

## Course Information

**Course Title:** Navigating Organizational Networks

**Course Number:** BUSM/BMGT7580

**Term:** Spring/2022

**Credits:** 2

**\*Course Dates:** March 28th, 2022 - May 11th, 2022

**Course Times:** MW 4:00PM - 5:50 PM

**Professor:** Dr. Sheetal Singh

**Pronouns:** she/her/hers

**Classroom:** Join

URL: <https://umd.zoom.us/j/97321835845?pwd=MUQveWVSMUMvUDJoUHFhWXNmVEdEQT09>

**Office Hours:** Mondays 3:30pm-4pm PM and Wednesdays 3:30-4:00 PM ET ([Zoom link](#)) or by appointment

**TA:** Helen Tan

**Pronouns:** she/her/hers

**Reachable at:** [Htan22@umd.edu](mailto:Htan22@umd.edu)

**Office hours:** Mondays 2:30-3:30 PM (<https://umd.zoom.us/j/3582458854>) or by appointment

## Course Description

Networks play a critical role in information sharing, social support, personal and professional growth and advancement, and influence within organizations. In this class, you will gain theoretical and practical knowledge on networks – how they are developed, the functions they serve, challenges individuals face related to their networks, and more. You will also do a deep dive on your own network – assessing the current state, strengths, gaps and opportunities. You will gain both knowledge and new skills on connecting meaningfully in order to grow your network and influence others. You will leave the class with both deeper self-knowledge and a clear plan for continuing to evolve and nurture your network in the future.

## Course Objectives

Upon completion of this course, you should be able to:

1. Identify critical factors that influence organizational and professional networks
2. Assess the strengths and growth areas in your personal and professional network
3. Leverage your connection skills to grow and deepen your network and connect meaningfully with others
4. Expand your network to achieve challenging goals and desired outcomes

## Course Structure

This course will be delivered in person 2x per week for 7 weeks. Classes will be highly interactive and incorporate a variety of approaches for learning and working together with your classmates. Expect more discussion and application than lecture.

## **Suggested Work-Rhythm for this Class:**

### **Sunday**

- **Outside of Class:** Add reflections to Canvas online by 11:59 PM

### **Monday**

- **In Class:** In-class lecture (including participation according to the guidelines provided in this syllabus)
- **In Class:** Review of assigned reading and discussion– be prepared to work interactively with other students in large and small group settings
- **Outside of Class:** Read assigned readings, apply learnings to your own experiences

### **Wednesday**

- **In Class:** In-class lecture (including participation according to the guidelines provided in this syllabus)
- **In Class:** Review of assigned reading and discussion– be prepared to work interactively with other students in large and small group settings
- **In Class:** Read assigned readings, apply learnings to your own experiences

### **Ongoing**

- **Outside of Class:** Group Collaboration
- **Outside of Class:** Major assignments, printing, and email/canvas update monitoring

## **Time Expectations**

Each week, in addition to any scheduled live class time, you should expect to spend 2-3 hours watching videos, listening to podcasts, and completing learning activities. This time does not include regular homework such as reading the text, completing problems, and studying.

## **Tips for Success**

- **Participate:** Discussions and group work are a critical part of the course. You can learn as much, if not more, from the ideas and perspectives of your peers and instructor. Participation can also help you articulate your ideas and develop critical thinking skills.
- **Manage your time:** Make time for your online learning and discussion activities each week. Give yourself plenty of time to complete assignments (plus extra time to handle any technology problems). Make sure to plan your projects well in advance – *do not wait until the last minute; it will show in your work.*
- **Login regularly:** Log in to Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
- **Try not to fall behind:** This class moves at a quick pace and some of your project work builds on previous work. It is difficult to catch up if you wait until the last minute to complete your assignments or skip a learning unit. Please ***reach out to me early if you feel you're slipping behind*** on the content and I will try to help.

- **Utilize the Canvas settings:** Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily. You can find more information at this link to the [student canvas community website](#).

## Course Materials & Software

- Please navigate to [this](#) link and purchase the Harvard Business Review course pack.
- If you are not already registered on the Harvard Business Publishing Education site, you will need to sign up for a student account. Once logged in, you may immediately access and purchase the assigned course pack.
- Most required readings are from Harvard Business Review (HBR) and are in the The Harvard Business Publishing course pack. The GREAT news is most of them are available for FREE through the UMD Library! So, in the course pack they are marked as an "optional" purchase (watch [Downloading HBR Articles from the UMD Library](#)). HBR articles not accessible through the library must be purchased through the course pack. These are marked as "required" in the course pack.
- A few readings are not included in the course pack. Those readings are free and include a link to the source material.
- MentiMeter. Free, but make sure you enter your name for credit each time you use it.

## Software Requirements

Software Name	How to Access it
Canvas	<a href="https://umd.instructure.com/courses/1323885">https://umd.instructure.com/courses/1323885</a> Click <a href="#">here</a> for minimum browser requirements to use Canvas/ELMS
Google Drive	<a href="https://drive.google.com/drive/folders/1M1zuAdUefgoge7hZutEX4KfqmM21dWly?usp=sharing">https://drive.google.com/drive/folders/1M1zuAdUefgoge7hZutEX4KfqmM21dWly?usp=sharing</a>
Zoom (for office hours)	<a href="https://umd.zoom.us/j/3190677585">https://umd.zoom.us/j/3190677585</a>
Mentimeter	<a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>

## Course Outline All assignments submitted on ELMS/Canvas

Week #	Topic <i>Please note, all articles (unless otherwise noted) are in the Harvard Business Publishing course pack. If you did not purchase the optional articles, you will need to download them from the library. <a href="#">Here's how</a>.</i>	Deliverable
Week 1, Class 1 March 28	<b>Intro to Organizational Networks and Network Foundations</b> <i>Before class:</i> <ol style="list-style-type: none"> <li>1. Read, "How Leaders Create and Use Networks" by H. Ibarra and M. Hunter</li> <li>2. Review syllabus</li> </ol>	Discussion question due on Canvas by 11:59 PM ET on March 27, 2022

<b>Week 1, Class 2 March 30</b>	<b>Network Foundations</b> Before class: <ol style="list-style-type: none"> <li>1. Read, "A Smarter Way to Network" by R. Cross and R. Thomas</li> <li>2. Enter discussion questions on Canvas</li> </ol>	Discussion question due on Canvas by 11:59 PM ET on March 29, 2022
<b>Week 2 April 4 &amp; 6</b>	<b>Network Foundations (continued)</b> Before class: <ol style="list-style-type: none"> <li>1. Read case study, "Heidi Roizen" by N. Tempest and L. McGinn</li> <li>2. Read: "Six Myths About Informal Networks - and How to Overcome Them," by R. Cross, N. Norhia and A. Parker</li> <li>3. Read, "The Network Secrets of Great Change Agents" by J. Battilana and T. Casciaro</li> <li>4. Enter discussion questions on Canvas</li> </ol>	Discussion question due on Canvas by 11:59 PM ET on April 3
<b>Week 3 April 11 &amp; 13</b>	<b>Network Mapping</b> Before class: <ol style="list-style-type: none"> <li>1. Read, <a href="#">"Networks, not Hierarchy: Expanding Leadership Capacity and Impact in a Complex World"</a> by S. Garcia and T. O'Driscoll (use link - materials not in coursepack)</li> <li>2. Read, "Informal Networks – the Company Behind the Chart" by D. Krackhardt and J. R. Hanson</li> <li>3. Read, "5 Misconceptions about Networking," by H. Ibarra</li> <li>4. Enter discussion questions on Canvas</li> </ol> After class: <ol style="list-style-type: none"> <li>5. Finalize Network Map and Reflection Paper</li> </ol> <i>*Bonus Read: "Build a Network – Even When You Don't Think You Need One," by D. Clark</i>	Discussion question due on Canvas by 11:59 PM ET on April 10  Network Map and Reflection Paper due 11:59pm ET, <b>Sunday April 17</b>
<b>Week 4 April 18 &amp; 20</b>	<b>Building Your Network through Relationships</b> Before class: <ol style="list-style-type: none"> <li>1. Complete the <a href="#">VIA Strengths assessment</a> (use link - materials not in coursepack)</li> <li>2. Read, "Networking Doesn't Have to be Self-Serving," by R.M. Kanter</li> <li>3. Read, "How To Turn on the Charm: Building Influence Through Real Human Interactions for a Change" by J. Pfeffer (note: only in coursepack. NOT the same as the library's HTML resource)</li> <li>4. Read: "Connect, then Lead" by A. Cuddy, M. Kohut, and J. Neffinger</li> <li>5. Enter discussion questions on Canvas</li> </ol> After class: <ol style="list-style-type: none"> <li>6. Begin planning for your Final Project</li> </ol>	Discussion question due on Canvas by 11:59 PM ET on April 17

	<p><i>*Bonus Reads</i></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>"The Awkward Person's Guide to Networking,"</i></a> (use link - materials not in coursepack)</li> <li>• "Collaborative Overload," by R. Cross, R. Rebele, and A. Grantby A. Westring</li> </ul>	
<b>Week 5</b> <b>April 25</b> <b>&amp;27</b>	<p><b>Power, Influence and Identity</b></p> <p><i>Before class:</i></p> <ol style="list-style-type: none"> <li>1. Read, "Power Play," by J. Pfeffer</li> <li>2. Read: "The Uses (and Abuses) of Influence" by R. B. Cialdini and S. Cliffe</li> <li>3. Read: "Don't Let Power Corrupt You," by J. Battilana and T. Casciaro</li> <li>4. Read case study, "Claude Grunitzky" by J. Battilana, L. Ramarajan, and J. Weber</li> <li>5. Enter discussion questions on Canvas</li> </ol> <p><i>*Bonus reads:</i></p> <ul style="list-style-type: none"> <li>• "How to Increase your Influence at Work" by R. Knight</li> <li>• "Navigating Office Politics When There is No Office," by T. Chamorro-Premuzic and D. Clark</li> </ul>	<p>Discussion question due on Canvas by 11:59 PM ET on April 24</p>
<b>Week 6</b> <b>May 2</b> <b>&amp;4</b>	<p><b>Week 6, Part 1: Network Challenges in 2022</b></p> <p><i>Before class:</i></p> <ol style="list-style-type: none"> <li>1. Read: "Remote Networking as a person of Color" by L.M. Roberts and A.J. Mayo</li> <li>2. Read, "To Understand Whether Your Company Is Inclusive, Map How Your Employees Interact" by B. Yamkovenko and Stephen Tavares</li> <li>3. Read, "We're Losing Touch with our Networks," by M. King and B. Kovacs</li> <li>4. Enter discussion questions on Canvas</li> <li>5. Prepare group presentation</li> </ol>	<p>Discussion question due on Canvas by 11:59 PM ET on May 1</p> <p>Proposal (1 per group) and group rating forms (everyone) due by 11:59 PM ET on <b>Sunday, May 8</b></p>
<b>Week 7</b> <b>May 9</b> <b>&amp; 11</b>	<p><b>Final Project Work Time</b></p> <ol style="list-style-type: none"> <li>1. No in-class meetings</li> <li>2. Professor available for project office hours via Zoom</li> </ol>	<p>Final project due by 11:59 PM ET on <b>Sunday, May 15</b></p>
<b>May 12-18</b>	<p><b>EXAM WEEK</b></p>	<p>Final project due by 11:59 pm ET on <b>Sunday, May 15</b></p>

## Grading Structure

Assignment	Points	% final grade	Due Date
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INDIVIDUAL ASSIGNMENT: Discussion questions	40  8 points per class X 5 weeks = 40 points	20%	Before each class  Note: There are 6 total dates with discussion questions, but only the 5 highest-scored grades will be counted. The lowest-scored grade will be dropped.
INDIVIDUAL ASSIGNMENT: Class participation	20	10%	During class  NOTE: Participation is assumed. You will only lose points for non-participation.
INDIVIDUAL ASSIGNMENT: Network Map and Reflection Paper	40	20%	11:59 pm ET Sunday, April 19
GROUP PROJECT: Non-profit Event	40	20%	Present in class on May 4  Proposal and rating forms due 11:59 pm ET Sunday, May 8
INDIVIDUAL ASSIGNMENT: Final project	60	30%	11:59 pm ET, Sunday, May 15
<b>TOTAL</b>	<b>200 points possible</b>	<b>100%</b>	

**\*\*EXTRA CREDIT OPPORTUNITY \*\*** There are several “bonus reads” throughout the syllabus. You can earn one point of extra credit per “bonus read” by submitting a brief essay (approximately 250 words on double-spaced paper) describing the main point of the article, its strengths and limitations, how it informs your thinking about networks, and any conclusions you draw or further questions the article elicits. Post your responses directly to Professor no later than one week after the reading was assigned to be eligible for credit.

## Major Assignments

### Individual Assignments

#### 1. Discussion Questions (40 points):

- Before each class, a discussion question will be posted on Canvas that connects the newest readings, discussion, or assignments. The purpose of these questions is to support you in digesting and synthesizing our content for the week. Do not just repeat back concepts that you read – share your insights, personal experiences, questions, etc. in your responses.

- Each discussion post is worth 8 points. To maximize your grade, make sure to answer every piece of the question and to showcase your thinking and understanding of the course material. Don't just play back content from the reading – make it your own and show that you have thought about and understand it. Posts that do not answer every aspect of the question or that are limited in content or original thought will not earn the full 8 points.

## 2. **Class participation (20 points):**

- Interpersonal connection and engagement is critical to both individual and collective growth. It is also a core component of engaging in organizational networks and expanding one's influence. This class can be viewed as a microcosm of broader organizations where students will engage in the future; therefore, active participation is an expectation to deepen learning and move individuals forward in their utilization of network building.
- Students are expected to actively participate in the class experience. Participation does not have to be long (in fact, it is possible to lose points by dominating the discussion) but regular input is expected.

## 3. **Network Map and Reflection Paper (40 points):**

- Visually mapping your network will help understand where you have robust connections and where you have opportunities to strengthen your network. For this assignment, you will create a visual map of your network that includes operational, strategic, and personal connections.
- Your network map should include specific individuals – their names and the organization or affiliation through which you know them (e.g., work, UMD, religious groups, community groups, sports, etc.).
- Use symbols or colors to indicate the nature of your connections. It should be clear if an individual is part of your operational, strategic, or personal network (a connection can also be part of two or all three of your networks). You may choose different colored or patterned lines to indicate the strength of the connection. You could use symbols or words to indicate which individuals are essential for supporting your learning and growth (e.g., a mentor), key collaborators, critical sources of information for you, etc. Be creative and create a map that you feel accurately captures your current professional network.
- The assignment that you turn in will consist of two parts – the actual network map and a 2-3 page reflection paper. Please submit both parts as a **single document** on Canvas (e.g., Word or PDF):
  1. A visualization of your network map. You can create this in an application like PowerPoint, an online network mapping tool, or draw it by hand (*if you draw it, it MUST be clear, legible, and professional; scan your drawing in order to submit it as a PDF on Canvas. A photograph is not sufficient*).
  2. A 500-750 word, double-spaced paper (approximately 2-3 pages) with observations and reflections on your network:
    - What did you learn or discover about your network by mapping it out?
    - What surprised you?

- Where do you observe strengths in your network? Weaknesses or opportunity areas?
- Are there patterns or trends in your strengths or opportunity areas?
- What else? Get curious and analytical – look for interesting insights and share some reflection on these.

***Network Map and Reflection Paper Grading Criteria (worth 40 points)***

Element	Points	What's needed for all the points
Part 1 – network map	20	<ul style="list-style-type: none"> <li>• Professional, legible document</li> <li>• Organized and realistic network visualization (e.g., shows you put thought and effort into considering your professional network)</li> <li>• Includes Strategic, Operational, and Personal networks</li> <li>• Uses colors or symbols to give additional context to connections</li> <li>• Includes a key for decoding colors/symbols</li> <li>• You are clearly represented in the network (e.g., don't forget to include yourself in the visual)</li> </ul>
Part 2 – Reflection paper	20	<ul style="list-style-type: none"> <li>• Organized, structured reflections and observations about your network</li> <li>• Thoughtful, detailed reflections and observations, such as those laid out in the assignment description</li> <li>• 2-3 pages, double spaced (no penalty for going over!)</li> <li>• Free of spelling, punctuation, etc. errors and in standard paper format (e.g., 10-12 pt font, normal margins, etc.)</li> </ul>

Team Assignment

**4. Group Project (40 points):**

**Description of Project**

- For your group project, you will work with 5-6 other classmates to leverage your collective networks to solve a problem. You and your group members are all on the board of a non-profit organization (you can choose a real non-profit or make one up). This non-profit depends on several large events each year for 60% of their operating budget. Unfortunately, large events are challenging right now because of COVID. The non-profit leadership decided they will host a hybrid event in December.
- Your group must draw on your actual, current networks to find a speaker, have a plan to get 250 people to attend your virtual event, line up items for a silent auction, and raise \$30,000 in registrations, donations, and silent auction purchases.

**Presentation**



- Each group will present their proposal to the non-profit leadership team (in this case, your classmates) during class on either May 2nd or 4th. These presentations will be brief (5-7 minutes) and will be presented live.
- Your presentation should clearly and succinctly answer the following questions:
  1. **Who will be the keynote speaker and how will you secure the speaker leveraging connections in your network?**
  2. **How will you get 250 people to attend the event and how did you use your networks to target people who will be interested and committed to attending?**
  3. **How will you use your network to secure valuable items for the silent auction?**
  4. **How will you achieve the \$30,000 fundraising goal, based on attendee registration fees or donations and silent auction items?**
  5. A summary of what you learned about your fellow group members during this process since they are new nodes in your network
  6. A summary of observations from looking at your collective networks – e.g., surprising shared connections, unique contributions of specific group members' networks, a very wide net from bringing together the individual networks of all group members, deep concentration or big gaps, etc.

#### **Proposal Memo**

- In addition to your presentation, your group must turn in one 250-500 word memo (2-3 pages double-spaced) with an overview of your proposal. One team member will email this memo to Professor by 11:59pm on Sunday, May 8th (giving you a few days after your presentation in case you want to make any changes). Your proposal should clearly and succinctly “pitch” your plan for the virtual event, including the key questions above in bold (not the observations about your collective networks).

#### **Group member rating forms**

- Every group member will also complete a rating form to assess the contributions and teamwork of their teammates, including a self-rating. This rating form is the assignment you will submit online.

#### **Project Grading**

- The grade for your group project (40 points) is based on 3 inputs:
  1. The quality and comprehensiveness of your presentation
  2. The quality and comprehensiveness of the proposal memo your group turns in
  3. Your personal contributions to the group, assessed by your teammates

#### ***Group Project Grading Criteria (worth 40 points)***

Element	Points	What is needed for maximum points
The quality and comprehensiveness of your presentation	16	<ul style="list-style-type: none"> <li>• Presentation to the class was clear, organized, and engaging (<b>4 points</b>)</li> <li>• Answered the key questions: (<b>8 points</b>)               <ul style="list-style-type: none"> <li>○ Who will be the keynote speaker and how you will secure the speaker leveraging connections in your network</li> <li>○ How you will get 250 people to attend the event and how you used your networks to target</li> </ul> </li> </ul>

Element	Points	What is needed for maximum points
		<p>people who will be interested and committed to attending</p> <ul style="list-style-type: none"> <li>○ How you will use your network to secure valuable items for the silent auction</li> <li>○ How you expect to achieve the \$30,000 fundraising goal, based on attendee registration fees or donations and silent auction items</li> <li>• Includes observations from looking at your collective networks – e.g., surprising shared connections, unique contributions of specific group members' networks, the wide net from bringing together the individual networks of all group members, deep concentration, big gaps, etc. (<b>2 points</b>)</li> <li>• Includes a summary of what you learned about your fellow group members during this process since they are new nodes in your network (<b>2 points</b>)</li> <li>• Does not exceed <b>10</b> minutes (ideally 5-7 minutes)</li> </ul>
Your group's final product	15	<ul style="list-style-type: none"> <li>• One proposal memo is turned in for your group on time (11:59pm ET, Friday, May 13) <b><u>via email</u></b> to Professor</li> <li>• The memo is organized, professional, clearly outlines your solution to the problem (<b>3 points</b>)</li> <li>• Answers the key questions (<b>12 points</b>) <ul style="list-style-type: none"> <li>○ Who will be the keynote speaker and how you will secure the speaker leveraging connections in your network</li> <li>○ How you will get 250 people to attend the event and how you used your networks to target people who will be interested and committed to attending</li> <li>○ How you will use your network to secure valuable items for the silent auction</li> <li>○ How you expect to achieve the \$30,000 fundraising goal, based on attendee registration fees or donations and silent auction items</li> </ul> </li> </ul>

Element	Points	What is needed for maximum points
Your personal contributions to the team (and ratings of your teammates)	9	<ul style="list-style-type: none"> <li>Everyone in your group will rate one another based on the quality of your contributions to the group</li> <li>You will also provide a self-rating on this form</li> <li>You will rate your teammates on the following dimensions: <ul style="list-style-type: none"> <li>Reliability – showing up for team meetings, delivering commitments on time and as expected</li> <li>Collaboration – supporting, bringing out the best in, and working effectively with teammates</li> <li>Quality of contributions – making contributions (ideas, work on the memo, etc.) that enabled the team to achieve goals</li> </ul> </li> <li>The rating form is available under <b>FILES</b> in Canvas</li> <li><b>Your evaluation form is what you personally will turn in via Canvas/ELMS by 11:59pm ET on Friday, May 13</b></li> <li><b>Our late policy applies to turning in this form</b> (if your form is late, it will impact your overall grade)</li> </ul>

#### Final Project

#### 5. Gap Analysis, Fresh Connection, and Path Forward Description of Project

- This assignment consists of four steps, but you only need to turn in **one paper**
  - Use your network map to identify a gap in your network.** Think about some personal or career goals that you want to achieve in the coming months or years. Where do you have gaps in your network that – if filled – could help you close a gap? For instance, maybe you really want to work with a start-up but don't know anything about start-ups. Maybe you want to get involved in your organization's Diversity & Inclusion network or an affinity group but don't know how to get involved. Identify as many gaps as you can by comparing your current network with where you want your network to be in order to help you achieve your goals.
  - Make a fresh connection!** Pick one of the gaps that you identified and find a way to start closing that gap by **adding a new connection** to your network. This doesn't mean you have to 'cold call' someone. Think about friends of friends, people you "know of" but don't know at work or at school. Leverage existing connections in your network to help you get an introduction. Then, set up a call with that person. Be intentional – let them know why you want to talk to them, what you are hoping to learn about. You can frame it as an informational interview. Have a clear purpose for your outreach and prepare for the call to a) maximize the value and b) make it a good use of their time. Be sure to follow up after the call to thank them. **Important: You must have a call/meeting with them!**

**\*\*To succeed on this assignment don't wait until the last minute! Plan ahead so you have time to identify a new connection to add to your network AND meet with them AND write the paper!\*\***

3. **Write a reflection paper** (750-1000 words (3-4 pages double-spaced) that summarizes your experience. Write in prose, tell a story - do not use bullets. Reflect on the experience and what you learned, considering such questions as:

- How did you conduct your gap analysis? What goals or objectives guided your analysis?
- What gap did you choose to focus on closing and why?
- What were you looking for in a fresh connection in your network?
- How did you go about finding your fresh connection?
- How did you reach out to them, how did you frame the ask, and what happened?
- How did you approach the call? What did you learn? How did it go?
- What did you learn from this overall experience and what will you carry forward with you? What will you do or NOT do again in the future based on this experience?

4. **Path Forward:** Create an **action plan** to help you continue your momentum beyond this class. This should be something that is truly personal - and useful - to you. Your **action plan** will include:

- **Your vision for where you want to take your network** – do you want to grow certain dimensions of your network by adding new connections? By deepening others? What personal and professional career goals are driving your vision?
- **How you will assess your progress.** For instance, if you want to build more or deeper connections in a certain part of your network, how will you measure your progress? What is your timeline?
- **1-2 personal growth goals related to your network** focused on your behaviors or capabilities – such as sharpening your value proposition, improving your listening skills, becoming more confident in reaching out to people you don't know well, etc. Pick goals that are truly meaningful to you and that you will actually pursue.
- **Specific micro-habits or practices that you want to adopt** to support your network or personal goals – such as having 2 “catch up” calls with members of your network every week, having an agenda-free virtual coffee with a colleague every month, leaving 5 minutes at the start of every call to catch up and connect with a colleague to build your relationship, etc.
- **Commitments for maintaining your network in the future.** Your network is never “complete” – you will continue to have new opportunities, cold connections, new goals, etc. In the years to come, long after this class has ended, what practices will you put in place to step back and check in with your network?

***Final Project Grading Criteria (worth 60 points)***

Element of paper	Points	What is needed for maximum points
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Overview of your gap analysis	8	<ul style="list-style-type: none"> <li>• Tell me how you went about identifying a gap (or gaps) in your network</li> <li>• Build off the work you did for assignment #1</li> <li>• Clearly state what you are trying to achieve with new connections and what you are comparing your current network against (e.g., strategic goals)</li> </ul>
Identifying your new connection	6	<ul style="list-style-type: none"> <li>• Your reasoning / thought process behind identifying potential new connections</li> <li>• Who you chose to reach out to and why</li> <li>• How the person helps fill a gap or make progress on your goal</li> </ul>
Outreach process	5	<ul style="list-style-type: none"> <li>• Tell me how you approached your outreach to that person (e.g., “cold call”, asking a shared connection to introduce you, follow up from meeting them before, etc.)</li> <li>• Why did you reach out in the way that you did?</li> <li>• How you framed your request to connect (e.g., purpose, “the ask”)</li> </ul>
The actual conversation	8	<ul style="list-style-type: none"> <li>• Tell me about the conversation</li> <li>• How did you connect (e.g., Zoom?)</li> <li>• How did you approach the conversation?</li> <li>• What the experience was like for you</li> </ul>
Learnings, takeaways, reflections, insights	8	<ul style="list-style-type: none"> <li>• What did you learn from the experience? From the gap analysis, the experience of creating a new connection, from your conversation with your new connection?</li> <li>• What will you carry forward with you from this experience?</li> <li>• What will you do differently in the future based on this experience?</li> </ul>
Action Plan Content	20	<p>Includes all of the key pieces outlined in the assignment description, clearly called out and answered in a thorough and thoughtful manner. Includes examples that address the key questions listed for each component above (<b>Points values in parentheses</b>):</p> <ul style="list-style-type: none"> <li>• Your vision for where you want to take your network (4)</li> <li>• How you will assess your progress (4)</li> <li>• 1-2 personal growth goals related to your network (4)</li> <li>• Specific micro-habits or practices that you want to adopt (4)</li> <li>• Commitments for maintaining your network in the future (4)</li> </ul> <p>Your action plan can be written like a paper OR some other format that you find useful... a PPT, dashboard, action plan template, etc. Get creative and make something that will be useful to you!</p>

Assignment format	5	<ul style="list-style-type: none"> <li>• Paper is structured, organized, tells your story</li> <li>• Writing is concise and to-the-point (every word adds value)</li> <li>• Minimal spelling, grammar errors</li> <li>• Appropriate font and size (e.g., Ariel or Times, 10-12 pt font, 1 inch margins)</li> <li>• Professional document – uses paragraphs, has a title/heading</li> <li>• 3-4 pages in length, double-spaced (no penalty for going over)</li> <li>• Action plan is neat, organized, clear, regardless of whether it is in written paper format or some other format (see above)</li> </ul>
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## Course Policies

### University Class Policies

Students are responsible for knowing their rights and reviewing all course related policies found at this link to [UMD's Office of Undergraduate Studies website](#) or [UMD's Graduate Schools list of Course Policies](#).

### Class Discussions and Participation Guidelines

The primary goal of our discussions is to enhance the collective learning of the class. The following guidelines can help you make effective contributions to our class discussions. Please see the following list of tips for effective and meaningful discussion participation.

#### Examples of Good Discussion Contributions:

- Comments that report and explain content, opinions, or analysis by stating clear assumptions, critically self reflecting, citing specific sources, and/or conducting explicit, systematic analysis
- Comments/questions that provide or seek clarification
- Comments with good timing as well as good substance providing substantiated claims and evidence and sharing sources where possible
- Comments that make points clearly
- Comments that move learning forward by building an argument and/or drawing on other comments without repeating
- Comments that respectfully articulate a point of agreement/disagreement

#### Examples of Ineffective Discussion Contributions:

- Destructive attacks
- Interrupting peers
- Monopolization of the discussion
- Disrespectfully articulating a point of agreement/disagreement
- Out-of-sequence comments / destroying the flow of class discussion

## Resources & Accommodations

### Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also 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. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at [adsfrontdesk@umd.edu](mailto:adsfrontdesk@umd.edu). More information and services are available from the [UMD Counseling Center](#).

### Student Resources and Services

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 I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Success website](#) 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 [UMD's Writing Center](#) 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 ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#).

### Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

### Statement on Diversity and Inclusion

As part of the [Smith School's commitment to diversity and inclusion](#), we recognize the importance of a diverse student body as necessary to a THRIVING environment. We are committed to fostering inclusive and equitable classroom environments. The Robert H. Smith School of Business strives to ensure all members of the Smith community feel welcomed, valued, and proud of every aspect of who they are. Through education, knowledge creation, advocacy, programming, and support, Maryland Smith commits to building an inclusive community that fosters a sense of belonging among all stakeholders. Additional UMD-wide resources are available to you in [the Office of Diversity and Inclusion](#).

I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your

choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps. For more resources and information, visit [the LGBTQ+ Equity Center](#).

## Technology Policy

Please refrain from your technology disrupting the learning of others. If you must take a call, please excuse yourself and return to the class when you are finished.

## Faculty Expectations

- I will respond to emails within 24 hours. Feedback on assignments and grades will be returned in a timely manner, targeting an interval of 5 working days for small assignments and 7 working days for larger assignments.

## Student Expectations

- How to Be Successful in this Class**
- While the following is not an exhaustive list and in no way can replace your grade in this class, the rubric below can assist you in clarifying how to be successful in this course. If you are concerned at any time that you are falling behind please contact me via canvas email as soon as possible.

Unsatisfactory	Beginning	Developing	Excellent
Poor attendance	Mostly on-time attendance	Consistent, on-time attendance	Consistent, on-time attendance
Little or no meaningful contribution to class discussion	Occasional participation or contributions to class discussion	Frequent meaningful participation or contributions to class discussion	Consistent meaningful participation or contributions to class discussion
No or late submission of major assignments	On-time submission of all assignments	On-time submission of all assignments	On-time submission of all assignments
Minimal effort on assignments (inside and outside of class)	Demonstrated effort on some assignments	Demonstrated effort on most assignments	Demonstrated effort on all assignments
No high quality output on any learning assessment or subpar quality across several learning assessments	High quality output on some learning assessments	High quality output on most learning assessments	High quality output on all learning assessments
Disrespectful classroom etiquette	Respectful classroom etiquette	Respectful classroom etiquette	Respectful classroom etiquette

## Attendance and Participation

- Given the topic and the interactive style of this class, attendance will be crucial to both learning and performance. You are expected to make a contribution to the learning experience. If you do not participate regularly, it could impact your participation grade.



- There may be legitimate reasons for not being able to attend at times, which are understandable. If you expect to miss a class, please let Professor know in advance. If you are facing a need for an extended absence, please let Professor B-E know right away. If you are regularly not participating, it may be reflected in your class participation score.

## **Absences and Late Policy**

Late assignments require prior permission from the instructor and must be accompanied by a legitimate reason for not meeting a target deadline.

With appropriate documentation students will be given 1 week from documentation to turn in the assignment for full credit opportunities. Up to 50% credit will be given for assignments turned in 2 weeks after documentation receipt. For Major Scheduled Graded Events (MSGEs), only University approved absences (religious observance, unforeseen life circumstances out of your control (with documentation), or documented illnesses with appropriate documentation will be accepted.

## **Academic Integrity**

The University's [Code of Academic Integrity](#) is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the Smith School does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the Smith School.**

It is important to note that course assistance websites, such as CourseHero, are not permitted sources for Smith School courses, unless the instructor explicitly gives permission for you to use one of these sites. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc.






Finally, on each major assignment you must write out and sign the following pledge:

***"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."***

Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and follow up with me if you have questions.

To help you avoid unintentional violations, **the following table** lists levels of collaboration that are acceptable for each type of assignment. If you ever feel pressured to comply with someone

else's academic integrity violation, please reach out to me straight away. Also, ***if you are ever unclear*** about acceptable levels of collaboration, ***please ask!***

	 <b>Open Notes</b>	 <b>Use Book</b>	 <b>Ask Friends</b>	 <b>Search Online</b>	 <b>Work in Groups</b>
	Students may look at their class notes while they complete this deliverable	Students may look at the assigned course textbook/readings while they complete this deliverable	Students may get help from classmates, friends, or others to complete this deliverable	Students may search the web for related ideas or information while they complete this deliverable	Students may complete the deliverable through joint work with others
<b>Network Map</b>	Yes	Yes	No	Yes	No
<b>Group Project</b>	Yes	Yes	Yes	Yes	Yes
<b>Final Paper</b>	Yes	Yes	No	Yes	No

## Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the **[Course Eval UM](#)**

. By completing all of your evaluations each semester, you help improve the quality of instruction through Testudo, the evaluation reports for the thousands of students who have submitted their evaluations.



**OTI Advisors**  
Inspiring Performance, Promoting Well-being

## Copyright notice

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## About the Instructor

Dr. Sheetal Singh is an award-winning researcher, author, corporate trainer and a leadership coach and advisor to CEOs, Cabinet Members and Heads of State. She is the founder of OTI Advisors- a growing organizational development advisory practice. She is Associate Clinical Professor at Robert H. Smith School of Business, University of Maryland. Dr. Singh is a Partner with HVS providing organizational and leadership development services. Dr. Singh brings a blend of scientific knowledge, creative approach, and inspirational delivery to influence industry leaders responsible for driving positive change. Both her research and organizational development work is motivated by her goal to support individual and organizational performance and wellbeing.

Dr. Singh completed her PhD. in Organizational Behavior and Strategy from University of Maryland's Robert H. Smith School of Business. She completed her undergraduate work in Commerce from Delhi University, and in Hotel Administration from the Institute of Hotel Management, PUSA, Delhi, India. She also completed a Post Graduate Diploma in Hotel

Management from The Oberoi Centre of Learning and Development, Delhi India, earning the Rai Bahadur M.S. Oberoi Gold Medal for excellent all-round performance.

Prior to her doctoral work Dr. Singh worked for over a decade in the hotel industry with the Oberoi Group of Hotels & Resorts and Carlson Group in various positions in Rooms and Food & Beverage before transitioning into Training & Development. Apart from designing and conducting training programs for Oberoi Hotels and Marriott branded hotels, Dr. Singh has also delivered training for the government, IT firms, financial sector, broadcast and travel industry. She has been invited to speak at Cornell University's School of Hotel Administration and University of Maryland and continues to serve as a mentor to the Leadership Development Program at the School of Hotel Administration, Cornell University.

Her professional achievements include winning Best Paper Award (2016, 2012, 2009) from Academy of Management, Best summer paper award (2015) from GWU, Best Reviewer Award (2014) from Academy of Management, Best Research Paper 2008 awarded by the Dingman Centre of Entrepreneurship and Best Conceptual Paper Award 2008 and IDEA award for research promise (2009) awarded by the Entrepreneurship division of Academy of Management.

Dr. Singh is married to Shalinder Singh, (MMH, 04) an accomplished hotelier, and they have two teenage daughters. They both are avid runners having completed multiple marathons. As a family they love outdoor activities such as hiking, snorkeling, and cycling.