

Spring 2014

Day/Time: Tuesday, 9:30am - 12:15pm
Location: Wells Library (SLIS) Rm. LI001

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Select any session for readings/due dates	INTRODUCTION	Session 1 Jan 14 <i>Introduction and Overview</i>	Session 2 Jan 21 <i>Concepts 1: Systems</i>	Session 3 Jan 28 <i>Concepts 2: Structure</i>	Session 4 Feb 4 <i>Concepts 3: External Environment and Networks</i>	Session 5 Feb 11 <i>Concepts 4: Review Session: Case Studies</i>		
	KNOWLEDGE & INFORMATION MGT	Session 6 Feb 18 <i>KM 1: Intro to ERPs</i>	Sun Feb 23 Ass #1.1 Due by noon Oncourse submission	Session 7 Feb 25 <i>KM 2: Organizational Analytics</i>	Session 8 Mar 4 <i>KM 3: Big Data Data Sciences</i>	Session 10 Mar 11 <i>KM 4: Institutional Memory</i>	Fri Mar 14 Ass #1.2 Due by 11pm Oncourse submission	Session 9 Mar 18 Spring Break
	ORGANIZATIONAL INTELLIGENCE	Session 11 Mar 25 <i>Organizational Culture</i>	Session 12 Apr 1 <i>Leadership and Managing</i>	Sun Apr 6 Ass #2.1 Due by noon Oncourse submission	Session 13 Apr 8 <i>World of Work</i>	Session 14 Apr 15 <i>Medical/Health Informatics</i>		
		Sun Apr 20 Ass #2.2 Due by noon Oncourse submission	Session 15 Apr 22 <i>Disruptive Technologies & Innovation</i>	Session 16 Apr 29 <i>Work on Ass #3</i>	Mon May 5 Ass #3 Due by noon Oncourse submission			

PART ONE. INTRODUCTION (COURSE DESCRIPTION)

We live our daily lives in organizations and we will spend our professional careers in organizations. Z513 is an introduction to information, technology, and social behavior in the organizational context. Concepts of organization theory and organization behavior, including knowledge and information management and organizational intelligence, provide a critical foundation for managing information, people, and information and communication technologies (ICTs) in rapidly changing and dynamic environments. It is a complement to other management courses.

Z513 is designed for students in the MIS, MLS, and dual degree programs as well as other departments in the university. Take this course if you plan to be on the staff of a small or large company, non-profit organization, government agency, library, or school and to work in an administrative, managerial, or supervisory capacity or as a member of a project team.

The course integrates theory with practice through case-based analysis. We read articles that describe many different types of organizational contexts/settings and work activities. There are no exams. Assignments are designed to prepare students for the writing skills they need as managers and supervisors. Weekly readings are generally between 30 and 50 to 60 pages. Assigned weekly reading is enhanced by recommended readings and a supplemental bibliography that is regularly augmented.

By the end of the course, students should be able to:

- Demonstrate knowledge of relevant concepts and theories of organizational theory and behavior for managing people, information, and technology in public and private sector organizations;
- Apply critical thinking skills of analysis, synthesis, and evaluation to the study of problems of managing people, information, and technology in public and private sector organizations;
- Communicate effectively both orally and in writing.

I especially like what Tony Wagner, the Harvard-based education expert and author of *The Global Achievement Gap*, says: "There are three basic skills that students need if they want to thrive in a knowledge economy: the ability to do critical thinking and problem-solving; the ability to communicate effectively; and the ability to collaborate." (Excerpted from: <http://www.nytimes.com/2010/11/21/opinion/21friedman.html>)

PART TWO. ASSIGNMENTS AND EVALUATION

Materials for the course are located in Oncourse in the S513 worksite.

Textbooks. There is no required textbook for this class. Instead, we rely principally on the journal literature and articles located on the web. Multiple copies of the Daft textbook, selected pages that we read during the first month of the course, are on four-hour reserve in the Wells Library Media & Reserves.

Lectures and readings for the first part of this course are drawn from:

Daft, R. L. (2001). *Organization theory and design* (7th ed.). Cincinnati, OH: South-Western College Publishing.

NOTE: Daft is one of the leading theorists in organization behavior. Please note that if you do purchase the book, there are later editions because Daft revises parts of his book every few years;

however, our class will continue to use the introductory chapters of this 7th edition because they introduce key concepts in the study of organizational behavior. Be aware that page numbers of newer editions differ slightly from those indicated in this syllabus.

Good Books to Know About

My personal library of books on organizations and technology grows every year. It is literally next to impossible to keep up with the relevant journals and books that are published. Here are a few books that I recommend with great enthusiasm for doctoral students who will pursue research in organizational change (all are available through online bookstores):

Aldrich, H. (1999). *Organizations evolving*. Thousand Oaks, CA: Sage Publications, Inc.

NOTE: Please note that there is a second edition to this book published in 2006. See next reference.

Aldrich, H., & Ruef, M. (2006). *Organizations and environments* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Avgerou, C., Ciborro, C., & Land, F. (2004). *The social study of information and communication technology: Innovation, actors, and contexts*. London: Oxford University Press.

NOTE: See book review in *Information Technology & People*, 18(3), 2005, 300-302.

Brynjolfsson, E., & Saunders, A. (2010). *Wired for innovation: How information technology is reshaping the economy*. Cambridge, MA: MIT Press.

NOTE: An easy read but filled with lots of insights and from extensive research and ideas for an agenda for research.

Garcia, A. C., Dawes, M. E., Kohne, M. L., Miller, F. M., & Groschwitz, S. F. (2006). Workplace studies and technological change. In B. Cronin (Ed.), *Annual Review of Library and Information Science*, 40, 393-487. doi:10.1002/aris.1440400117

NOTE: This chapter provides a very valuable introduction into the various theoretical frameworks and methodologies for studying the introduction of technology into the workplace, as well as summarizes some of the now-classic workplace studies about the problematics of designing and implementing information and communication technologies. It is a must read for students studying HCI and group collaboration software.

Kahneman, D. (2011). *Thinking, fast and slow*. New York: Farrar, Straus and Giroux.

Kallinikos, J. (2006). *The consequences of information: Institutional implications of technological change*. Cheltenham, UK: Edward Elgar.

NOTE: See book review in *The Information Society*, 24(2), 2008, 121-122.

Kallinikos, J. (2011). *Governing through technology: Information artefacts and social practice*. New York: Palgrave Macmillan.

Jordan, B. (Ed.). (2013). *Advancing ethnography in corporate environments: Challenges and emerging opportunities*. Walnut Creek, CA: Left Coast Press.

NOTE: Ethnographers meet with opposing views. Technology complements "traditional" ethnographic practice. Well worth a read.

Luff, P., Hindamarsh, J., & Heath, C. (2000). *Workplace studies: Recovering work practice and informing system design*. London: Cambridge University Press.

Mlodinow, L. (2008). *The drunkard's walk: How randomness rules our lives*. New York: Random House, Inc.

Northouse, P. G. (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage Publications.

Northouse, P. G. (2009). *Introduction to leadership: Concepts and practice*. Thousand Oaks, CA: Sage Publications, In.

NOTE: This is a practical guide to leadership.

Pettigrew, A. M., & Fenton, E. M. (Eds.). (2000). *The innovating organization*. Thousand Oaks: Sage Publications, Inc.

Rummler, G. A., & Brache, A. P. (1995). *Improving performance: How to manage the white space in the organization chart* (2nd ed.). San Francisco: Jossey-Bass Publishers.

NOTE: This book has been recommended by a former S513 Organizational Informatics student. The premises about how to understand organizations conform to the framework for this course.

von Hellens, L., Nielsen, S., & Beekhuyzen, J. (2004). *Qualitative case studies on implementation of enterprise wide systems*. Hershey, PA: Idea Group Inc.

Yates, J., & Van Maanen, J. (Eds.). (2001). *Information technology and organizational transformation: History, rhetoric, and practice*. Thousand Oaks, CA: Sage Publications, Inc.

NOTE: This edited edition contains articles that were formerly published in journals.

Many other books and articles are contained in the supplemental bibliography that is typically augmented once a year, so check the date of last revision at the beginning of the document.

Assignments

There are no formal examinations. Instead, there are a series of exercises that are designed to apply the various concepts and methods we learn in class. Each assignment builds on the previous assignment(s) to develop a foundation for analysis and evaluation. Please note that the quality of writing (communication) is evaluated and comprises part of the grade for each assignment. For more details on grading, see the grading rubric for each assignment.

- Assignments 1.1 and 1.2: Case Study Analysis: Applying Concepts to the Real World: 10% each
- Assignments 2.1 and 2.2: Extended Case Study Analysis: 20% each (One analysis per assignment for Master's students; two analyses per assignment for doctoral students.)
- Assignment 3: Case Study Analysis: "Normal Accidents" or "Disruptive Technology and Innovation": 40%

How To Prepare Your Assignments

Style of References (Citations). You are required to use the APA form of citation. Copies of the APA style manual (6th edition) are available in print at the IU Main Library Reference Desk. Please be sure to

use the latest version. In addition, resources for the style manual are available on the web. See also the IU Libraries web site for [APA citation style](#). Also located in our Oncourse Resources/Assignment folder.

Grading rubrics are provided in the Oncourse/Resources/Assignment folders. The rubric should be reviewed before and after the homework assignment is completed to ensure that the assignment has met the requirements.

Assignment Submission. Submission of assignments is through the S513 Oncourse Drop Box. Please organize your Drop Box with folders for each assignment: Assignment 1.1, Assignment 1.2, Assignment 2, and Assignment 3. Place all drafts, original submissions, and revisions for each assignment in the appropriate folder. You may submit homework early in anticipation of an absence.

Assignment Submission Document Name: Student Last Name_Assignment #.docx.

Assignment Draft Submission. Please note that drafts of assignments are welcomed. They should arrive in the Oncourse/Drop Box no later than five days before the due date of the assignment so that the instructor can review them in a timely fashion. Please be sure to notify the instructor when the assignment draft is placed in the Drop Box; click "notify instructor" in the folder where the assignment is uploaded (the step before you click on/hit upload).

Assignment Draft Submission Document Name: Student Last Name_Assignment #-DRAFT.docx.

Rewriting. Students may resubmit Assignments #1.1, #1.2, #2.1, and #2.2 one time if the total number of points received for the assignment is below 14. High quality written communication is a requirement and central goal of this course; it is also what is required in whatever professional career is pursued. If a homework assignment is returned with a recommendation that you revise and resubmit, please meet with me to discuss the assignment. A revision is welcomed for the first four assignments but it must be submitted no later than one week after I have returned it. It will be regraded and the rewrite eligible for full points. The caveat is that if the original assignment were turned in late, your grade will be subject to late assignment penalties based on the date of the original paper submission (see below on late submissions). (Thanks to Professor Joshua Danish, Learning Sciences Institute.)

Assignment Resubmission Document Name: Student Last Name_Assignment #-REVISION.docx.

How Your Assignments Will Be Evaluated

Late Submissions. Late homework is not ordinarily accepted. Documented medical reasons are typically the only exception made to this rule. In fairness to students who turn in assignments on time, all late papers will be penalized by lowering the earned grade by 10 percent for each day that an assignment is late. For example, if an assignment is worth a total of 20 points, your grade on the assignment is 17 points, and you hand in the assignment one day late, then your earned grade is 15 points.

Computer "Glitches" that Prevent Timely Assignment Submission. Students want to ensure that the loss of homework assignment documents does not take place. Work must be backed up, either on a flash drive or in a folder in Oncourse, SLIS server, or elsewhere, so that at least one copy of the work can be recovered. Late or incomplete papers will not be accepted when they are the result of failure to back up work. I ask everyone to create backups of completed or work-in-progress, either on a flash drive, or a server, or in a "working documents" folder in Oncourse (Drop Box).

Attendance. You should make every effort to attend class. If you cannot attend class, you **must** notify the instructor in advance. Attendance will factor into your final grade. Unexcused absences will not be tolerated; numerous absences are frowned upon. If you foresee yourself missing multiple classes, be sure to see the instructor the first day after class. Make-up work may be negotiated only in cases of documented, excused absences. A gentle warning: Students who miss more than two classes typically do not do well in this course.

Your written work will be evaluated according to five criteria:

- Clearly written and/or presented work;
- Knowledge of the concepts and methods of the subject matter;
- Demonstration of a growing knowledge base over the course of the semester of the facts, concepts, and literature related to organizational informatics;
- Demonstration of a degree of originality in your analyses;
- Instructions followed.

The following definitions of letter grades have been defined and approved by student and faculty members of the SLIS Curriculum Steering Committee (November 11,1996) to help faculty evaluate academic performance and to assist students by giving them an understanding of the grading standards of the Department of Information and Library Science. Letter grades will be assigned according to a 100 point scale.

Grade	GPA	Points	Meaning
A	4.0	100-96	Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.
A-	3.7	90-95	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+	3.3	87-89	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
B	3.0	84-86	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and is at an acceptable level.
B-	2.7	80-83	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+	2.3	77-79	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials
C	2.0	74-76	
C-	1.7	71-73	Unacceptable work. Course work performed at this level will not count toward the MLS or MIS degree. For the course to count towards the degree, the student must repeat the course with a passing grade.
D+	1.3	69-70	
D	1.0	67-68	
D-	.7	65-66	
F	0.0	<65	Failing. Student may continue in program only with permission of the Dean.

Course Help, Ethical Behavior, Other Details, Changes to Syllabus

Getting the most out of the class (with thanks to Professor R. Goldstone). This course should be one of the most important and interesting courses you take. The following pointers can help to ensure this:

- Question your professor and your readings. True knowledge only comes from an active engagement of the material. Questions in class are welcome, and prolonged class discussions should be looked upon as learning opportunities rather than digressions.
- Explain the material to yourself. Don't expect the material to seep its way into your head; you must actively carry it in.
- Apply principles to your everyday life and your other interests.
- Try to appreciate the deep, underlying issues.
- View the field as ongoing investigations, not as solved puzzles.
- Visit me outside of class. I am eager to meet any students to discuss organizational informatics broadly construed.

Help with Written Work. Writing is the principal component of the grade for this course. Critical thinking must be translated into the written word. IU has a place to go for help. The [IU Writing Center](#) provides help in writing grammatically correct English. Its focus is, however, the undergraduate population. The service is not designed to help you write the type of papers expected in this class. This service is free and has, nonetheless, proved useful to students. The IU Writing Center also provides hourly services for which it charges a fee. Private tutoring on an hourly basis from a graduate student who is a skilled writer is also available; let me know if you want more information.

Alternative formats. It is the desire of our university that all students participate fully in its curriculum. To accomplish this, I need your help. If you have a disability or condition that compromises your ability to complete the requirements for this course, please notify me immediately. All reasonable efforts will be made to accommodate your needs. Please see me to make alternative arrangements.

Incompletes. Permission will be granted only under special circumstances, and is available only to students with a medical or family emergency, for which written documentation is required. Decisions about granting incompletes will generally not be made until the last three weeks of the course.

Ethical Behavior. Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students who engage in plagiarism, cheating, and other types of dishonesty will receive an F for the course. As a rule of thumb, when in doubt, cite the source! Academic (e.g., plagiarism) and personal misconduct by students in this class are defined and dealt with according to the procedures in the Code of Student Ethics. There is, however, much more to avoiding plagiarism than just citing a reference. To help you recognize plagiarism, the IU Writing Center has prepared a helpful guide: [Plagiarism: What It is and How to Recognize and Avoid It](#). This is one of the few documents that actually gives you examples of what constitutes plagiarism and strategies for avoiding it. Carefully review this document and use it as a guide as you complete your assignments (in every course).

Here are some tips on how to avoid inadvertent plagiarism from my colleague Ralph Brower (FSU):

- If you take material that is not yours, from any source whatsoever, and copy it into assignments for this class, you must provide a footnote, endnote, or parenthetical reference to the source of the material.
- Any material which quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule #1 above. See the *APA Style Manual* for guidance.
- Material not taken verbatim from a text but paraphrased must also be attributed as in rule #1.

Violations of these rules in any assignment may be subject to a minimum penalty of a grade of zero (0) for the assignment and may result in a grade of "F" for the course. The instructor will clarify any of these expectations that you do not understand.

Changes in the Course Syllabus. The instructor reserves the right to change, omit, or append the Course Syllabus whenever she deems it appropriate to do so.

PART THREE. CALENDAR OF READINGS AND ASSIGNMENTS

SESSION 1 Introductions. Administration. Overview of Course. Introduction to the importance of organizations and organizations as systems, social networks, processes, and structures. Nevertheless, people--whether bosses, employees, administrators, or users, are the key to designing and implementing technology in organizations and persuading them to use your organization's "product," whether that item is (new) software, a (new) system, a document, or a (new) search tool. The socio-cognitive-affective aspects of introducing change in an organization are critical for understanding the role of technology in organizations.

These articles are all "fast reads" but they give insights into the core concepts of the course and provide the foundation for everything we read throughout the semester, as well for all the assignments. Just concentrate on the main points (argument) that the authors make.

SESSION 2 The changing paradigm of organizational design: From mechanical to natural systems and from closed to open systems. How to think about organizational change. This session also introduces the concept of "normal accidents" that has entered the vernacular of the study of complex organizations: complex systems, loose and tight coupling, ambiguity, and unintended consequences. These concepts are also taken up in the fifth session on the external environment.

See below in this session's recommended readings for Perrow's introduction to these concepts (Chapter 3 of his book). We return to these concepts and Perrow's theoretical framework throughout the semester (see, for example, recommended readings in the session on Organizational Culture, including articles by Feldman, Meyerson, and Vaughan). Assignment 3 offers an opportunity to develop a more in-depth understanding of normal accidents with an analysis of error in hospital responses to patients and the disaster of Air France flight 445.

SESSION 3 Fundamentals of Organizational Structure. This session introduces basic concepts of organization structure and shows how to design structure as it appears on the organization chart. We'll take an information-processing and communication perspective and then look at alternative structures and their implications. Then, the fun begins: We'll turn things on their head by reading Mintzberg's story of what's really going on in organizations and why organizational charts don't tell the whole story. Next, we'll look at examples of the failure of organizational structure and examine Poltrock and Grudin's study of two large software product development organizations. What lessons does Mintzberg's story suggest? What advice on organizational design would you give to the leadership/management of the two software firms?

SESSION 4 The External Environment and Interorganizational Relationships. This session explores the surprises that the environment can bring and how to assess environments so that

organizations can respond to them. We'll examine what the organization's environment looks like. We'll look at the ways that environment influences an organization and what an organization needs to do to adapt to environmental uncertainty and change. We'll concentrate our attention on two critical aspects of the environment that affect the organization: the need for information and the need for financial and material resources. By the time we finish this session we should have a pretty good understanding of why so many dot.com firms went "belly up" at the end of the 1990s; why bookstore cafes have presented such a challenge to public and university libraries; why university cafeterias have difficulty competing with fast-food restaurants; and why it makes sense to develop interorganizational alliances and when you would do this.

This session links the previous session that introduces the concept of system, elaborating on complex systems and how networks can strengthen internal and external organizational relationships. But networks need work to succeed; they just don't happen. Although the Roberts article and the two responses written by practitioners are in total somewhat long, they are very important for understanding how to conceptualize networks.

SESSION 5 Module 1 Wrap-up: Concepts, Case Studies, and Preparation for Assignments #1.1 and #1.2.

We will work in small groups to prepare the case studies for class discussion. (I will assign at least two case studies to each group.)

PART 2. INFORMATION TECHNOLOGY, INFORMATION, AND KNOWLEDGE AND INFORMATION MANAGEMENT

The second part of this course focuses on information technology (IT) and knowledge management (KM). IT and KM are essential components of successful organizations. In today's economy, the basic economic resource is knowledge, which needs to be managed, just the way organizations manage cash flow, human resources, or raw materials. The primary goal of IT systems is to support efforts to manage and leverage organizational knowledge. KM is a crucial management tool for becoming a learning organization that effectively acquires, creates, and transfers knowledge across the company and modifies its activities to reflect new knowledge and insight.

This module reflects on the use of data and information to improve decision making and evaluation of organizational success; "Big Data" is a valued organizational resource. Data and information create institutional memory, but only if decisions about what and how to collect are made and how they are managed. Memory is also critical for the transmission of information from one organizational member or group of members to another. Memory is situated in the recordkeeping practices of the organization that are encoded in large-scale information systems. How is "memory" created? Herbert Simon (1991, p. 126) writes that, "What has been learned has been stored in individual heads (or in files or data banks). Its transience or permanence depends on what people leave behind them when they depart from an organization or move from one position to another." He then asks, "Has what they have learned been transmitted to others or stored in ways that will permit it to be recovered when relevant?"

These sessions illustrate the cross-cutting nature of the MLS and MIS programs at SLIS. By the end of these sessions, you'll see the linkage to courses in the other tracks, including information architecture (organization and representation), systems analysis, human-computer interaction, social informatics, management, digital humanities, and others. KM emphasizes people as valuable resources. We'll be

getting into the subject of the critical importance of human resources (us) in much more detail in Part Three of this course.

SESSION 6 Knowledge Management 1. Managing Knowledge in Large Scale Organizations: Introduction to Enterprise Resource Planning (ERP).

Enterprise Resource Planning (ERP) systems were introduced in the early 1990s as a way to ensure that corporate-wide institutional memory is efficiently and effectively organized, integrated, managed, processed, maintained, and reported for decision making ("analytics"). This session introduces us to the design of ERPs. Several of the recommended readings, particularly those about ERP in a university environment, point to the difficulties in implementing ERPs designed for a university business model that differs from that of the private sector. We use many ERPs every day in the IU environment.

SESSION 7 The Evolution of Information Technology (IT) and the Development of Knowledge Management (KM) 2. Organizational Analytics: Evaluating ROI to Reduce Error, Increase Reliability, Increase Effectiveness and Efficiency, and Improve Communication.

Managers spend at least 80 percent of their time actively exchanging information for decision making and evaluation. They need this information to hold the organization together. Effectively using IT, including the Internet, and managing the operational processes in information-intensive and knowledge-based organizations has been fundamental to the success of for-profit consulting companies such as Bloomberg, Reuters Group PLC, and Business Wire that provide financial or business and corporate information; public libraries that provide a wide array of information in different formats to meet the information needs of their patrons; non-profit organizations like the American Red Cross that must assure an error-free blood supply; and for-profit pharmaceutical drug wholesaling companies such as Cardinal Health and Bergen Brunswig that provide sophisticated reporting services to their larger national customers.

How do staff in organizations make strategic use of information and communication technologies? How do we locate ourselves in the knowledge economy? What do managers need to know about "data-to-information-to-knowledge" in organizational settings? How do you manage knowledge of your users (staff, customers, patrons)? How much investment should organizations make in organizational knowledge management systems? What do the studies in this session suggest?

SESSION 8 Knowledge Management 3. Managing Knowledge in Large Scale Organizations: What is "Big Data" and What do the Data Sciences Contribute to Organizational Knowledge?

This session introduces the concept of "Big Data." The term means many things, but whatever it means, it is the "hot" and latest "new" item on the agenda of people who work in fields (disciplines) and industries where large-scale, very large data sets and advanced data-intensive knowledge are required for what is called "business intelligence." A number of disciplines contribute, including statistics, computer science, complex systems and networks, information science, information systems, and domain-specific content knowledge. These professionals approach data differently, yet all are needed for successful (useful) analysis (new knowledge) to take place and to be used effectively. At this time (December 2013), a corpus of peer-reviewed journal literature is not yet available; as such, most of what we will read in this session has been written by private sector consultants and analysts. Nearly all the articles are a "fast-read."

SESSION 9 SPRING BREAK

SESSION 10 Knowledge Management 4. Managing Knowledge in Large Scale Organizations: Data and Information Systems as Recordkeeping Systems.

This session reflects on institutional memory and records management in large scale complex organizations such as India University from the perspective of a archivist and record keeping professional.

University Archivist Phil Bantin lectures on recent developments in large-scale enterprise systems.

PART 3. ORGANIZATIONAL INTELLIGENCE: TOWARDS THE LEARNING ORGANIZATION

Management in all organizations preaches a primary goal of "innovation, else perish." But what are strategies for success, for responding to constant change and uncertainty, for achieving the "innovating organization"? Because the organization is the people in it and their relationships with one another, the critical element is investment in the members of the organization. Human energy and activity, commitment, and collaboration are required to use information and technology effectively, to share knowledge, and to engage in continuous learning. IT is shaped by the very people who create and use (or don't use) it: their work practices, the context in which the daily work is carried out, and the relationships among them.

The third part of this course focuses on the human and social aspects of organizations - the role of individuals and groups. We devote sessions to culture, communication, and ethics; leadership; managers and managing; groups, teams, collaborative work, and participatory design; conflict, power, and political processes; diversity in the workplace and preparing for the workplace of the 21st century; and change towards the learning organization.

SESSION 11 Organizational Culture. The most general definition of "organizational culture" is a "set of collective understandings" or "cognitive interpretations or schemata" that are held by a group of people joined in common, productive purpose to accomplish the goals of the organization. The study of organizational culture can be conceptualized as an effort to understand socially-constructed meaning systems, usually forms of tacit knowledge. Thus organizations are shaped not only by their external environments but also by what happens inside their boundaries. And so, all the members of an organization, including leaders, managers, and staff, have to discover the traditions of the organization and to learn the routine ways of getting a job done and the rules governing appropriate behavior. This is no easy task, as these case studies show: the difficulties of achieving consensus, the inherent ambiguity of tasks and roles, and ongoing conflict.

SESSION 12 Leadership, Managers, and Managing. Leadership and management qualities have been studied for more than 70 years, probably closer to a century. Hundreds of books have been written to teach people how to become "inspirational leaders." Consultants earn substantial amounts of money teaching people how to manage. Why is it so hard to be a good leader and manager? How do you successfully "Walk the talk"?

More and more today, management is conducted "virtually." What contributes to successful virtual management? The Bourhis and Line Dube article address this question. Google spent millions of dollars investigating what contributes to being a good manager. This *New York Times* article tells the story. We also read a short article by Peter Senge, a well known guru and circuit speaker on what is needed to transform organizations. The recommended readings are also excellent. There you will find short articles

by two important gurus of management, Schein and Mintzberg. Also in the supplemental bibliography is another excellent but dense article by Owen-Smith, about leadership in a scientific laboratory at a major university.

You will find additional short, mostly newspaper, articles about successful managing in Resources/New Items (Interesting)/Management, Managing, and Leadership folder.

SESSION 13 The World of Work: Constructing and Understanding Work Practices. How are shared understandings communicated? How do members of organizations learn about and understand their roles and "their portion of organizational knowledge and to use this knowledge" to "facilitate the reproduction of organizational routines and competencies" (Aldrich, 1999, p. 140)? Learning occurs not just by reading manuals, documentation, or policy manuals - codified knowledge, but more often through practice, the carrying out of the daily work and collaborating with others when problems arise - the construction of a community.

Most of the work we do requires expertise and cooperation, coordination, and communication with others (Galegher, Kraut, & Egido, 1990, p. xiii). But this kind of work is hard to do. The information content is complex and workers rely on multiple technologies to get their project completed. Work is often interrupted. Sometimes technologies do not operate efficiently or effectively. This week's session focuses on people interacting with others and the complexity of their activities. What contributes to success? To failure? To on-the-job difficulties with project completion? To what extent are communication and information the essence of the work done by these information professionals? How does technology help or impede a job well done?

This is a tremendously interesting and provocative session of this course to which we could devote an entire semester. It makes for a heavy-duty reading week, but I promise you that it is well worth it.

SESSION 14 An Introduction to Health and Medical Informatics Issues. The demographics of nations in all corners of the world describe the growth of both the aged and youth populations with concomitant increasing costs. Implementing information technology, it has been argued, can/will reduce these costs. Introducing IT has been taking place for decades. So, it is worthwhile asking, among the many questions that can be raised: Has IT succeeded in bringing better information to health professionals and patients? Can IT reduce costs? What do we need to understand about IT in health care and medicine. This session introduces some of the very many issues that confront the health care and medical professions and their patients (us!). The literature is burgeoning, making selection decisions quite difficult for this session.

NOTE: Assignment #3 provides a rich source of additional empirical examples, specifically on medical errors and implementation of the Affordable Health Act (ACA), that are available to you. See also the Oncourse subfolder of the "Interesting Articles" folder for more on medical and health informatics. The concept of "mindfulness" is reintroduced (see Recommended readings below).

To dig into the Affordable Care Act (ACA): high quality analyses of health care in the United States and globally can be found at the National Academies Press: <http://www.nap.edu>. Assignment #3 provides an opportunity to analyze the unanticipated consequences of the roll-out of <http://www.healthcare.gov>. A large number of documents have been archived in this Assignment folder.

SESSION 15 Disruptive Technology and Innovation. Transformation and innovation are today's buzzwords. Among the favorite expressions is "disruptive technology." We end the semester by

examining how the term originated, what it means, and some examples of organizations that are addressing the effects of "disruptive technology" (or at least worrying about it) in a series of short articles, essays, or think pieces. The case studies in the recommended reading literature examine the reasons for organizational success and failure. We need to ask ourselves what contributed to the outcome(s). What made possible success or failure? Can we ever ensure or predict successful outcomes from the introduction of innovation into organizations? Organizational innovation may come about because of widespread restructuring, through creative ways to modify or restructure internal processes and/or structures, or by new initiatives (Fenton and Pettigrew in Pettigrew & Fenton, 2000, p. 3).

NOTE that Assignment 3 offers students the opportunity to study an organization/institution that has encountered and had to analyze the effects of disruptive technology. The theoretical framework of "disruptive technologies" is introduced with the articles by Bower and Christensen (1995) and Christensen (1997). The remaining articles examine the contexts of academic libraries, public libraries, higher education, and government. All these articles are very short reads.

The recommended readings provide a variety of case studies of success and failure following the introduction of technological innovation. Many more articles are found in the Supplemental Bibliography.

NOTE: You will find many more articles in the "MOOCS, Online Teaching, and Competency Learning" in the folder for Assignment #3. You are welcome to choose other articles for this section of the session. But do read a few; they are all very short and mostly media articles.

SESSION 16 WORK ON ASSIGNMENT #3

Updated January 14, 2014.