of the following categories:

a) You attend regularly and frequently have thoughtful things to say.
b) You attend regularly and speak often (and on topic).
c) You attend regularly but rarely speak.
d) You attend sporadically and do not contribute.
e) You have exceeded the maximum number of allowed unexcused absences.

You are required to attend all but two of the classes; in other words, you can miss two classes without penalty. Two points will be deducted for missing a third class and four points will be deducted for missing a fourth class, fifth class, etc.

Quizzes: These are multiple choice quizzes, and are timed (each question 60 seconds), but will be available on Sakai during the timeframe indicated in the schedule above (typically four 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.

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 you 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.