

Instructor



Dr. Kimberly Douglass,
Associate Professor
University of Tennessee, Knoxville
School of Information Sciences
(SIS)
Kdougl2@utk.edu [usually most
efficient way to reach me]

University of Tennessee, Knoxville
453 Communications Bldg., 1345 Circle Park Drive
Knoxville, TN 37996
Office: 865.974.7919
Fax (SIS): 865.974.4967

Course Outcomes

Upon completing this course, the student will be able to do the following in information organizations:

- (1) Apply:
 - a. techniques and principles of human relations problem solving
 - b. professional and ethical standards
- (2) Cultivate:
 - a. a professional network
- (3) Integrate:
 - a. appropriate technologies to decision making in information organizations
 - b. current trends and practices in leadership
- (4) Critically evaluate:
 - a. professional management literature
 - b. ways in which innovation and change drive vision, mission and goals of an organization or project
 - c. ways in which interpersonal relationships drive the mission and goals of an organization
 - d. ways in which meaning and values drive the mission and goals of an organization
- (5) Create:
 - a. marketing products
 - b. organizational assessments

Communication

Set appointments via email: expect response within 24-48 hours Monday-Friday. If you receive an “out of office” reply, response may be delayed. If you and I schedule a meeting time, assume that the time we set is in Eastern Standard Time.

I am required to communicate with you through your UTK email address. If you prefer to use another address and don’t wish to check both accounts, consult the OIT Helpdesk to obtain directions for forwarding your UTK mail to your preferred.

Course Description

This course addresses supervisory and management concepts, strategies, and techniques applicable to information professionals working in libraries, archives, records management, and other information organizations.

The framework for this class is highly theoretical. While we will discuss some nuts and bolts of management, this class is mostly about leading people.

Textbook

Bolman, L. G., and Deal, T. E. *Reframing Organizations: Artistry, Choice and Leadership*, 5th ed. August 2013. Jossey-Bass: San Francisco, CA.

As a courtesy, I will try to provide PowerPoint slides prior to the start of each class session

Learning Environment

- Classes will meet via Zoom videoconference. See Canvas for information to connect to weekly class meetings.
- We will be free to express relevant and meaningful ideas with the entire class or our particular discussion groups. We will respect the rights of others to do the same.
- While I want to promote free exchange and online community, take care to keep text chat discussions (public and private) relevant to the class discussion.

Assignments

Ongoing	15%	Class participation
February 12	15%	Branding product
March 5/6	15%	Book talk
March 26	25%	Mapping the Political Terrain
April 8	25%	Performance assessment
April 23/24	5%	Presentation of branding product, Mapping the Political Terrain Essay, or performance Assessment

Post all assignments under **Canvas “Assignments”** by **11:59pm** the day they are due. Assignment files must be labeled per instructions on the syllabus. Failure to do so will result in lost points.

Grades for individual assignments will be based upon total points earned/100 possible points. The schedule on page 6 lists assignment names and due dates. Refer to the scale on page 5 for the corresponding letter grade.

Penalty for Late Work

Except by prior agreement (rare), ½ letter grade per working day may be deducted for written or oral work not submitted by class time the day due. For example, a paper which would normally receive the letter grade of "B" may receive a "C" if two business days late--and so forth. “Prior arrangement” means at least 24 hours prior to the original time scheduled for the presentation or paper.

Class Cancellations

“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. [http:// http://safety.utk.edu/emergency-management/inclement-weather-policy/](http://http://safety.utk.edu/emergency-management/inclement-weather-policy/) . SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

Computing

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The Office of Information Technology (OIT) provides training classes in using varied technologies for students at no charge (advance registration is required). You must obtain a UT email account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas. We will use video for class sessions. Therefore, your webcam must be functional.

Expectations for Grades

Students earn grades based upon quality of thought and writing style, thoroughness of research and of references, and originality. Only exceptional work will receive an "A" grade.

Incompletes

Based on adopted University of Tennessee, Knoxville and SIS policy, an incomplete is granted only under unusual circumstances. Only the instructor can grant incompletes. In the event that an incomplete is to even be considered, the student will be required to petition for an incomplete by filling out a SIS approved form used for that purpose (contact instructor). The student will agree to the conditions and date set by the instructor for the removal of the "I" (incomplete). In any event, an "I" not removed within one semester automatically becomes an "F." For students who disappear without contacting the instructor and without completing the required form, an "F" is submitted.

Preparation of Written Work

Name and title go in the top (1 inch) margin.

The standard SIS resource for matters of documentation is Kate L. Turabian, a *Manual for Writers of Term Papers, Theses, and Dissertations*, 8th edition [or later] (Chicago: University of Chicago Press, [latest edition]). (Paperbound copies abound in local bookstores.) *Turabian* is derived from the *Chicago Manual of Style*. For matters not covered in *Turabian* or where there is ambiguity, the latest edition of the *Chicago Manual of Style* is ultimately authoritative. It is also permissible to use either the APA or MLA style of documentation.

- All sources must be cited, quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism.
- Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one point.
- Papers should be submitted in 12-point font, double spaced lines.
- All work should be paginated.
- In addition to assignment specifics, all written work will be evaluated in terms of these criteria:
 - Quality of the presentation-neat and free from error;
 - Quality of the writing - clear, direct, and correct;
 - Quality of the organization-smooth, logical flow of content; and
 - Quality and amount of reflection, analysis, and evaluation.

Plagiarism

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
 2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
 3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
 4. Collaborating on a graded assignment without the instructor's approval;
 5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).
- Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism.>) Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

Class Attendance

- To be considered present for a class session, each student must have access to a computer with reliable Internet service, a fully functional (internal or external) microphone, a functional web cam, and full text chat capability. This requirement may preclude students from connecting through mobile devices.
- The UTK School of Information Sciences (SIS) does not recommend that students attend online classes while driving or riding in motorized vehicles.
- It is assumed that each student be present and speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.
- Regular attendance is required and necessary. A substantial portion of your grade will be based upon in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:
 - Inform me in advance or as soon as possible after class
 - Submit any work due from the missed class period
 - Listen to class recording
 - Check with classmates for notes, announcements, etc.

Acceptable reasons for absence from class include:

- Illness;
- Serious family emergencies;
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences);
- Military obligation;
- Severe weather conditions;
- Religious holidays;
- Participation in official university activities such as music performances, athletic competition or debate; and/or
- Court-imposed legal obligations (i.e., jury duty, subpoena).

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

Academic Integrity

Students should be familiar and maintain academic integrity as described in <http://hilltopics.utk.edu/academics/> as: "Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work."

Students should abide by the Honor Statement described in the same Hilltopics, <http://hilltopics.utk.edu/student-code-of-conduct/>: "An essential feature of The University of Tennessee 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."

Grading

Semester grades will be assigned according to the following scale:

A	> or = 93	(4 quality points per semester hour) superior performance.
A-	90-92.75	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.75	(3 quality points per semester hour) satisfactory performance.
B-	80-82.75	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.75	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.75	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	< or = 59.75	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the Graduate Catalog . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

Graded class activities will be returned within two to a maximum of three weeks.

College of Communication and Information Diversity Statement

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

Disabilities that Constrain Learning

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document his/her eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

Civility

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Course Schedule

January 16 - No Class – MLK Day	
January 23 - Read: The Symbolic Frame (243-301)	Introductions; Overview of course; The power of reframing in information organizations
<p>January 30 - Read: Textbook pages 3-40 (Introduction)</p> <p>Watch: Select one of the following films to watch for discussion in class: <i>Imitation of Life</i> (1959); <i>Now Voyager</i> (1942); <i>Citizen Kane</i> (1941); or <i>Sophie's Choice</i> (1982) – about 3 people per film choice”-I will set up discussion threads for each film.</p>	<p>For the film be prepared to discuss:</p> <p>What is the construction? What context creates the construction? Why does it work in this situation? Who are the winner/losers? Why? Don't just point out themes and symbolism. Make the constructions explicit. Why does this particular construct occur at this particular time (the movie was made and the setting in the movie) in history?</p>
<p>February 6 - Read: The Symbolic Frame (243-301)</p> <p>Listen to: http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action Listen to: http://www.thisamericanlife.org/radio-archives/episode/544/batman</p>	Symbolic Frame; Branding and Marketing; Metaphors we live by in information organizations
<p>February 13 - Read: “The Political Frame” (185-242)</p> <p>http://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1011&context=diss</p> <p>http://www.who.int/hac/techguidance/training/stakeholder%20analysis%20ppt.pdf</p> <p>Due: February 12 – Branding Infographic; save as: [550.Lastname,Firstinitial.Brandingproduct.Sp2017.February12]</p>	Political Frame; Whistleblowers in information organizations; I am a political animal????? Everyone works for a different organization
<p>Branding Product (Symbolic Frame) - Infographic</p> <ul style="list-style-type: none"> ▪ You will project either 5, 10, or 15 into the future; Design an infographic to market your future self. ▪ While the product can be used like a visual resume, the product should be a more dynamic marketing tool. ▪ Highlight qualifications such as, but not limited to: timeline of increasing responsibility, success and challenges with work-life integration, how you have improved business practices, etc. ▪ http://www.informationisbeautiful.net/ might provide inspiration. There are multiple sites on line that offer templates. ▪ We will talk more about branding and this assignment specifically during class. 	
<p>February 20 - Read: The Human Resource Frame (113-182)</p> <p>Read: Bangerter, Adrian, Paloma Corvalan, and Charlotte Cavin. "Storytelling in the Selection Interview? How Applicants Respond to Past Behavior Questions." <i>Journal of Business and Psychology</i> 29, no. 4 (2014): 593-604.</p>	Human Resource Frame; Too Much HR?; People vs production; Behavioral interview questions for information organizations; Managing across the generations

INSC 550: Management of Information Organizations * Spring 2017 * Mondays 1:25 pm to 4:25 pm
Syllabus

<p>February 27 - Read: The Structural Frame (69-112)</p> <p>Browse: http://icma.org/en/icma/knowledge_network/blogs/blogpost/3189/Budgeting_Planning_and_Forecasting_Best_Practices</p> <p>Browse: http://www.ala.org/advocacy/advleg/advocacyuniversity/budgetpresentation</p> <p>Browse: http://www.wallacefoundation.org/knowledge-center/Resources-for-Financial-Management/Pages/Planning.aspx</p>	<p>Structural Frame; Return on investments in information organizations; Isomorphism; Budgeting</p>
<p>March 6 - Book talks presentations</p> <p>March 5 – Due: Book talk (1-4 Frames) presentation slides; save as: [550.Lastname,Firstinitial.Booktalk.Sp2017.March5]</p>	<p>Book talks; Structuring HR, Structuring the Political Frame, and Structuring the Symbolic Frame; Evidence based decision making; Budgeting; Outcomes vs outputs (educational and workplace goals)</p>
<p>Book talks (1-4 of the Four Frames)</p> <ul style="list-style-type: none"> ▪ Select a book about leadership. ⁱ (see footnote for suggestions for book selection). If you choose a book other than one of these, just run the title and topic by me. ▪ Develop 1-3 slides about the book that you can present in 5-7 minutes. ▪ Explain to other students why they should or should not read this book. Among other critiques, you can comment on how well-researched the book is, how easy of a read it is, how important the work is, etc. Cite examples to support your critique. ▪ You must talk about which one, two, three, or four of the four frames this book represents. If it represents less than four (which is highly likely) explain what blind spots are created by the book. ▪ We will talk more about this assignment during class. ▪ 	
<p>March 13 - No Class: SPRING BREAK!!!!!!</p>	
<p>March 20 - Read: “Integrating Frames for Effective Practice” (305-321) “Reframing in Action: Opportunities & Perils” (323-335)</p>	<p>Comparative tables of the Four Frames; Corporate security breaches</p>
<p>March 27 - Read: “Reframing Leadership” (337-369)</p> <p>March 26 – Due: Mapping the Political Terrain paper (Political Frame); save as: [550.Lastname,Firstinitial.MapPolTer.Sp2017.March26]</p>	<p>Comparative tables of the Four Frames; White space in information organizations</p>
<p>Mapping the Political Terrain (Political Frame)</p> <ul style="list-style-type: none"> ▪ Identify an interpersonal situation (preferably in a professional setting) that you 1) were directly involved in and 2) you found challenging. ▪ Describe the situation clearly but succinctly (You can use roles or titles in place of names). ▪ Use Bolman and Deals’ terminology to analyze the situation. I will provide you with an outline. ▪ What dynamics are clear to you that were unclear before this analysis? ▪ As much as possible, imagine yourself on the outside looking into this situation. Don’t get too bogged down in trying to fix people (although it’s difficult to avoid it altogether). I am more interested in your new insights, particularly about you and your role in the situation. ▪ We will talk more about this assignment during class. 	

INSC 550: Management of Information Organizations * Spring 2017 * Mondays 1:25 pm to 4:25 pm
Syllabus

April 3 - Read: "Reframing Change in Organizations" (371-392)	Power of reframing in information organizations
April 10 – Read: Reframing Ethics and Spirit" (393-406) April 9 – Due: Performance Assessment; save as: [550.Lastname,Firstinitial.PerformanceAssessment.Sp2017.April9]	Prevocational skills; Power of reframing in information organizations; prevocational skills
April 17 - Read: "Bringing it All together: Change and Leadership in Action"(407-429) Listen to: http://blog.ted.com/2013/06/07/framing-the-story-ted-radio-hour-takes-a-look-at-the-power-of-narrative/	Power of reframing in information organizations
<p>Performance Assessment (I will provide an outline of terms.)</p> <ul style="list-style-type: none"> ▪ Using Bolman and Deals' HR and Structural Frames criteria, develop performance assessments for a real or fictional organization. On at least one sheet provide the organization's name, vision, mission, goals, objectives, number of employees, financial strength, organizational structure, etc. ▪ For guidance, consult: http://betterevaluation.org/start_here/plan_manage_evaluation ▪ For each item on the assessment point out which of the frames and which of the frame's criteria it illustrates. ▪ Basic structure Executive Summary; Introduction (plan and purpose); Organizational background; Why you choose this assessment model; How you would analyze the findings? 	
<p>April 24 – Presentation of Branding, Mapping, or Assessment Product</p> <p>April 23 – presentation slides: [550.Lastname,Firstinitial.Presentation.Sp2017.April23]</p>	
<ul style="list-style-type: none"> ▪ Presentation of Frames Assignments (1-3 slides, 5-7 minutes) ▪ Select one of the three assignments: Branding Infographics, Mapping, Assessment ▪ Discuss the basis of your idea for the assignment, the value that your work holds, what it taught you about leadership. What questions did this assignment spark in your mind? 	
<p>Classes end April 28th</p>	

ⁱ For guidance, try:

Chapple Langemack's The Booktalker's Bible. March 2003.

One "popular" book on management and/or leadership - Sample titles (not limited to these): The Secret by Rhonda Byrne, Drive by Daniel Pink, Ubuntu by Stephen Lundin and Bob Nelson, 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, 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, Herding Chickens by Dan Bradbary, Creating WE by Judith Glaser

-OR-
Book talks a book by a well-known author on management and/or leadership. Sample authors: Seth Godin, Stephen Covey, Thomas Davenport, Edwards Deming, Peter Drucker, Peter Senge