



**EXECUTIVE MSIM 580 SYLLABUS
WINTER 2006
MANAGEMENT OF INFORMATION ORGANIZATIONS**

Instructor: Karine Barzilai-Nahon
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Class location: Mary Gates Hall, Room 271
Class time: Friday 4:30-8:20 pm
Course website: <http://courses.washington.edu/msim580b>
eReserve website: <https://eres.lib.washington.edu/eres/coursepage.aspx?cid=4417>
Class Listserv: imt580b_wi06@u.washington.edu

COURSE DESCRIPTION

The course introduces internal and external management issues and practices in information organizations. We will look how information organizations are managed, that is, how the planning, organizing, leading, and controlling of an information organization are done. It sheds light on the internal and external influences and variables that allow information organizations to thrive or cause them to decline, and the manager's distinguished role in that success or failure.

Managing is not just a discipline comprising (technical) managerial proficiency and the knowledge of certain means necessary to arrive at predefined ends. Managers need to understand the social and political environments and context that surround them, and uphold high ethical standards when using powerful techniques and models to achieve the organization goals.

COURSE GOALS:

The main goal I would like to see us achieving during the quarter is to be able to look at organizations using different lenses – more refined, complex and diversified than the “traditional management” lens. In my opinion, broadening the scope of our look is necessary for functioning as a manager.

The course provides theoretical and practical frameworks and tools for information professionals who engage in the various aspects of managing.

By combining management theory with practical examples and experience, students will acquire basic knowledge and skills for managing in traditional and non-traditional information environments. As your instructor it is my aspiration that you will not only learn new aspects of effective leadership, but upon completion you will also find that you look at your immediate environment in new ways.

STRUCTURE OF THE COURSE:

In the course, we will engage through separate mechanisms:

1. Class participation
2. Individual Assignments
3. Group Assignments
4. Group Project

1. Class Participation

Assigned reading materials should be read before each session – reading is mandatory and essential to complete the assignments. The subject requires involvement from the students’ part and therefore participation plays a big part in the grade.

One way you can show your participation is by contributing items to the course website – interesting articles, sites or other items that you think would interest everyone.

2. Individual Assignments

Students will be engaged through three individual assignments. The individual assignments should be handed in the beginning of the lesson. The assignments appear on the course website.

3. Group Assignments

The group assignments (3 students per group) will involve the study of issues related to the various subjects and a contact with real organizations. Therefore, it is recommended that at least one member of each group will have a contact with an organization (e.g., by being an employee). The groups will need to learn the special characteristics of this organization.

To keep confidentiality and anonymity, groups may conceal any information that they think may hurt the company or its employees (e.g., name of company, people and dates), while leaving the relevant attributes intact. I hope these assignments will demonstrate the strong connection between the class material and the real world. During the quarter you will gain expertise in the subject you are studying, and find materials that are not covered in class – please bring them to class and upload them to our course website.

Submission of names of the group members and contact details should be done by January 19th, 2006 at 12 midnight via email. The assignments appear on the course website.

4. Group Project

In addition to the short assignments submitted by the groups, we will conduct an in-depth study of a particular issue in the organization that your group is studying. Each group will choose a topic that they think or would like it to be a subject for a change in the organization they study. The group will have to deliver a paper on their findings and also present that in front of the class in the last two lessons. Guidelines for preparations of the project will appear on the course website.

Submission of the group subject should be done by January 26^h, 2006 at 12 midnight via email. The assignments appear on the course website.

GRADING:

The course grading will be as follows:

Class participation	15%
Individual Assignments:	
Assignment # 1	5%
Assignment # 2	10%
Assignment # 6	15%
Group Assignments:	
Assignment # 3	10%
Assignment # 4	10%
Assignment # 5	10%
<u>Group project (presentation and report)</u>	<u>25 %</u>
Total	100 %

COURSE CURRICULUM:

Lesson	Date	Topic	Deliverables
1	01/06/06	No Frontal Class – Preparing Assignment #1	
2	01/13/06	Introduction Business Ethics	Assignment # 1 (Individual)
3	01/20/06	Decision Making and Basic Planning	Assignment # 2 (Individual)
4	01/27/06	Politics and Power	
5	02/03/06	Leadership Individual Behavior (needs and motivation)	Assignment # 3 (Group)
6	02/10/06	Culture and Change	
7	02/17/06	Groups and communication	Assignment # 4 (Group)
8	02/24/06	Stakeholders and Environment	Assignment # 5 (Group)
9	03/03/06	Presentations – group projects	
10	03/10/06	Presentations – group projects	Group Project + Assignment # 6 (Individual)

READINGS AND ASSIGNMENTS TASKS:

The course web-site is located at <http://courses.washington.edu/msim580b> .

Most of the bibliography materials will be posted either on the course web-site or on the eReserve course site -

<https://eres.lib.washington.edu/eres/coursepage.aspx?cid=4417> .

Additionally, relevant material and updated cases from around the world will be posted. Please make sure to check the web-site on a regular basis.

Lesson 2: Introduction and business ethics

Ghoshal Sumantra, 2005, “Bad Management Theories Are Destroying Good Management Practices”, *Academy of Management Learning & Education*, Vol. 4, No. 1, pp. 75-91.

Solomon Robert, 1991, “Business Ethics”, in: Singer Peter (Ed.), *Companion to Ethics*, UK: Blackwell Publishing, pp.354-365.

Lesson 3: Decision Making and Basic PlanningTheory

Miller Susan J., Hickson David J. and Wilson David C., 1996, “Decision-Making in Organizations”, in: Clegg Stewart R., Hardy Cynthia and Nord Walter R (Eds.), *Handbook of Organization Studies*, London: Sage Publications Ltd., Ch. 2.3 pp. 293-312.

Practice

Dessler Gary, 2004, *Management: Principles and Practices for Tomorrow's Leader*, 3rd edition, New Jersey: Prentice Hall, Ch. 3 and 4.

Lesson 4: Politics and Power

Hardy Cynthia and Clegg Stewart R., 1996, "Some Dare Call it Power", in: Clegg Stewart R., Hardy Cynthia and Nord Walter R (Eds.), *Handbook of Organization Studies*, London: Sage Publications Ltd., Ch. 3.7 pp. 622-641.

Lesson 5: Leadership and Individual Behavior

Theory

Bryman Alan, 1996, "Leadership in Organizations", in: Clegg Stewart R., Hardy Cynthia and Nord Walter R (Eds.), *Handbook of Organization Studies*, London: Sage Publications Ltd., Ch. 2.2, pp. 276-292.

Practice

Dessler Gary, 2004, *Management: Principles and Practices for Tomorrow's Leader*, 3rd edition, New Jersey: Prentice Hall, Ch. 10 and 11.

Lesson 6: Culture and Change

Theory

Schein Edgar H., 1996, "Defining Organizational Culture", in: Shafritz Jay M. and Ott Steven J., *Classics of Organization Theory*, 4th edition, 430-441. [Source: Schein Edgar H., 1985, *Organizational Culture and Leadership*, San Francisco: Jossey-Bass, pp. 1-22. Reprinted by permission]

Recommended - Schein Edgar H., 1995, "Kurt Lewin's Change Theory in the Field and in the Classroom: Notes Toward a Model of Managed Learning", SOL working paper 10.006 - http://www.a2zpsychology.com/ARTICLES/kurt_lewin's_change_theory.htm

Practice

Dessler Gary, 2004, *Management: Principles and Practices for Tomorrow's Leader*, 3rd edition, New Jersey: Prentice Hall, Ch. 7 and 8.

Lesson 7: Groups and Communication

Theory

Janis Irving L., 1996, "Groupthink: The Desperate Drive for Consensus at Any Cost", in: Shafritz Jay M. and Ott Steven J., *Classics of Organization Theory*, 4th edition, 183-191. [Source: Janis Irving L., 1971, *Psychology Today Magazine*, Sussex Publishers Inc., Reprinted by permission]

Taylor H. and Cox Jr., 1996, "Intergroup Conflict", in: Shafritz Jay M. and Ott Steven J., *Classics of Organization Theory*, 4th edition, 192-202. [Source: Taylor H. and Cox

Jr., 1993, *Cultural Diversity in Organizations*, San-Francisco: Berrett-Koehler Publishers Inc., Reprinted by permission]

Practice

Dessler Gary, 2004, *Management: Principles and Practices for Tomorrow's Leader*, 3rd edition, New Jersey: Prentice Hall, Ch. 13

Lesson 8: Stakeholders and Environment

Dessler Gary, 2004, *Management: Principles and Practices for Tomorrow's Leader*, 3rd edition, New Jersey: Prentice Hall, Ch. 5

[TBA] – another item will be added later on.

MISCELLANEOUS:

Students with Disabilities

To request academic accommodations due to a disability, please contact Disabled Student Services: 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from DSS indicating that you have a disability which requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need in the class.

Academic accommodations due to disability will not be made unless the student has a letter from DSS specifying the type and nature of accommodations needed.

Grading Criteria

General grading information for the University of Washington is available at:
http://www.washington.edu/students/genecat/front/Grading_Sys.html

The UW undergraduate grading guidelines, used by the iSchool and available at <http://depts.washington.edu/grading/practices/guidelin.htm>, may be used in this class.

ACADEMIC CONDUCT:

The following paragraphs discussing academic integrity, copyright and privacy outline matters governing academic conduct in the iSchool and the University of Washington.

Academic Integrity:

The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their promulgation. It is therefore essential that all of us engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited. For writing assignments, when ideas or materials of others are used, they must be cited. The format is not that important—as long as the source material can

be located and the citation verified, it's OK. What is important is that the material be cited. In any situation, if you have a question, please feel free to ask. Such attention to ideas and acknowledgment of their sources is central not only to academic life, but life in general.

Please acquaint yourself with the University of Washington's resources on [academic honesty](http://depts.washington.edu/grading/issue1/honesty.htm) (<http://depts.washington.edu/grading/issue1/honesty.htm>).

Students are encouraged to take drafts of their writing assignments to the Writing Center for assistance with using citations ethically and effectively. Information on scheduling an appointment can be found at:

<http://www.uwtc.washington.edu/resources/eiwc/>

Copyright:

All of the expressions of ideas in this class that are fixed in any tangible medium such as digital and physical documents are protected by copyright law as embodied in title 17 of the United States Code. These expressions include the work product of both: (1) your student colleagues (e.g., any assignments published here in the course environment or statements committed to text in a discussion forum); and, (2) your instructors (e.g., the syllabus, assignments, reading lists, and lectures). Within the constraints of "fair use", you may copy these copyrighted expressions for your personal intellectual use in support of your education here in the iSchool. Such fair use by you does not include further distribution by any means of copying, performance or presentation beyond the circle of your close acquaintances, student colleagues in this class and your family. If you have any questions regarding whether a use to which you wish to put one of these expressions violates the creator's copyright interests, please feel free to ask the instructor for guidance.

Privacy:

To support an academic environment of rigorous discussion and open expression of personal thoughts and feelings, we, as members of the academic community, must be committed to the inviolate right of privacy of our student and instructor colleagues. As a result, we must forego sharing personally identifiable information about any member of our community including information about the ideas they express, their families, life styles and their political and social affiliations. If you have any questions regarding whether a disclosure you wish to make regarding anyone in this course or in the iSchool community violates that person's privacy interests, please feel free to ask the instructor for guidance.

Knowing violations of these principles of academic conduct, privacy or copyright may result in University disciplinary action under the Student Code of Conduct.

Student Code of Conduct:

Good student conduct is important for maintaining a healthy course environment. Please familiarize yourself with the University of Washington's Student Code of Conduct at: <http://www.washington.edu/students/handbook/conduct.html>