INF 387C Spring 2020
UTA 1.502, Wednesdays 9 AM – 12 PM

Managing Information Organizations

Professor: Dr. Caroline Stratton
Pronouns: She/her/hers

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Office hours: By appointment, schedule with me via email
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1. Overview

This course will develop your skills to effectively manage people and projects. Information professionals work in a multitude of settings and our course will consider work in organizations from traditional information institutions to tech companies and beyond. Our class time will include a mix of lecture and individual and group activities. I will assess your performance and progress with individual and group assignments. Self-reflection and participation are essential to your success in this class.

We will start with topics about working harmoniously in groups and teams, then move to working effectively in an organization, and preparing for a managerial role. I intend the first unit to be immediately useful for you to apply in group work in graduate school, the second unit to be useful in the near-term in your next job, and the third unit to be useful in your next management position. We will draw on academic literature and popular business press in this class so that you are familiar with theory and practice.

2. Learning outcomes

Throughout this course, you will:
- Practice communication and organization skills to work effectively in groups
- Learn and apply techniques to manage conflict in groups
- Think critically about identity and diversity in the workplace and reflect on how they shape our experiences at work
- Understand organizational structures and how they influence work
- Become conversant in fundamentals of project management
- Articulate your strengths and areas for development as a manager
- Gain insights from managers about the challenges they face and how they continue developing management skills
- Prepare to take on managerial tasks, such as hiring, motivating employees, and providing feedback on performance

3. Course policies

Attendance and preparation
The best way to set yourself up for success in this class is to prepare – do the assigned readings, complete assignments on time – and show up each week. Preparation will help you participate in our activities and discussions in class. I expect you to integrate what you read with what you say and what you write for our class.

If you miss class, it is your responsibility to obtain notes, handouts, and any other course material from a classmate. I may modify your course grade at my discretion to reflect a positive or negative record of attendance and preparation.

Late work
As a rule, late work will not be accepted in this course. Work submitted after the designated due date will not be graded and will receive zero points towards your course grade.

If extenuating circumstances arise, I may accept late work by the following process:
a) you contact me at least 24 hours before the assignment due date and I provide explicit permission related to the extenuating circumstances
b) we agree upon a specific date and time for submission
c) you submit the work by the specific date and time we agree upon

Grading
See the final section of the syllabus for descriptions of course assignments. I will use your assignment grades, along with consideration of your attendance and preparation, to determine a final letter grade.

Final letter grades will be assigned following iSchool guidelines in the MSIS Program Handbook.

Assignment	Percentage of Grade
Work and you profile (distributed in class)	5
Group project plan	5
Group presentation	20
Project management briefing	10
Learning journal entries set #1	10
Negotiation plan and reflection	10
Flexible work policy analysis	10
Reflected best self	20
Learning journal entries set #2	10
Total	100%

Citation (and plagiarism)
You may use the citation style that you prefer in written work so long as you use it consistently. Purdue Online Writing Lab offers helpful guides to popular citation styles (https://owl.purdue.edu/owl/purdue_owl.html).

Proper citation practices are essential to avoid plagiarism. This guide from UT Libraries has resources to about plagiarism and how to avoid it: https://guides.lib.utexas.edu/c.php?g=534679&p=3657704. I take plagiarism very seriously and expect you to do the same. Educate yourself about citation practices and ask for help if something is unclear. Plagiarism, whether intentional or not, has severe consequences for your educational record and beyond.

Technology
I welcome you to use the technology of your choice in class for note-taking and exercises. Please avoid activities that would distract you or your classmates from participation in class and silence all notifications during our sessions.

Email
I will do my best to respond to email within 24 hours during the work week and 48 hours on the weekend. Please email me directly and use our course number in the subject line: "INF 387C – [subject]." If we can't easily resolve a question or concern over email, I will suggest that we meet in person.

Personal pronouns and preferred names
The University provides me with a class roster of students' legal names. We will introduce ourselves, including our preferred names and pronouns, during the first class. At that time, I will also update my records with any modifications from the roster.

4. University policies

Honor code
Quoted from the University 2019 – 2020 General Information Catalog:
The University's expectations for student conduct are grounded in the University Code of Conduct: "The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community." University students are also expected to uphold the Student Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

See https://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/ for University policy regarding academic and other types of misconduct and disciplinary procedures.

Accommodations
The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: http://diversity.utexas.edu/disability/. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Religious holy days
Quoted from the University 2019 – 2020 General Information Catalog:
A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence.

Behavior concerns advice line
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right—it probably isn't. Trust your instincts and share your concerns.

Emergencies
The following recommendations regarding emergency evacuation come from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Information regarding emergency evacuation routes and emergency procedures can be found at: http://www.utexas.edu/emergency

5. University resources
Writing support for grad students: http://uwc.utexas.edu/grad/
Counseling & Mental Health Center: https://www.cmhc.utexas.edu/individualcounseling.html
Sanger Learning Center: https://ugs.utexas.edu/slc/grad
Student Emergency Services: https://deanofstudents.utexas.edu/emergency/

6. Materials
Readings will be made available on Canvas or I will direct you to locate them.

7. Schedule[1]

Session	Topic	Activities	Prepare prior to class	Due
Week 1 1/22	Roadmap for the class: how to prepare and participate	Review our plan for the semester Strategies for readings Strategies for participation Strategies for your learning journal Work and you: experiences, interests, and aspirations	*READ* Syllabus	Type up and turn in your "Work and you" notes and turn them in through Canvas by 1/27 at 4 PM
Week 2 1/29	Working in groups: roles, norms, and getting work done	Dysfunctional groups Articulating personal preferences in group work Form groups: select a leader, establish norms and roles, allocate work Project plan	*DO* Take a personality test of your choice (I will provide a list of examples) *READ* 1. Ruch, W., Gander, F., Platt, T., & Hofmann, J. (2018). Team roles: Their relationships to character strengths and job satisfaction. *The Journal of Positive Psychology*, *13*(2), 190-199. 2. Feldman, D. C. (1984). The development and enforcement of group norms. *Academy of Management Review*, *9*(1), 47-53.	Finish and turn in your project plan by 2/3 at 4 PM

Session	Topic	Activities	Prepare prior to class	Due
Week 3 2/5	Managing conflict in groups	Conflict tolerance and approaches Digital literacy conflict exercise Project work time (1 hour)	*READ* 1. Jehn, K. A., & Mannix, E. A. (2001). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. *Academy of Management Journal*, *44*(2), 238-251. 2. Bendersky, C., & Hays, N. A. (2012). Status conflict in groups. *Organization Science*, *23*(2), 323-340.	Bring (don't turn in) your research for your presentation
Week 4 2/12	Identity, diversity, and inclusion at work	Climate survey development Review findings from 2017 iSchool survey D&I informational interview	*READ* 1. Litvin, D. R. (2006). Diversity: Making Space for a Better Case. In A. M. Konrad, P. Prasad, & J. K. Pringle (Eds.), *Handbook of Workplace Diversity* (pp. 75–94). Sage. 2. Why women don't delegate as much as men. *Academy of Management Insights*. 3. Being a token is more difficult for some employees. *Academy of Management Insights*. 4. When diversity increases absenteeism. *Academy of Management Insights*.	
Week 5 2/19	Organizational structures and practices: understanding how you fit in at work	Organization design exercise Group presentations	*READ* 1. Goold, M., & Campbell, A. (2002). Do you have a well-designed organization? *Harvard Business Review*, *80*(3), 117-124. 2. Frenkel, A., Moxham, T., Cook, D. B., & Marshall, B. (2018). Moving from Subject Specialists to a Functional Model. *Research Library Issues*, *294*, 39-71.	Group presentation due

Session	Topic	Activities	Prepare prior to class	Due
Week 6 2/26	Project management: fundamentals and new flavors	Project charter, work breakdown structure, and Gantt chart exercise PM briefing assignment distributed in class	*READ* 1. Cline, A. (2015). The Birth of a Project: Portfolio Management. In *Agile Development in the Real World* (pp. 25-42). Apress: Berkeley, CA. 2. Brotherton, S. A., Fried, R. T., & Norman, E. S. (2008). Applying the work breakdown structure to the project management lifecycle. Paper presented at PMI® Global Congress 2008–North America, Denver, CO. Newtown Square, PA: Project Management Institute.	
Week 7 3/4	Project management: continued	Conduct PM briefing in groups PM Lego exercise	*READ* 1. Stray, V., Moe, N. B., & Sjoberg, D. I. (2018). Daily Stand-Up Meetings: Start Breaking the Rules. *IEEE Software*. 2. Rosenthal, C. (2018). How slavery inspired modern business management. Boston Review.	PM briefing sheet due (bring hardcopies to class) Learning journal entries set #1 due
Week 8 3/11	Managing up, persuasion, and negotiation	Managing up role-play SXSW persuasion exercise Negotiation activity	*READ* 1. Welsh, E. T., Henderson, K. E., & Diehn, E. W. (2019). " Aren't Bosses Supposed to Manage You?" A Qualitative Study of Managing Your Boss. *Journal of Managerial Issues*, *31*(1). 2. Brett, J., & Thompson, L. (2016). Negotiation. *Organizational Behavior and Human Decision Processes*, *136*, 68-79.	Send out email requests for feedback on your strengths (nothing to turn in)

Session	Topic	Activities	Prepare prior to class	Due
Week 9 3/25	Well-being at work: managing time, stress, technology, flexibility, and work trends	Technostress policy design exercise – personal techno-invasion policy and organizational policy Flexible work policy analysis	*READ* 1. Pirkkalainen, H., Salo, M., Tarafdar, M., & Makkonen, M. (2019). Deliberate or instinctive? Proactive and reactive coping for technostress. *Journal of Management Information Systems*, *36*(4), 1179-1212. 2. Mark, G., Iqbal, S. T., Czerwinski, M., Johns, P., Sano, A., & Lutchyn, Y. (2016). Email duration, batching and self-interruption: Patterns of email use on productivity and stress. In *Proceedings of the 2016 CHI conference on human factors in computing systems* (pp. 1717-1728). ACM. 3. Bakker, A. B., & Costa, P. L. (2014). Chronic job burnout and daily functioning: A theoretical analysis. *Burnout Research*, *1*(3), 112-119.	Negotiation plan and reflection write-up due
Week 10 4/1	Building your team (hiring) and reconfiguring it (firing)	Resume review exercise Cybervetting self-assessment Firing and alternatives role-play	*READ* 1. Rivera, L. A. (2012). Hiring as cultural matching: The case of elite professional service firms. *American Sociological Review*, *77*(6), 999-1022. 2. Berkelaar, B. L., & Buzzanell, P. M. (2014). Cybervetting, person–environment fit, and personnel selection: Employers' surveillance and sensemaking of job applicants' online information. *Journal of Applied Communication Research*, *42*(4), 456-476.	Flexible work policy analysis due

Session	Topic	Activities	Prepare prior to class	Due
Week 11 4/8	Self-assessment: knowing your strengths and areas for development	Communicator competence scales Draft a leadership development plan	*READ* 1. Gipson, A. N., Pfaff, D. L., Mendelsohn, D. B., Catenacci, L. T., & Burke, W. W. (2017). Women and leadership: Selection, development, leadership style, and performance. *The Journal of Applied Behavioral Science*, *53*(1), 32-65. 2. Madlock, P. E. (2008). The link between leadership style, communicator competence, and employee satisfaction. *The Journal of Business Communication*, *45*(1), 61-78. (skim article, read appendices)	Reflected best self-portrait due
Week 12 4/15	AMA and activities with managers – session 1 + budgets	Manager panel Budget review activity	*DO* Read bios for our guest managers, prepare two general questions that apply to all and three specific questions for a manager of your choice *READ* Budgets	

Session	Topic	Activities	Prepare prior to class	Due
Week 13 4/22	Motivating others and assigning work	Work & well-being survey strategies Motivation strategy analysis Ethics and management controversies simulation	*READ* 1. Guillén, M., Ferrero, I., & Hoffman, W. M. (2015). The neglected ethical and spiritual motivations in the workplace. *Journal of Business Ethics*, *128*(4), 803-816. 2. Cummings, M. L., Gao, F., & Thornburg, K. M. (2016). Boredom in the workplace: a new look at an old problem. *Human Factors*, *58*(2), 279-300. 3. Martin, J. (2019). Workplace engagement of librarians and library staff. *Journal of Library Administration*, 1-19.	
Week 14 4/29	Performance assessment – providing constructive feedback	Performance assessment rubrics Delivering feedback roleplay When is the right time for feedback?	*READ* 1. Anseel, F., Strauss, K., & Lievens, F. (2017) How future work selves guide feedback seeking and feedback responding at work. In *The Self at Work*. (pp. 294-318). 2. Manzoni, J. F. (2002). A better way to deliver bad news. *Harvard Business Review*, *80*(9), 114-119.	
Week 15 5/6	AMA and activities with managers – session 2 + class wrap-up	Manager panel Class evaluation and learning reflection	*DO* Read bios for our guest managers, prepare two general questions that apply to all and three specific questions for a manager of your choice	Learning journal entries set #2 due

8. Assignments[2]

Learning journal prompts

Keep your learning journal in digital form so that you may easily turn it in. Each entry should respond to the prompt for the appropriate week and it may integrate your experiences, what we do in class, readings, and more. Each entry should be about 250 words. I recommend that you keep up with journaling practice every week rather than writing entries before the two due dates.

Week	Questions
1	What do you hope to get from this course? What themes or topics are you most looking forward to? What skills do you hope to practice?
2	What did the personality test tell you about yourself? Did you expect the results or were there any surprises? What insights does this give you about how you like to work in groups and past experiences doing group work?
3	How do you normally respond to conflict? How would you like to respond to conflict in the future? What kinds of reminders, practices, or habits would help you make that change?
4	How did you feel about our session on identity, diversity, and inclusion? Did anything make you feel uncomfortable or challenged? Did anything make you feel competent, confident, or optimistic?
5	How did you feel about your group's presentation? How was the process of working in this group? How will you establish norms in group work in the future?
6	What are your impressions of project management? Do your strengths lend themselves naturally to project management? How do you manage your time to complete your school work?
7	Has your understanding, attitude, or appreciation of project management changed over the last two sessions? Are there techniques or methods that we've learned about that you apply or will apply going forward to manage yourself?
8	What is your approach to negotiation? What excites you or worries you as you prepare to negotiate with or persuade others?
9	How do you manage technostress and technoinvasion as a graduate student? Do you have practices or habits in place to manage email and other communication? Will you make any changes, given what we learned about this week?
10	What kind of support do you have to put your leadership development plan into practice? How will you use or expand your network? How will you find mentoring or training?
11	Would you find the challenge of hiring the right person or firing a person who isn't working well more difficult? How would you prepare for each activity?
12	What will you take away from our session with managers? Were there things that surprised you or did you find our session to be as you expected it? Are there different questions you'd like to ask in the next session or questions you would ask differently?

13	When are you or when have you been the most motivated at work or at school? What are or were the circumstances? Are there themes from these times that would help your manager motivate you at work?
14	What's the most useful feedback you have received from a boss or a team member? How was the feedback delivered and how did you respond?
15	At the close of the semester, what impact has this course had for you? Have your career aspirations or your attitudes towards the future changed? What will you take from this course into the future?

Grading
I will look for your sincere effort to respond to the prompt in about 250 words, along with self-reflection and integration of course material.

Group project – Contemporary workplace trends

In small groups, you will research one of the topics below. I will ask your group for topic preferences and assign them in class.

Topics:
- Contract work in the tech industry
- Open-plan office design
- Bring Your Own Device to work
- Workplace messaging applications
- Pre-hiring practices: take-home tasks and assessments

Your group will prepare a presentation to teach our class about when the trend emerged (i.e., its history), how it has changed over time, what it looks like at present, and your analysis of arguments for and against it.

To build your presentation, you will need to research the trend in academic and practitioner literature, determine what materials and arguments are credible, synthesize information to convey main points, develop and practice a presentation, and present to our class.

Project tasks

Project Plan – due 2/3/20

During our class session on 1/29/20, your group will meet to establish a project plan. You will select a group leader, establish group norms, allocate tasks, and develop a timeline for task completion and work integration. We should have sufficient time in class for you to finish this assignment, which you will type up and turn by 2/3/20 (before our next class).

The project plan needs to have the following sections:

- *Group composition*. List all members.

- *Leader and other roles*. Most groups for class projects flounder because everyone in the group hesitates to take charge, even when things turn grim. You will choose a leader today. The leader gets no extra points in class grade, nor will I look down upon non-leaders. You simply need someone to be the coordinator of this group. Decide amongst yourselves what you want the leader's role to be, what other roles you want to establish, and who will fill them.

- *Group norms*. List and describe all the norms that your group wishes to enact. Group norms are standards for behavior and attitude. People have different expectations and desires when working in a group (e.g., some people like to postpone decisions,

others want a clearly determined path on day one). Thus, you ought to spend a good bit of time in this class session talking about your work style preferences. You may want norms related to respecting each other's emotions, time, ideas, effort, constraints, and strengths, among other items. At a minimum, I want you to develop four norms:

- The first norm is for how you will *communicate*. Say that you choose to communicate by email. That's great, but now you also need to specify how long members have to reply. Do you expect a response within 24 hours? Within 4 hours? Teams get into trouble when they want quick replies, but fail to set a precise norm defining promptness. Should all emails copy all members? That is probably a good idea, but you need to figure out what works for your team. Do not set any norm that all members cannot meet.

- The second norm is for how you will make *group decisions*. Do you want to vote or reach consensus? How long can you postpone a decision? What if the group cannot reach agreement? How will you resolve conflicts? What is the leader's role in decision making?

- The third norm is for how and when you will *signal progress and complete work*. Some of you will be anxious to see concrete signs of work along the way; others may like to think for a longer period and produce more at the end. You need to figure out how and when to provide signs to each other of work completed and how to voice concerns about work not yet done or work not done as expected. Agree on check-in mechanisms along the timeline that work for everyone, allaying the anxieties of your more anxious members without creating an undue sense of urgency to your more laid-back members.

- The fourth norm concerns how you will *raise issues about the quality, quantity, or timeliness of each other's work* in terms of what you expect or need individually and as a group. Should you talk one on one with the person first or raise the issue in a group meeting? Do you want to ask a third person to act as a monitor to make sure the conversation stays focused on the work and not on personal attributions?

- *Task allocation*. You need to divide up the work of this project. Who will search which sites to find academic literature? Who will read and summarize articles? Who will scour the web for professional associations or other sites with relevant material? Who will design slides? You will certainly add new tasks as you go along, but you ought to have a good idea right now of who is going to do what. Ask about strengths. Make sure you distribute work fairly.

- *Work plan*. You need to specify what your major tasks are and by when you intend to complete them. How will you combine and organize information across members? How you will develop a coherent, integrated presentation? When do you need to meet as a group? Lay all these details out and include a graphic timeline to show major deadlines.

Grading

I will look for completeness (all sections listed above included), thoroughness, and effort in your plan. All group members will receive the same grade for this assignment.

Group Presentation – due 2/19/20

Your group will give a 12-minute overview presentation to the class. Adhering to the time limit is essential. A 3-minute question-and-answer period that you will moderate will follow your 12- minute presentation, for a total of 15 minutes in front of the class.

Your group will be educating the class about your assigned topic. Imagine that we are decision-makers in organizations thinking about adopting the trend you are presenting (and we want thoughtful background information). All group members should speak during the presentation.

Format

Develop slides to accompany your presentation. Slides should help the audience to visualize information and understand key points. Because this is a short talk, we should not need an outline slide. I encourage you to avoid large amounts of text, stock photos, multiple fonts, and other visual distractions.

Practice your presentation

Presenting in front of a group can be scary, and only practice will help you get comfortable. I encourage you to practice outside of class. You want to convey information in a clear, coherent, and hopefully engaging manner.

Grading

I will evaluate the presentation with the criteria below. All group members will receive the same grade for this assignment.

Content
- Did the presentation cover the history of the trend, how it has changed over time, what it looks like now, and arguments for and against it?
- Did the presentation organize content in a manner that was easy to follow?
- Did the presentation cite appropriate and credible sources of academic and practitioner literature?

Delivery
- Were the transitions between group members' deliveries smooth?
- Did group members speak clearly and work to engage the audience?

Format
- Did the slides enhance the verbal presentation?

Project management briefing

A multitude of methodologies and tools for project management have emerged from foundational practices. Some are comprehensive and refer to whole systems for conducting projects, while others are tied more closely to particular rituals and tools to be used in a larger system for project management.

In this assignment, you will develop a 1-page brief about one of the following project management topics – Agile, Lean, Kanban, Scrumban, Scrum, XP, or PRINCE2. We will confirm your topic in class. You will hand out your brief on the assigned topic in class and walk your classmates through the key points in an informal, verbal presentation.

The brief should cover the following:
- What are the key terms and vocabulary associated with it?
- Is it a system, a methodology, or something else?
- Who uses it? Where or in what industries is it common?
- What rituals, artifacts, or tools do we need to use it?
- Where can we find high-quality resources about what this is and how to implement it?

Your informal, verbal presentation should last about three minutes and give your classmates the most essential information to describe the assigned topic.

Grading
I will grade your written brief, looking for completeness with respect to the bulleted questions above. Being concise and clear in what you write is essential.

Negotiation plan and reflection

You will develop a negotiation plan to apply between 3/11/20 and 3/25/20. It doesn't need to be related to work. You could negotiate a bill, chores, group project work for another class, really anything you can think of that's not as you would like it to be right now. First, identify the following:

- What is your objective?
- What is your primary argument?
- What data do you need to make a compelling argument? How will you obtain this data?
- What is your BATNA?
- When are you going to do the negotiation?

Write up this plan and do the negotiation!

Then, add to your reflection on the following:

- How did you prepare for the negotiation?
- What happened? What was the outcome?
- What went well? What went poorly? Would you change anything if you could redo the negotiation?

Grading
I will look for a complete plan that follows the first set of bulleted questions above and a complete reflection on the negotiation that follows the second set of bulleted questions above. Thoroughness in crafting the plan and effort in applying the plan and reflecting on it are critical.

Flexible work policy analysis

For this assignment:
- Find an organization's flexible work policy. (This may be easier to do for governments and universities than for private companies).

Analyze:
- What is the organization's philosophy on flexibility? What benefits do they think it will bring?
- Who is eligible for the flexibility policy? Is there a requirement to be a certain type of person (caregiver, parent) or to have worked at the company for a certain length of time?
- What are the flexible arrangements that are available?
- What role does the employee's manager play in setting up and reviewing the arrangement?
- What seems favorable or unfavorable to you about this policy?

In a one-page document, identify what organization's flexible work policy you analyzed (provide a link if you are able) and respond to each question above. You may quote the policy if needed, but I recommend that you use your own words to respond to the questions.

Grading
I will look for complete and thoughtful responses to all of the bulleted questions above.

Reflected Best Self Assignment

This assignment has three components. You will 1) solicit feedback on your strengths from people who know you well, 2) analyze their feedback for themes, and 3) write up a self-portrait that summarizes the themes you find in the feedback.

Component 1: Solicit feedback
You will send email requests to people who know you well – these may be your friends and family, current and former colleagues, managers, mentors, coaches, or any other individuals. We want enough feedback for you to be able to see common themes. Our ideal is feedback from 10-15 people, so I recommend you send requests to at least 20 people, figuring that some will not respond.

The message you compose to request feedback should:
- Remind the recipient know who you are, if needed (especially for former colleagues, managers, professors, and the like)
- Let the recipient know you're taking a graduate course in management and that you're gathering feedback about your strengths for a class assignment
- Request that they take about 5-10 minutes to help you understand your strengths
- Ask that they provide you with examples of times they saw you thriving, performing at your best, or otherwise excelling – we want these examples to be specific stories about things you have done in the past
- Request a response by a specific date and express your appreciation

Component 2: Analyze the feedback
Once you have sufficient feedback (10-15 responses), copy the responses into a table. Each specific example that you receive should be in its own row in the table.

Person providing feedback	Specific example	Themes (keywords or concepts)
Family member #1		
Former manager		
Friend from college		

The work you will do here is to find themes, those keywords or concepts that describe the examples in the feedback. Keywords or concepts may be already in the example or you may want to look at a list of strengths to come up with a few words that summarize what the example shows. Complete this process for every example in your table.

Component 3: Self-portrait
For the final component, you will write up 2-3 paragraphs that incorporate what you found in your analysis of feedback. These paragraphs will let me know what key words or concepts

(your strengths) you deemed most salient or important. This self-portrait will start with the words "I am at my best when" and continue to describe your strengths. You may want to include short quotations of the examples you received to demonstrate evidence of your strengths. The self-portrait should tell me about what you see in the feedback, rather than introducing anything new.

What to turn in
Your assignment should include:
- How many requests you sent out and how many responses you obtained
- What your process to analyze the feedback looked like
- The self-portrait

Grading
I will grade this assignment with respect to the effort in your process. Did you obtain 10-15 responses? Do the themes you found make sense and clearly relate to the examples? Does your self-portrait expand on common or important themes in the feedback?

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[1] Our schedule (including readings) may be modified over the course of the semester. I will provide notice in class and by email if/as this occurs.

[2] Class assignments and other components of this course draw substantially on the previous iteration of this class taught by Dr. Diane Bailey.