

School of Information Sciences
University of Tennessee
Management of Information Organizations IS 550 (Sec 001)
Fall, 2009
Instructor, Christine Lee
Online, Thursdays 6:30 to 9:10 p.m.
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Course description: This course provides an overview of supervisory and management concepts, strategies, and techniques applicable to information professionals working in libraries, archives, records management, and other information organizations. Understanding and managing organizations isn't easy and attempts to improve them without adequate understanding may result in making things worse instead of better. Using the Bolman and Deal four frame analysis of organizations as a conceptual umbrella, students in this course examine the knowledge, skills and commitment needed for leaders to make a positive difference in information organizations.

Course objectives:

- To explore organizations as learning systems, developing understanding of various learning models and theories at the individual, group or team, and organizational levels
- To examine current trends and practices in leadership
- To explore various techniques and principles of human relations problem solving
- To examine complex organizations using a variety of frames and theories
- To develop cognitive complexity enabling the use of multiple perspectives in the diagnosis of organizational problems
- To practice analyzing case problems and writing responses to problems and issues of library and information center management
- To recognize innovation and the ways in which innovation and change impact organizations
- To explore professional and ethical practices within human organizations
- To synthesize and critically evaluate professional management literature
- To develop a professional network

Course text:

-Bolman, Lee & Deal, Terry, *Reframing Organizations: Artistry, Choice and Leadership (4th Edition)* San Francisco, CA: Jossey Bass Publishers

Course schedule:

PART I – PERSONALITIES, STYLES, RELATIONSHIPS, AND COMMUNICATIONS AT WORK

August 20 – Class introductions; overview of course; online personality assessment; and a short history of leadership theories.

Assignment due August 27:

1. *Complete Type Focus Assessment.*
2. *Share your introduction on discussion thread.*

August 27 – What do assessment results really mean? Looking at archetypal roles in organizations.

Assignment due September 3:

1. *Place on discussion thread a portrait of one of the archetypal roles by sketching the traits and behaviors in one of your colleagues – one page of talking points.*

September 3 – More on the History of Leadership Theories.

September 10 – An Overview: Framing problems in organizations: Structural, Human Resource, Political and Symbolic.

Assignment due September 17:

1. *Draft and send to the Digital Drop Box (DDB) a case description of your chosen organizational situation, 3-5 pages.*

September 17 – No class meeting. View a film (see attached list) and discuss via Blackboard threaded discussion. Examine and discuss the concept of how reality is socially constructed.

Assignment due September 24:

1. *Read “The Structural Frame” in Bolman and Deal.*
2. *Place on discussion thread: the organizational chart for your workplace.*

September 24 - The Structural Frame.

Assignment due October 1:

1. *Read “The Human Resource Frame” in Bolman and Deal.*
2. *Place on discussion thread three sample personnel policies from your organization.*
3. *Send to DDB first draft of your case examining the Structural Frame.*

October 1 – The Human Resource Frame and case studies to analyze behavior: What’s really going on here? What does it mean to be a professional?

Assignment due October 8:

1. *Send to DDB first draft of your case examining the Human Resource Frame.*
2. *Read “The Political Frame” in Bolman and Deal*
3. *Place on discussion thread a list of funding sources for your organization.*

October 8 – The Political Frame

October 16 – No Class – University Fall Break

Assignment due October 22:

1. *Read “The Symbolic Frame” in Bolman and Deal.*
2. *Place on discussion thread a list of formal and informal protocols and ceremonies within your organization.*
3. *Send to DDB first draft of your case examining The Political Frame.*

October 22 – The Symbolic Frame and the tool of Storytelling

Assignment due October 29:

1. *Send to DDB first draft of your case examining the symbolic frame.*

Part II – TOOLS, PROTOCOLS AND SYSTEMS AT WORK

October 29 – Management Topics (Session 1 of 3)

- Exploring Operational Efficiency and Effectiveness
- Strategic and Operational Planning
- Project Management

Assignment due November 5:

1. *Send to DDB a flow chart depicting one significant project from your workplace.*

November 5 –Management Topics (Session 2 of 3)

- Human Resource management
- Building Effective Teams
- Creating Quality Service

November 12 –Management Topics (Session 3 of 3)

- Financial management
- Managing Change and Transition
- Managing Self

November 19 – Book talks

Assignment due November 26:

1. *Send to DDB Final Version of Personal Case*
2. *Send to DDB Final Four Frame Analysis of Personal Case*

November 26 – No Class (Thanksgiving)

December 3– Final exam

Projects and Assignments:

1. Blackboard Discussion (10%) of film. Titles include: *Rashomon, Hope and Glory, Dinner with Andre, Rude Awakening, Austin Powers, Bananas, Working Girl, Twelve O'clock High, Remember the Titans, 9 to 5, Wall Street, Apollo 13, Wall Street, A Taxing Woman, Lean on Me, Ikiru, Hoosiers, Born on the Fourth of July, Beaches, Norma Rae, The Insider, Erin Brockovich, On Golden Pond, Stand and Deliver, Cry Freedom, Rear Window, 23 Angry Men, M*A*S*H, The Breakfast Club, or Modern Times. Two films show 'framing' a problem directly: Dead Poets Society, The Karate Kid*

2. Draft and Re-write a personal case (10%).

Write a 3-5 page **description** (no analysis) of an organizational situation in which you were a central participant. The situation should be one that 1) you found challenging; 2) you think that you can learn about yourself and the organization and 3) you are motivated and interested enough to explore throughout the term.

3. Book talks about a "popular" book on leadership (15%). Sample titles:

What Were They Thinking? Unconventional Wisdom About Management by Jeffrey Pfeffer

Five Minds for the Future by Howard Gardner

The Power of Nice: How to Conquer the Business World with Kindness by Linda Thaler and Robin Koval

Leading for a Lifetime: How Defining Moments Shape Leaders of Today and Tomorrow by Warren Bennis and Robert Thomas

The Five Dysfunctions of a Team: A Leadership Fable by Patrick Lencioni

Vital Friends, The People You Can't Afford to Live Without by Tom Rath

If Harry Potter Ran General Electric by Tom Morris

It's Your Ship: Management Techniques from the Best Damn Ship in the Navy by Michael Abrashoff

Shackleton's Way: Leadership Lessons from the Great Antarctic Explorer by Morrell and Capparell

Leading at the Edge: Leadership Lessons from the Extraordinary Saga of Shackleton's Antarctic Expedition by Dennis Perkins

Team Secrets of the Navy Seals by Anonymous

Elizabeth I, CEO by Alan Axelrod

Moses on Management by David Baron

The Transparent Leader by Herb Baum

Empowerment: Takes More than a Minute by Ken Blanchard

The Servant Leader by Ken Blanchard

Leading Through Conflict by Mark Gerzon

Blink by Malcolm Gladwell

Shaping the Game by Michael Watkins

Management Courage by Margaret Morford

The New American Workplace by Edward Lawler, III and James O'Toole

Questions of Character by Joseph L. Badaracco, Jr.

Focus Like a Laser Beam by Keith Ferrazzi and Lisa Haneberg

Management by Baseball by Jeff Angus

OR

Book talks on a book by a well-known author on leadership. Sample authors:

Warren Bennis

Thomas Davenport

W. Edwards Deming

Peter Drucker

Peter Senge

James Kouzes

Barry Posner

Jeffrey Sonnenfeld

Robert Gandossy

OR

Read and book talk three articles of your choice from *Harvard Business Review* or the *Professional Manager*

4. Create a flowchart of one significant project in your work (10%).

“To construct an effective flowchart:

1. Define the process boundaries with starting and ending points.
2. Complete the big picture before filling in the details.
3. Clearly define each step in the process. Be accurate and honest.
4. Identify time lags and non-value-adding steps.
5. Circulate the flowchart to other people involved in the process to get their comments.

A thorough flowchart should provide a clear view of how a process works. With a completed flowchart, you can:

- Identify time lags and non-value-adding steps.
- Identify responsibility for each step.
- Brainstorm for problems in the process.
- Determine major and minor inputs into the process with a cause & effect diagram.” [Citation from the **SkyMark** Corporation Management Resources website]

5. Write a paper examining/analyzing a personal case, using the 4 frames (structural, human resource, political and symbolic) (30%).

6. Complete a final exam (15%).

7. Attendance & participation are expected; all classes will begin promptly (10%). Participation in class is critical to your success in this course. Students should plan to attend all sessions and come prepared for class discussion on presented topics. Posting and responding to other classmate’s comments on the Blackboard Discussion Threads is also expected as it contributes to our class learning and community.

Grades: A=93-100; B+=88-92; B=83-87; C+=78-82; C=70-77; D=65-69; Below 65=failing

UNIVERSITY POLICY ON ACADEMIC HONESTY

The Graduate Catalog states University expectations as follows: “Academic integrity is a responsibility of all members of the academic community. An honor statement is included on the application for admission and readmission. The applicant’s signature acknowledges that adherence is confirmed. The honor statement declares:

An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

Plagiarism

Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense subject to disciplinary action that may include failure in a course and/or dismissal from the university."

Beliefs about Teaching

I believe that:

1. Human beings construct knowledge. We bring our own experience and understanding of the world in order to make sense of new information and phenomena.
2. Rich resources and materials inspire learning.
3. Tricking or bribing does not inspire deep learning.
4. 'Hearing our own voice' deepens the learning.
5. Learners show many different ways of engaging with their learning.

What does this look like?

*The root word of education is *educare*, which means, "To bring forth." That means I will aim to bring forth the best in your thinking. I do not care to impart only a fund of knowledge on to you. I hope to inspire you about a shared passion of mine: why organizations either succeed or fail (or just lumber along). My major effort as your instructor includes creating the setting and situation for you to find your own expertise, interests, breadth and depth in the subject matter. I hope to see you wonder about, probe, investigate, connect with and invent ideas of your own. Your job is to engage with me, with the ideas in the class, with your classmates and with the readings so that we all may know of your areas of interest.

*Joan Didion, among others, tells us that, in order to know what you know, you must speak or write your ideas. I will facilitate discussion rather than lecture you. To learn, you must be prepared to talk, to listen, to write or to debate your ideas. I will ask you to write short assignments and long papers. This is known as, "hearing your own voice."

*Experience and practice help in learning to speak and write ideas. I invite you to re-write or re-do some papers as a way to coach you in learning to write. I will ask you 'for evidence' when you offer contributions and opinions.

*The more heads the better in wrestling with issues. A learning community is a respectful yet dynamic phenomenon. There's no greater moment than when someone makes new connections, changes his or her mind from hearing a persuasive point, articulates new positions clearly, connects new learning to old or connects theory to practice and experience. Learning from classmates happens when people care about each other as equal partners in seeking knowledge, no matter the gender, ethnic or lifestyle attributes.

*As a teacher, I assume a delicate balance between participant and facilitator. I expect to learn from you. I will learn from hearing new and varied insights and connections. Often, I will act as questioner of, rather than expert in the topics we discuss. But, in the end, as your instructor, I assume responsibility for assessing both verbal and written work. That puts me in a distinct place in the learning community. I offer 'rubrics' or expectations and standards for work. I show more interest in content (ideas) than in form (slick products). I have high expectations for us all.