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Phone: 518.442.5118  
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Office Hours: Tuesday, 8:00AM – 3:00PM; Wednesday, 8:00AM-6:00PM; Thursday, 8:00AM-3:00PM; and By Appointment

Teaching Schedule: Tuesday, IST 601 Information Environment, 4:15-7:05PM, HS106A and Thursday, IST 614 Administration of Information Agencies, 4:15-7:05PM, HS106A

For Whom Planned: The course is designed for students currently enrolled in the master’s degree program in Information Studies.

Course Description: Information administrators operate in a world of constant change. The ability to manage that change requires learning about key organizational competencies and about working with and for others.

Learning Outcomes/Objectives:

- Apply management principles to the creation, administration, and promotion of information organizations and systems
- Assist participants to develop an increased understanding of organizational theory and behavior, management functions, and managerial roles and techniques
- Identify and use the major sources of information and literature pertaining to management and administration in class discussions and assignments
- Formulate personal judgments regarding management and administrative issues and develop some facility in expressing these judgments clearly and succinctly in class discussions and assignments
- Discern current ethical issues facing information agency personnel and express points of view on these challenges in class discussions and assignments
- Engage participants in common management and leadership issues, such as personnel and policy matters
• Explore, discuss, and reflect on participants的态度, philosophies and skills related to managing personnel
• Promote participants understanding and practice of team work as required skill for professional life

Teaching Strategies: The course will be conducted in a discussion/presentation/lecture format which will require active class participation. Students make oral reports, write short essays, prepare annotated bibliographies, create summaries, discuss case studies, and organize presentations. Class sessions will involve discussion of the assigned readings and current issues in administration of information agencies. You owe it to your colleagues to come to class prepared to discuss assigned readings and to provide feedback on class reports.

Attendance Policy/Obligations/Expectations: Students are expected to come to class on time and remain for the entire class session. Students are expected to advise the instructor if there are any accommodations necessary due to disabilities. Absences of two (2) or more without prior permission or reasonable excuse will be considered excessive and will reduce your final grade by five (5) points. Students are to advise the instructor in advance when it is necessary to be absent from class. Class participation does not mean monopolizing class discussion, but being prepared as well as actively contributing to discussion in a reflective way.

Students are expected to adhere to the Community Rights and Responsibilities and to give proper credit in the presentation of ideas (Graduate Bulletin: http://www.albany.edu/grad/requirements_general_admissions.html#grading_graduate).

Cell Phones: Please turn off your cell phone and pagers during class.

Note Taking: You should take good notes of lectures and discussions. I do not make copies of my lecture notes available. My experience indicates that note taking dramatically increases your recall and keeps you more involved in class deliberations.

Late Submission: Assignments submitted late will be marked down ten (10) points.

Email Communications: The instructor will reply to student e-mail within 48 hours.


Assignments Format: Papers are due at the start of class. Papers submitted late will be marked down ten (10) points. Papers should be double-spaced, except where noted, (12 point font), paged in the upper right hand corner, stapled in the upper left. A cover page should include your name, the title of the assignment, the course number and date. No binders, etc. please. Formal written work must be word processed or typed and reflect use of a style
There are style guides available in Dewey and on the University Library webpage (Chicago Manual Style Preferred).

**Readings (Assigned and Suggested):** During class I may periodically ask students to make written observations about assigned or suggested reading assignments noted in the syllabus or sent to the class via UA e-mail. Written observations about assigned or suggested readings written in class, while not graded in themselves, these notes are used to determine the final assessment for the class participation component of the final grade.

These readings are designed to get you into the literature. You are expected to delve further into the literature on various topics.


**Recommended Web Sites**

- ALA [http://www.ala.org/](http://www.ala.org/)
- American Management Association (AMA) [http://www.amanet.org/](http://www.amanet.org/)
- Fred Pryor Seminars/Career Track [http://careertrack.com/site/default.aspx](http://careertrack.com/site/default.aspx)
- Library Leadership and Management Association (LLAMA) [http://connect.ala.org/llama](http://connect.ala.org/llama)
- Society for Human Resource Management (SHRM) [http://www.shrm.org/Pages/default.aspx](http://www.shrm.org/Pages/default.aspx)

**Grading and Due Dates Summary:** There is no final examination in this course. You are graded on weekly class participation and the completion of oral and written assignments that have specific due dates and they are as follows:

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- **Assignments**

  1. Team (Oral) Presentations (Begins)..........15%........February 7
  2. A/B Contemporary Management Issues ..........15%........February 28
  4. Reaction Essay...................................15%........March 14
5. Diversity Annotation (See class participation) .......... March 28
6. Team Case Study Presentations (Begins) ... 20% .......... April 4
7. Speaker Summaries (See class participation) .......... April 18; 25; & May 8

Letter Grade

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**Course Outline**

January 24 (Week 1): Orientation and Working in Teams
- Introductions
- Syllabus Review
- Other

January 31 (Week 2): Changing World of Today’s Administrator/Manager & Hiring Process: Position Descriptions
- Due Today:
  - **Readings:**
    - --- Zimmerman, Eilene. “As a New Manager, Get to Know Your Team.” *New York Times*, December 19, 2009

February 7 (Week 3): Administrator/Manager & Hiring Process: Resume; Interviews; & Selection
- Due Today:
  - --- Assignment #1: Team Presentations (continued), Teams A and B
- **Readings:**
  - --- Quinn, Introduction, pp 1-34

February 14 (Week 4): Administrator/Manager & New Employee: Mentoring
- Due Today:
  - --- Assignment #1: Team Presentations (continued), Teams C and D
- **Readings:**
  - --- Quinn, Module 1, pp 35-107

February 21(Week 5): Annotated Bibliographies and Administrator/Manager & Personnel Evaluations
- **Due Today:**
- ----Assignment #1: Team Presentations (continued), Teams E; F, and G
- **Readings:**
  ----Quinn, Module 2, pp 108-177

February 28 (Week 6): Administrator/Manager & Contemporary Management Issues
- **Due Today:**
- ----Assignment #2: Annotated Bibliography Contemporary Management Issues
- ----Be prepared to discuss your annotations
- **Readings:**
  ----Quinn, Module 3, pp 178-253

March 7(Week 7): Contemporary Management Issues/Management Theory
- **Due Today:**
- ----Assignment #3: Management Theory Essay
- ----Be prepared to discuss your essay
- **Readings:**
  ----Quinn, Module 4, pp 254-328

March 14(Week 8): Administrator/Manager & Communicating and Case Studies
- **Due Today:**
  -----Assignment #4: Reaction Essay Assignment
  -----Be prepared to discuss your reaction essay selections
- **Readings:**

**March 21(Week 9): CLASSES SUSPENDED**

**March 28(Week 10): Equality, Equity, and Diversity in the Work Place**

- **Due Today:**
  - -----Assignment #5: Diversity in the Work Place
  - -----Be prepared to discuss your selection

- **Readings:**
  - ---Quinn, “United Chemical Company,” pp 66-69

**April 4(Week 11): Case Studies**

- **Due Today:**
  - -----Assignment #6: Case Study- Teams -G and F

- **Readings:**
  - -----Peruse the United University Professions, UAlbany Chapter website: [http://www.albany.edu/uup/](http://www.albany.edu/uup/)

**April 11(Week 12): Unions and Management and Case Studies**

- **Due Today:**
  - -----Assignment #6: Case Study- Teams E and D

- **Guest Speaker:** (speaker and date subject to change) Candace Merbler, Immediate Past President, UUP Albany Chapter. Merbler will talk about United University Professions and UUP/management interactions. NOTE: Speaker may assign readings.

**April 18 (Week 13): “Memo Speak” and Case Studies**

- **Due Today:**
  - -----Assignment #7A: Merbler Analysis
  - -----Assignment #6: Case Study- Team C

- **Readings:**

- **Guest Speaker:** (speaker and date subject to change) Sebastian Derry Library Director, Elizabeth Seaton Library, College of Mount St. Vincent, Riverdale,, NY  Derry will talk on contemporary management issues. NOTE: Speaker may assign readings.

**April 25 (Week 14): Contemporary Management Issues and Case Studies**

- **Due Today:**
-----Assignment #7B: Derry Analysis

- ----Assignment #7: Case Study- Team B
- **Guest Speaker: (speaker and date subject to change)** Chris Filstrup, former, Dean, Stony Brook University Libraries, SBU, Stony Brook, NY Filstrup will talk on contemporary management issues. NOTE: Speaker may assign readings.

**May 8(Week 15): Case Studies and Wrap-up**

- **Due Today:**
  - ----Assignment #7C: Filstrup Analysis
  - ----Assignment #6: Case Study- Team A

**Assignments:**

**Assignment #1, Team Presentations: begins February 7**

The class shall be divided into groups or teams; the exact number in a group depends upon the class size. Each team is responsible for leading a fifteen to twenty (15-20) minute discussion on a common management and leadership theme. The team led discussions are scheduled, throughout the term on designated dates found in the syllabus. Groups, topics, and presentation dates are randomly selected.

**What is required:** Each group is responsible for how they use their allotted time. The following web site may be of assistance in planning an approach: [http://presentationsoft.about.com/od/classrooms/tp/student_tips.htm](http://presentationsoft.about.com/od/classrooms/tp/student_tips.htm)

Each group presents on a single theme.

1. The group is responsible for researching the topic and selecting content for presentation;
2. Students are to use a variety of sources, such as the recommended text, books, on-line sources, and scholarly and professional journals. Each team must provide the class with a bibliography of sources used to develop and frame the discussion;
3. Each team is expected to answer questions from the class;
4. When presenting, each group member must identify one meaningful sentence or passage from a used source and explain what they found meaningful about it;
5. Each group is required to clearly communicate what you read, what you learned and what you share; and
6. “Master Managers” can easily be “buried” in information. One of the main elements of this assignment is that managers need to be able to evaluate, synthesize and communicate clearly to employees. This assignment emphasizes communication, collaboration and decision making.
Objective: The intended objectives are as follows: understanding group dynamics encourage active learning, improving communication skills, enhancing your ability to be an effective manager, and to engender a higher level of class engagement.

Evaluation: Group presentations are evaluated on the sources selected; quality of the presentation discussion; ability to communicate information clearly and concisely to your peers; and Level of collaboration; appropriateness of content shared, and on the basis of “required” elements outlined above.

Each team member is required to complete and return to the instructor a self-evaluation form (distributed via e-mail). The self-assessment form is part of the evaluation process.

All members of the groups receive the same grade.

Presentations Assignments


- Assignment for Group A, “Guidelines for Effective Listening”
- Assignment for Group B, “Giving and Receiving Feedback”
- Assignment for Group C, “Nonverbal Communication”


- Assignment for Group D, “Motivation Theories,” Abraham Maslow’s Hierarchy of Human Need and Doulas McGregor, “Theory X and Theory Y” -
- Assignment for Group E, “Motivation Theories,” Frederick Herzberg’s Motivation Hygiene and Elton Mayo, Hawthorne Experiment -
- Assignment for Group F, “Motivation Theories,” Chris Argyris, “Intergrading the individual and the Organization” and David C. McClelland on “achieves and self-motivators” -
- Assignment for Group G, “Coaching, Problem Solving, and Performance Improvement”

Assignment #2, A/B Contemporary Management Issue: due February 28

Students are to find six (6) articles from professional or scholarly journals on a contemporary management related theme, for example, training, performance evaluations, problem personnel, marginal employees, student employees, equality, equity, and diversity or similar
topics. Seek sources published from 2005 forward. Articles selected must be three pages (screens) or more in length.

**Objective:** The purpose of this assignment is threefold: First, to allow student to become familiar with current management trends and issues; Second, to insure students become accustomed to using appropriate professional and scholarly publications; and Lastly, to develop and strengthen student intellectual and research skills and abilities.

**What is required:**
1. Select a topic
2. Consult scholarly or professional journals
3. Locate a journal citations that may contain useful information and ideas on your topic;
4. Examine and review selections. Then choose those works that provide a variety of perspectives on your topic of choice;
5. Begin this assignment with a brief introductory paragraph that defines the focus of your selections;
6. You are required to use at least one of the recommend publications listed on page 3 of the syllabus;
7. Follow the Cornell guidelines and template (see below); and
8. Single space you citations and annotations.

As the Cornell Library guide on annotated bibliographies noted, “Write a concise annotation that summarizes the central theme and scope of the article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.”

**Evaluation:** Annotated bibliographies will be evaluated on the basis of content outlined above and on clarity, organization, originality, ideas developed; composition (use of appropriate sources, grammar, spelling, punctuation, and attribution); and the level of analysis, synthesis, and interpretation and succinctness, as well as your ability to follow instructions.

**Be prepared discuss your annotations in class.**

**Assignment #3, Management Philosophy/Theory Essay: due March 17**

Students are to prepare a five (5) page essay on a key figure that has been responsible for the development of management philosophy and/or theory.

**Objective:** This assignment has multiple goals and they are as follows: To conduct research, to formulate personal judgments regarding the profession; to develop some facility on expressing these judgments clearly, succinctly, and persuasively; and To learn about key management figures and how they have influenced the development of management philosophy and theory.
Be prepared discuss your paper in class.

**What is required:** Your essay must include the following about the key figure you selected:

1. What he/she contributed to our understanding of management philosophy and/or theory
2. What are the pros and cons of this philosophy or theory
3. Why did you select this individual

**Evaluation:** Your paper will be evaluated on the basis of content, analysis; clarity, ideas developed, sources consulted, organization, originality, and appropriate composition, as in grammar and spelling.

**Assignment #4, Reaction Essay: due March 14**

Students are to prepare a five (5) page essay on interviews conducted by NYT columnist Adam Bryant.

**What is required:** Adam Bryant is a deputy national editor of the New York Times. One of his assignments concerns conducting interviews with CEOs and other leaders for “Corner Office,” a weekly feature in the Sunday Business section and on the New York Times. Adam Bryant began this assignment in March 2009 and his column continues to date.

1. You are to write a brief reaction essay on any three (3) of Mr. Bryant’s “Corner Office” interviews;
2. No two selections may come from the same year;
3. Begin this assignment with a brief introductory paragraph that defines the theme of your selections;
4. You must clearly discuss his interviews, demonstrate you read and understood the content and points made by those being interviewed by Mr. Bryant. In your essay you must briefly present the key points being made, identify management techniques or advice imparted and comment;
5. “Reaction” means do you agree or disagree with the advice. Also, was the advice useful and did it expand your knowledge and understanding; and
6. Provide a formal citation for each of your three selections.

**Objective:** This assignment has multiple goals and they are as follows: To formulate personal judgments regarding administrative management; to learn from others; to compare your observations with readings (required and recommended) and class discussion, and to develop some facility on expressing these judgments clearly, succinctly, and persuasively.

**Evaluation:** Your paper will be evaluated on the basis of content, analysis, clarity, ideas developed, sources consulted, organization, originality, and appropriate composition, as in grammar and spelling.
Assignment #5, Diversity Annotation: due March 28

Objective: The purpose of this assignment is to become familiar with current diversity trends, issues, and policy in management.

Required: On March 28 you are to bring to class a citation for and a meaningful quote from an article that addresses diversity in the work place. Be prepared to do the following:

1. Discuss your selection
2. Select a meaningful sentence or passage from the article and be prepared to share the specific sentence or idea and explain what you found significant about it.
3. Agree or disagree with the author
4. Relate your comments to the focus of the course.
5. Citations and quotes will be collected.
6. Citations and quotes should reflect use of a style manual. On the same sheet and preceding your citation and quote, include your name, the course and assignment number and date.

Evaluation: This specific assignment will not be graded, although your selection and verbal analysis will be used to assist in determining the final assessment for the class participation component of the final grade.

Assignment #6, Case Studies: begin April 4

The purpose of group work and case studies are as follows: To provide an opportunity to exercise leadership and team skills; and to observe and learn from the development of an intentionally unstructured group.

A case study provides students with experience of organizational problems. Cases illustrate what you have learned. Case studies provide you with the opportunity to participate in class and to gain experience in presenting your ideas to others. This assignment focuses on such principles as building consensus, working collaboratively, and taking shared responsibility.

What is required:
1. Teams are to analyze a case before the whole class;
2. Each group is responsible for a twenty (20) to thirty (30) minute presentation to the class;
3. The presentation must cover (a) the issues involved, (b) the problems, (c) a series of recommendations for resolving the problems, and (d) reference to readings which support findings; and
4. The discussion then will be thrown open to the class and the team will need to defend their ideas. Through such discussion and presentation, you will experience how to
convey your ideas effectively to others. Another goal is to engage your colleagues in discussions about your case and your findings.

**Evaluation:** Case studies will be evaluated on the basis of “what is required,” sources used, and on clarity, organization, originality, ideas developed and presented; and the level of analysis, synthesis, interpretation, succinctness and sources, as well as your ability to engage your classmates.

Each team member is required to complete and return to the instructor a self-evaluation form (distributed via-e-mail). The self-assessment form is part of the evaluation process.

In preparing and presenting your findings, you should seek to incorporate suggestions noted by the authors of *Becoming a Master Manager: Presenting Ideas*, pp 273-283 (reserve).

**Presentations:** The class has been divided into 7 groups, with one exception each group is composed of 5 students. The make-up of each group and topics are chosen at random. Each group is responsible for a Group Presentation (see, instructions for Assignment #1) and a Case Study (see instructions for Assignment #5).

**Assignment for Group A, “Rightsizing” -**

**Theme:** Organizational Behavior

**Problem:** During the recent downturn of the economy many information businesses have been downsizing. One large information organization made a decision in 2011 to inform employees by e-mail that they had been laid-off.

“A workforce reduction notification is currently in process. Unfortunately your position is one that has been eliminated.” This was the e-mail message that greeted employees when they opened their e-mail box at 8:45AM on a Monday morning.

This announcements sparked controversy with many industry observers and management experts saying it smacked of a lack of consideration and respect for the employees.

**Issues:** Termination/Downsizing/Job Cuts/Restructuring/Layoffs/Reducions in Force/Redundancy

**Questions to Ponder:** From a management point of view, critically analyze the decision to inform fired employees about their fate through e-mail. What are some of the ways used by management to reduce a workforce? Are the same methods applied in private and public
organizations? In preparing your presentation review contemporary downsizing processes, for example, the recent option (January 2012) elected by the Harvard University Libraries. Is downswing applied to all levels of an organization, as in managers? Can you find examples of how managers have handled downsizing in a union environment? What are the implications of social media in the termination process?

**Assignment for Group B, “Promotion from Within”**

**Theme:** Organizational Behavior

**Problem:** Sterling Library had been the pride of the State University for decades. Sterling was one of the nation’s larger research libraries. During the first decade of the 21st Century the role of the research library began to change dramatically because of advances in technology and the changing nature of research. Statistical data clearly indicated students, researchers, teaching faculty, and alumni were using traditional library services and programs less and less. The costs associated with maintaining heritage collections, large and specialized staffs, underutilized facilities, a variety of user centered services, were prohibitive. In addition, the need for the library to make significant and expensive investments in technology, equipment, and online sources was essential.

Between 2011 and 2015 a turnaround was orchestrated at Sterling Library by the Director Donald Smart and his very competent, highly regarded, and well liked chief deputy director, Karen Change-Agent. Ms. Change-Agent had joined the library staff in 2011 and Mr. Smart in 2010. Both of them were brought in from the outside and were the first outsiders to join Sterling Library in their respective positions in over six decades. In 2016 Donald Smart resigned from State to take up a position with a prestigious private university library located in New England. The administrators at the State University appointed in his stead an outsider as director, passing over in house candidate Karen Change-Agent, even though Karen was instrumental in turning around Sterling Library between 2011 and 2015.

**Issues:** Recruiting/Hiring Process/Succession Planning/Promoting from Within/Employee Reaction to Job Satisfaction/Dissatisfaction

**Questions to Ponder:** What are the pros and cons of “bring in an outsider and promoting from within” Discuss the impact of such decisions on the morale of employees. Does the group believe the State was justified in appointing and outsider, even though Ms. Change-Agent was key player to the turnaround of Sterling Library?
Assignment for Group C, “Obsessive-Compulsive Behavior”

Theme: Organizational Behavior

Problem: For several years Emma Diligent worked as the Assistant Manager (AM) at a large information agency. Emma loved her job. She was proud of working for one of the nation’s largest and highly regarded information organizations and had worked hard to earn her position of AM. At the beginning of the fiscal year, as she had expected, Emma Diligent was promoted and made Manager.

Ever since Ms. Diligent had been promoted, she had been working late, sometimes till midnight. Her life revolved around work, so much so that she had to be forced to take leave or a vacation. Her seniors were very satisfied with her work and Emma Diligent was looking forward to her upcoming performance appraisal. However, most of the work that Emma was doing was something that she should have delegated to her juniors.

Issues: Workaholics/Delegation of Authority/Motivation/Control

Questions to Ponder: What is the team’s opinion about what Emma Diligent is doing wrong? What suggestions does the team recommend for Emma’s situation and why? Should the information agency have trained Emma for her new role? What should Emma Diligent do now?

Assignment for Groups D, “Workplace Stress”

Theme: Organizational Behavior

Problem: The workplace has become a high stress environment in many organizations and in a variety of professions. The information profession is no exception. Employees of information organizations are experiencing high levels of stress due to various factors such as increased workload, tighter deadlines, higher targets, type of work, lack of job satisfaction, long working hours, reductions in force, fear of job loss, pressures to perform, etc.

Interpersonal conflicts at the workplace, such as boss subordinate relationships and relationships with peers, are also a source of stress. Experts believe that the dysfunctional aspects of stress could directly impact an organization’s performance and also affect the well-being of its employees.

Stress at the workplace has been linked to absenteeism, higher attrition, low morale, and decreased productivity. Stress can lead to “fatigue, irritability, poor communication, and
quality performance/errors....”

**Issues:** Stress Management/Absenteeism/Attrition Rate/ Morale

**Questions to Ponder:** What creative measures can a manager/team leader employ to resolve or lower stress in the workplace? In reviewing the literature, what creative methods are being recommended to address the challenge of workplace and employee stress?

**Assignment for Group E, “Motivation”**

**Theme:** Organizational Behavior

**Problem:** Jane Dazzling joined Alpha Computers in November after a successful stint at Beta Computers, where she had worked as an Assistant Programmer. Jane felt that Alpha offered better career prospects, as it was growing much faster than Beta, which was a relatively small company. Jane decided to join Alpha as a Senior Programmer and received a handsome pay hike. At Alpha she joined Felix Magenta’s five member team. While she was efficient at what she did and extremely intelligent, she had neither the time nor the inclination to groom her subordinates. Time and again, Jane found herself thinking of Angela, her old boss, and of how Angela had been such a positive influence. Felix, on the other hand, even without actively doing anything, has managed to significantly lower her motivation levels.

**Issues:** Employee Motivation/Coaching Process/Mentoring/Problem People/Helping Relationships/ Motivation Theories

**Questions to Ponder:** What were the reasons for Jane Dazzling’s disillusionment? How does Maslow’s Hierarchy of Needs, as well as two other motivation theories address motivation? What should Jane do to resolve her situation? How does a manager or team leader ensure high levels of motivation among her/his staff/team members?

**Assignment for Group F, “Employee Misconduct Group”**

**Theme:** Organizational Behavior

**Problem:** Bob Blue was a high-flier in a for profit organization who had earned a name for himself due to his edgy advertising tactics. In early 2010, Bob was hired by a large information organization in the newly created position of Assistant Director for Marketing Communication. This was viewed by some analysts as an effort by the information firm to shake up its marketing activities. However, in late 2010, Bob Blue was fired from the organization amidst rumors of his violating ethics and gratuity policies.
Shortly after his termination Bob filed a civil suit against the organization for unlawfully terminating his employment, infringing upon compensation agreements, and for slandering him in the press. In reply the information agency accused Bob Blue of violating its employment policy. The public battle became murkier when Bob Blue accused the information agencies senior administrators of violating its code of ethics.

Analysts felt that this episode brought to the fore various issues which could provide vital learning on organizational culture, organizational change, office politics, organizational communication, managerial ethics, and employee misconduct, etc.

**Issues:** Organizational Culture/Hiring/Firing/Employee Misconduct/Disciplinary Action/Office Politics/Management Ethics/Employee Monitoring

**Questions to Ponder:** What are the key concepts in managerial ethics (factors effecting ethical behavior)? How do organizations address employee misconduct? What they are ways in which an organization can ensure that employees comply with ethics codes. Make sure the team address concepts related to organizational culture, organizational change, organizational communication etc. from the employee’s as well as the employer’s perspective.

**Assignment for Group G, “Diversity and Talent Management”**

**Theme:** Organizational Behavior

**Problem:** US-based IBM, leading global IT Company, has been held in high regard for recruiting and retaining the best talent across the world. IBM actively encouraged recruiting people from various social and cultural backgrounds irrespective of their age, sex or physical status. IBM had developed a “talent marketplace” concept to effectively manage its workforce. The marketplace supports employees to find the most suitable job across different organizational units within the company. Experts felt that the talent management initiatives of IBM would help it to gain competitive advantage in the long run as talent is the key differentiator in the IT industry.


**Questions to Ponder:** What are the issues and challenges facing organizations/managers in providing flexible working options, ensuring equal employment opportunity, diversity, etc?
What are ways managers sensitize new employees regarding workplace diversity? Discuss how an organization can leverage diversity to gain a competitive advantage. What is the concept of talent management and its value? How do talent management initiatives complement an organization’s recruitment and retention policy?

**Assignment #7A; 7B; and 7C, Speaker Summaries: due April 18; 25; & May 8**

Objective: The purpose of these assignments is a practical exercise to hone your synthesis and thinking skills while enhancing your writing abilities.

**What is required:**
1. Students are to hand in a brief two page summary of each guest lecturer’s comments;
2. Resist the temptation to embellish, focus on the main points made by speakers;
3. Do not include any biographical information about the speaker in your summary;
4. Be critical in in your analyses of their remarks

Speaker analysis are due the week following the presentation.

**Evaluation:** Speaker Analysis, while not graded in themselves, are used in determining the final assessment for the class participation component of the final grade.