

School of Information Sciences  
University of Tennessee  
Management of Information Organizations, IS 550  
Fall, 2005

Instructors, Jinx Watson & Christine Lee

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451 Communications Building  
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**Course description:** 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 Bolman and Deal's four frame analysis of organizations as a conceptual umbrella, this course examines the knowledge, skills and commitment needed for leaders to make a positive difference in organizations.

**Course objectives:**

Understand organizations as learning systems, including having an understanding of various learning models and theories at the individual, group or team and organization levels.

Understand current trends and practices in leadership;

Appreciate various techniques and principles of human relations problem solving;

Learn basic functions of management: planning, organizing, staffing, implementing and evaluating

Practice analyzing case problems and writing responses to problems and issues of library and information center management;

Recognize innovation and the ways in which innovation and change drive vision, mission and goals of an organization or project.

Apply professional and ethical practices, particularly in affective and financial situations

Value appropriate technological applications

Synthesize and critically evaluate professional management literature

Develop a professional network

**Course texts:**

-Bolman & Deal, *Reframing Organizations*

**Course schedule:**

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

August 24 – Introductions; Overview of course; online personality assessment based on Myers-Briggs ( [www.humanmetrics.com/cgi-win/JTypes2.asp](http://www.humanmetrics.com/cgi-win/JTypes2.asp) ), a short history of leadership theories

August 31 –What do the results of the Myers-Briggs really mean? Looking at archetypal roles in organizations.

*Assignment due September 7 week:*

*Capture and post a portrait of one of those roles by sketching the traits and behaviors in one of your colleagues – one page of talking points.*

September 7 - A short history of leadership theories continued.

**September 14 – No synchronous class. 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 21:*

1. *Draft and post a personal case in an organization of your choice, 3-5 pages*

September 21 – An Overview: Framing problems in organizations: Structural, Human Resource, Political and Symbolic

*Assignment due September 28:*

*Read “The Structural Frame” in Bolman and Deal*

*Capture and post: an organizational chart from your organization.*

September 28 - The structural frame

*Assignment due October 5:*

1. *Read “The Human Resource Frame” in Bolman and Deal*
2. *Capture and post sample personnel policies from your organization*
3. *Post First draft of framing your case structurally*

October 5– 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 12:*

2. *Read The Political Frame in Bolman and Deal*
3. *Capture and post a list of funding sources for your organization*
4. *Post first draft of the human resource frame*

October 12 - The Political Frame

*Assignment due October 19:*

1. *Read the Symbolic Frame in Bolman and Deal*
2. *Capture and post a list of formal and informal protocols and ceremonies within your organization*
3. *Post First draft of framing your case politically*

October 19 - The Symbolic Frame and the tool of Storytelling

## *Part II – TOOLS, PROTOCOLS AND SYSTEMS AT WORK*

October 26 –Tools for management problem solving (3 sessions): including leading meetings, thinking reflectively, listening actively, planning strategically, creating adult learning situations, and persuading constituents of the worthiness of one's arguments.

- Setting goals
- Time management
- Running meetings
- Managing projects

November 2 – Tools for management, continued

- Power, influence and persuasion
- Hiring and keeping the best
- Appraisal and Coaching
- Creating Teams
- Handling problem employees

*Assignment due November 9*

1. *Capture and post a flow chart of one project in your work*

November 9 – Tools for management, continued

- Budgeting
- Understanding finance
- Managing change and transition

November 16 – Book talks

November 23 – No Class

November 30 – Final exam.

Projects and Assignments:

**2. Blackboard Discussion (10%) of film. Titles include:** *Rashomon, Hope and Glory, My Dinner with Andre, Rude Awakening, Austin Powers, Bananas.* **Two films show ‘framing’ a problem directly:** *Dead Poets Society, The Karate Kid*

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

Write a 3-5-page **description** (no analysis) of a 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. This need not be limited to a work setting – could be leadership of a sports team, civic or church group, etc.

**4. Book talks one “popular” book on leadership (15%). Sample titles:**

*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, CEP* by Alan Axelrod

*Get Them on Your Side* by Samuel Bacharach

*Managing Up* by Roseanne Badowski

*Moses on Management* by David Baron

*The Transparent Leader* by Herb Baum

*On Becoming a Leader* by Warren Bennis

*Empowerment: Takes More than a Minute* by Ken Blanchard

*The Servant Leader* by Ken Blanchard

*Herdin Chickens* by Dan Bradbary

*Creating WE* by Judith Glaser

OR

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

Stephen Covey

Thomas Davenport

Edwards Deming

Peter Drucker

Peter Senge

OR

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

**4. Create a flowchart of one problematic 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.”

[From SkyMark Corporation]

**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%)**

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

Below 65=failing

**POLICY ON ACADEMIC INTEGRITY**

The University of Tennessee operates with a strict student code of honor regarding academic integrity. “Study preparation and presentation should involve at all times the student’s own work. The responsibility for learning is an individual matter. Academic integrity requires that all work presented be the student’s own work, not only on tests, but in themes, papers, homework, and class presentation, unless it has been clearly specified that work is to be a team effort. There is a clear difference between learning new ideas and presenting them as facts or as answers, and presenting them as one’s own ideas. It is part of the learning and process to incorporate the thoughts and ideas of others into one’s own mind and presentations with the purpose of learning and enlarging on personal boundaries of knowledge.” An observed act of academic cheating or plagiarism will

result in an “F” grade for the course. Other penalties may be levied in accordance with university regulations, as stated in Hilltopics.

**IMPORTANT:** GET ASSIGNMENTS, HANDOUTS AND OTHER UPDATES from trusted classmates. Do not call instructor for info from a missed class; do not ask instructor for missed handouts. The buddy system works well for these situations.

### **Shared Beliefs about Teaching**

*We 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.  
Tricking or bribing does not inspire deep learning.  
'Hearing our own voice' deepens the learning.
5. Learners show many different ways of engaging with their learning.

*What does this look like in the classroom?*

\*The root word of education is *educare*, which means, "To bring forth." That means we will aim to bring forth the best in your thinking. We do not care to pass only a fund of knowledge on to you. We hope to inspire you about a shared passion of ours: why organizations either succeed or fail (or just lumber along). Our major efforts as teachers include creating the setting and situation for you to find your own expertise, interests, breadth and depth in the subject matter. We hope to see you wonder about, probe, investigate, connect with and invent ideas of your own. Your job is to engage with each of us, 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, says that, in order to know what you know, you must speak or write your ideas. We will facilitate discussion rather than lecture you. To learn, you must be prepared to talk, to listen, to write or to debate your ideas. We will ask you to write short essays and long papers. This is known as, "hearing your own voice."

\*Experience and practice help in learning to speak and write ideas. We invite you to re-write or re-do some papers as a way to coach you in learning to write. We 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 teachers, we assume a delicate balance between participant and facilitator. We expect to learn from you. We will learn from hearing new and varied insights and connections. Often, each of us will act as questioner of, rather than expert in the topics we discuss. But, in the end, as instructors, we assume responsibility for assessing both verbal and written work. That puts us in a distinct place in the learning community. We offer 'rubrics' or expectations and standards for work. We show more interest in content (ideas) than in form (slick products). We have high expectations for us all.