

Management for Information Professionals
INLS 585-02W
Online Course
Three Credit Hours
Spring 2013: January 9, 2013 – May 7, 2013

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Course Description

Management for Information Professionals is an introduction to general management principles and practices intended for information professionals working in all types of organizations. It is required for all SILS MSLS and MSIS students. The focus of the course is on management in information agencies but the principles taught are applicable in any management setting. Topics covered include accounting, budgeting, evidence-based management, finance, goal setting, human resources, leadership, mentoring, organizational behavior, and strategy.

This course will provide students an interactive, hands-on opportunity to develop the business, analytical and research skills required to succeed as a manager in any organization. Using readings, class discussion, case studies, and video, students will work individually and in teams to identify, analyze, and solve management problems particularly in the areas of library and technology management but applicable to any management situation.

Goal of this Course

By the end of this course, students will have acquired the analytical and research skills required and confidence necessary to make informed management decisions. Additionally, by the end of this semester you should be able to:

- define and explain key management theories and concepts.
- critically analyze real world management cases, clearly and accurately identify organizational issues, and recommend solutions based on evidence.
- identify unsound management theories and apply sound academic evidence to real world management situations.
- critically examine and evaluate proposed solutions to organizational issues to uncover the validity of underlying assumptions and logic.
- identify many of the complexities of organizational management and leadership.
- prepare budgets.
- read and analyze financial statements.
- continue developing management and leadership skills based on strategies practiced throughout the course.
- network and build a professional mentorship relationship.
- function effectively in teams.

During this course, students will be exposed not only to important management principles but to the science of management itself.

Instructional Methods

Since this is an online class, it is extremely important to me that you feel connected with me and with the other students in the class. I realize that communicating in this type of environment can be challenging. In my experience, online courses, although sometimes more convenient, are often not as enjoyable or effective as face-to-face classes. I hope, with all of your help, to make this course an enjoyable, challenging, interactive, and valuable one even though we will not be meeting in person. Toward this end, in addition to the end of semester evaluation, there will be an optional questionnaire during the semester designed to give you the opportunity to provide anonymous feedback about what is going well and what could be improved. Also, please feel free to reach out to me at any time by email, phone, or in person (my office is in South Building on the third floor).

This course heavily relies on the UNC Sakai online course management system (<https://sakai.unc.edu>). Much of the communication for this class will be done in online discussion boards on Sakai. To keep the class lively and interactive, this course will be light on video lecture. Instead, I will rely heavily on readings, case studies, and discussion boards. There is a “chatter” discussion board for those of you who would like to communicate with each other in general. I encourage you to ask each other for help or communicate in any way you would like. You are not required to communicate on the “chatter” discussion board. It is there if you would like to use it.

In this course, the Sakai discussion boards are used for discussion purposes, to respond to reading questions, and to post answers to select assignments. The assignments posted to the discussion boards are designed to reinforce key concepts and give you the opportunity to expand your understanding by reading classmates’ responses. Also, at times, teams respond to different parts of an assignment on the discussion board and each team must read each other’s responses in order to complete subsequent assignments. In this way, the course builds overtime and students are able to learn from one another in the online environment.

I can be reached at my office number above usually between the hours of 8:00 and 5:00. Please leave a message if I am away from my desk with a few good times to call you back and I will do my best to respond the same day. Additionally, I am on email often throughout the day. You may count on an email response from me within 24 hours and usually within eight. I usually do not respond to email in the evenings. Please see my guidelines on email use (on Sakai) for more information on how best to communicate with me via email.

Books

Gordon, R. S. (2005). *The accidental library manager*. Medford, NJ: Information Today, Inc.
(Available for purchase and on reserve)

Green, R. (2007). *Library Management: A Case Study Approach*. Stanton Harcourt, Oxford: Chandos Publishing.

*This book is only needed for those who choose library case studies rather than technology case studies. It is on reserve in the library if you wish to borrow rather than buy it.
(Available for purchase and on reserve)

Harvard Business Essentials. (2007). *Manager's toolkit - The 13 skills managers need to succeed*. Boston, MA: Harvard Business School.
(Available for purchase and on reserve)

Case Studies (noted throughout the syllabus)

Articles (noted throughout the syllabus)

Statement on Academic Integrity

Students are expected to conform to the Honor Code in all academic manners. For more information about the Honor Code, please visit the following URL: <http://honor.unc.edu/>.

Grading Scale/Course Assignments and Assessment

The graduate grading scale is as follows:

H High Pass - Clear Excellence

P Pass - Entirely Satisfactory Graduate Work

L Low Pass - Inadequate Graduate Work

F Fail

Each assignment is worth a set number of points (described on the assignment spreadsheet on Sakai). Information describing how each assignment will be assessed can be found on the assessment spreadsheet on Sakai. **A successful online course depends on timely participation from all class members. I will not accept assignments late.** Assignment grades will be posted to the Sakai grade book. Semester grades are based on your cumulative total of points awarded for all assignments, which are then converted to letter grades or HPL grades as follows:

Total Course Points Available: 690					
Grade Scale				Point Range	
	Grade	Grade*	Percentage	Low	High
	A	H	96-100	662	690
	A-	P+	90-95	621	661
	B+	P	87-89	600	620
	B	P	84-86	580	599
	B-	P	80-83	552	579
	C+	P-	77-79	531	551
	C	P-	74-76	511	530
	C-	P-	70-73	483	510
	D+	L	67-69	462	482
	D	L	60-66	414	461
	F	F	59 and below		413
*Final grades will only reflect H, P, or L					

Requests for Extensions

Extensions are only granted in emergency situations.

Questions Regarding Assignment Assessments

Any questions regarding the grading of an assignment must be raised within one week after the score is made available.

Turning in Assignments

Assignments will either be submitted through email or posted on the appropriate discussion board (see assignment spreadsheet for details).

How to Succeed in this Course

This course may be different from those you have taken in the past in that you will not be evaluated based upon giving the “correct” answer. Instead, we will spend the course practicing management problem solving and reflecting on what has been learned. Evidence shows:

Students can learn a good deal from actively accessing evidence, using it to solve problems, reflecting—and trying again. Indeed, one of the most powerful forms of learning may be deriving principles from experience and reflection, as when students review cases and then derive the principles governing the underlying outcomes (Thompson, Gentner, & Loewenstein, 2003; Rousseau, 2006, p. 266).

Therefore, you will notice that we will spend a good amount of time reflecting on what we have learned and very little time on right versus wrong. You will not lose a single point in this class for being “wrong.” To succeed, you must complete all assignments on time and in a thoughtful and thorough manner and consistently reflect on the decisions you have made and what you have learned. Please see the assignment and assessment spreadsheets for more information on how each assignment should be submitted and how each will be assessed.

Thompson, L., Gentner, D., & Lowenstein, J. 2003. Avoiding missed opportunities in managerial life: Analogical training more powerful than individual case training. In L. L. Thompson (Ed.), *The social psychology of organizational life*: 163–173. New York: Psychology Press.

General Flow of the Course

As an online course, this class has no set meeting times. The course schedule is set up so that assignments are due based on the assignment spreadsheet on Sakai. These due dates are not flexible and you must keep up with weekly assignments.

A Final Introductory Thought

This is a challenging course that teaches and requires critical thought. It is designed to bring the academic and practice worlds together. I am enthusiastic about this course and truly believe that the skills learned and practiced here, when applied in your careers, will help you succeed. Being successful as a manager is not achieved by chance, inherent ability, or hiring the perfect staff. Management is a science. Become a student of management throughout your career. Practice your skills, take informed risks, challenge assumptions, search for evidence, evaluate your decisions, commit to ongoing personal development, focus on the best in people, and allow yourself to fail and learn from your mistakes – you will be amazed at what you will achieve and the people you will assist (and who will assist you) along the way.

Welcome to the class!

Course Schedule –

Week 1: Foundations (January 9-13)

By the end of this week the student will:

- *know course goals, structure, assignments, and assessment matrices*
- *know each others' management experiences and backgrounds*
- *be aware of the basics of many management theories*
- *know the benefits of having mentors*

1. **Assignment: Let Us Know About You**

(Due 1/13 see assignment and assessment spreadsheets for submission and assessment details)

- **Please introduce yourself, include a photo if you wish, and respond to the following questions:**

Your Management Experience:

(Please respond to each question with as much detail as you deem necessary. A simple “No” is fine when applicable)

- What management positions, if any, have you held?
 - Have you ever supervised employees?
 - Have you ever written a position description?
 - Have you ever hired anyone?
 - Have you ever let someone go from a position?
 - Have you ever determined someone's compensation?
 - Have you ever managed a group or team?
 - Have you ever had to motivate a work force or team of individuals?
 - Have you ever had to evaluate someone's performance in a formal performance review?
 - Do you know how to read and understand a balance sheet?
 - Do you know how to read and understand an income statement?
 - Do you know how to read and understand a statement of cash flows?
 - Have you ever managed endowment funds or other private funds?
 - Have you ever managed state appropriated funds?
 - Have you ever written a grant?
 - Have you ever written a mission statement?
 - Have you ever written a strategic plan?
 - Have you ever conducted market research?
 - Have you ever conducted a competitive analysis?
 - Have you ever assisted in developing a brand?
 - Have you ever been responsible for maintaining a brand's image?
 - Have you ever written an advertisement?
 - Have you ever developed a product or service offering?
 - Have you ever managed an organization or group's finances?
 - Other management experience you would like to share?
- What if any management courses have you taken?
 - What was the best job you've ever had and why?

- What are you hoping to get out of this course? What are your learning goals/expectations?

2. Read Gordon Chapter 11

3. Assignment: Begin Mentoring/Networking Assignment (see assignment and assessment spreadsheets for submission and assessment details)

Mentoring/Networking Assignment

Step One: Reading (read these this week)

Lillian T. Eby, Tammy D. Allen, Sarah C. Evans, Thomas Ng, David L. DuBois, Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals, *Journal of Vocational Behavior*, Volume 72, Issue 2, April 2008, Pages 254-267.

Schelle, Adele. 2011. How to Find a Mentor. *Huffington Post*. Retrieved January 6, 2012 from http://www.huffingtonpost.com/adele-scheele/find-mentor_b_817217.html

The remaining steps below are here to explain the mentoring assignment in full detail but are not due until future weeks.

Step Two: Identify a Mentor (Due 1/27/2012)

Identify a mentor for the semester. Post to the discussion board:

1. Name and title of mentor
2. How you contacted this person to request their help
3. Why you selected this individual

Step Three: Mentor Interview (Due 2/17/2012)

Conduct an interview with your mentor. Students pose questions that focus on the mentor's experience and career path. Post a summary of what you learned to the discussion board.

Step Four: Student/Mentor Project (whenever the student chooses)

The student and the mentor develop one manageable project/outing for the semester. This activity will be based on the interests and needs of student and mentor.

Examples of potential projects/outings include:

- Attending an event with the mentor to practice networking
- Visiting the mentor's workplace to see him/her in his/her role
- Working with the mentor on a specific area of professional development

Step Five: Student/Mentor Summary Report (four pages maximum) and Class Discussion (Due 4/17/2012)

Students prepare a written summary (four pages maximum) of the mentoring experience which includes:

- Name of mentor
- Mentor's current position
- Summary of initial interview
- Report on the student/mentor project
- Evaluation of personal learning

Please post this to the discussion board.

Week 2: Climbing Mount Everest (January 14-20)

By the end of this week the student will:

- *be able to explain key concepts involved in creating and managing teams*
- *be able to critically read a case to pull out relevant facts and note missing information*
- *be able to critically read a case to identify and list assumptions decision makers relied upon*
- *develop an early hypothesis based on available case data alone as to how management decisions might have been improved*
- *be aware of decision making traps that individuals and groups fall into during crisis situations and will have developed strategies to avoid them in future management and leadership roles*
- *be able to use behavioral decision theory, team effectiveness literature, and complex systems theory to analyze an organizational breakdown*

1. Watch Everest Videos

- a. <http://www.youtube.com/watch?v=STFb-aPYM8>
- b. http://www.youtube.com/watch?v=7_LlaWPYhZo

2. Read Harvard Business School Case -- Mount Everest 1996 by Michael A. Roberto, Gina M. Carioggia

<http://hbr.org/product/mount-everest-1996/an/303061-PDF-ENG> (\$6.95)

3. Find a teammate (**Due 1/16**). Several assignments will be completed in teams of two or three. Pick a teammate(s) and post your team to the discussion board.

4. **Assignment: (Initial Post Due 1/16, Respond to Classmates by 1/20): Discussion Board – Everest One**

Begin to analyze Everest case by joining the class discussion. Please discuss the following questions on the discussion board (to do so well will take several readings). Please post at least one response to each question that builds on your classmates' responses.

- What did you find most shocking on the videos?
- Why do you think this tragedy occurred? Please come up with three hypotheses.
- List the relevant facts available to you in this case.
- What information is missing that you would like to know?

- What assumptions were made that underlined critical decisions?
- What do you think could have been done differently in this expedition that might have prevented this tragedy?

5. Assignment: Team Assignment 1 - Use Sound Academic Support To Better Understand Everest Tragedy (Due 1/20 see assignment and assessment spreadsheets for submission and assessment details)
(Please have one member of the team post one response for your team to the discussion board)

- **Teams 1, 2, & 9:**
 - i. Define Cognitive Biases (cite sources used)
 1. What is overconfidence bias?
 2. What is the sunk cost fallacy?
 3. What is recency effect?
 4. How might these shed light onto the Everest tragedy? Use examples from the case.
- **Teams 3, 4, & 10:**
 - i. Define Psychological Safety (cite sources used)
 1. Several conditions undermined its development in this case such as perceived status differences, leadership styles, and lack of familiarity and team interaction among group members. How is this evidenced in the case?
 2. What might prevent someone from asking for help, admitting an error, or expressing a different point of view in a group setting?
- **Teams 5, 6, & 11:**
 - i. Define Complex Systems Theory (cite sources used)
 1. According to this framework, there is not one single cause of the catastrophe. Instead, how did human errors, group procedures, equipment failures, and the unexpected storm interact to increase the risk for this expedition?
- **Team 7, 8, & 12:**

Complex interactions and tight coupling increase the risk of catastrophe. Please explain this statement (cite and sources used)

 1. Complex interactions
 - a. How did a series of unexpected problems lead to Fisher's deteriorating health during the final ascent?
 2. Tight Coupling
 - a. The Everest expedition possessed the characteristics of a tightly coupled system: time-dependent processes, a rigid sequence of activities, one dominant path to achieving a goal, very little slack (Perrow, 1999). Explain how these characteristics are apparent in the Everest case.

C.Perrow, (1999). *Normal Accidents: Living with High-Risk Technologies*. Princeton, NJ: Princeton University Press.

Week 3 & 4: Descending Mount Everest, Goals, Strategy & Hiring (January 21-February 3)

By the end of this week the student will:

- *be able to explain the characteristics of effective goals*
- *be able to explain the five steps of strategy formulation*
- *be able to explain the keys steps involved in the hiring process*

1. Read Manager's Toolkit Chapter 6

2. ***Assignment: Discussion Board – Everest Two***

(Initial Post Due 1/23, Respond to Classmates by 1/27): see assignment and assessment spreadsheets for submission and assessment details)

Please respond to each of the following questions on the discussion board and respond to two of your classmates' posts.

1. Do you believe the academic evidence the class posted to the discussion board supported any of your initial hypotheses regarding the cause of this tragedy? Explain.
2. Drawing on your own experiences, can you identify a situation in which one or more of these factors contributed to an organizational, group, or personal failure? How might you prevent this from happening in the future?
3. What did you learn about teamwork and how best to build successful teams?
Please contribute to the class knowledge by finding and sharing an academic article that sheds additional light on how to build teams or a similar related topic.
4. Do you have a mentor or advisor that helps you recognize when you might be heading down a wrong path? How open are you to his/her advice despite "sunk costs" you have invested.
5. Key Takeaway – What was your most valuable takeaway from the Everest assignments that you believe will help you in a future management role?

3. ***Assignment: Continue Mentoring/Networking Assignment***

(see assignment and assessment spreadsheets for submission and assessment details)

Step Two: Identify a Mentor (Due 1/27/2012)

Identify a mentor for the semester. Post to the discussion board:

1. Name and title of mentor
2. How you contacted this person to request their help
3. Why you selected this individual

4. Read Manager's Toolkit Chapters 1, 12, & 2

5. Read Gordon Chapter 3

6. Read one or two of the following that you are most interested in:

Of possible interest to those interested in library management:

Kaspar, W.A., Mosley, P.A., (2008). Making the good hire: Updating hiring practices for the contemporary multigenerational workforce, part two. *Library Administration and Management*, 22(3), 142.

Optional Reading for those interested in library management:

Corl, S. (2008) ChangeMasters All: A Series on Librarians Who Steered a Clear Course toward the Twenty-First Century: An Interview with Dr. Richard Rubin. *Library Administration and Management*, 22 (2) 65.

Of possible interest to those interested in information technology management:

Tallon, P. P. (2007). A process-oriented perspective on the alignment of information technology and business strategy. *Journal of Management Information Systems*, 24(3), 227-268.

Cooper, R. G., & Edgett, S. J. (2010). Developing a product innovation and technology strategy for your business. *Research-Technology Management*, 53(3), 33-40.

Cusumano, M. (2010). Technology strategy and management. The evolution of platform thinking. *Communications of the ACM*, 53(1), 32-34.

7. Assignment: Discussion Board – Week Four

(Initial Post Due 1/30, Respond to Classmates by 2/3): see assignment and assessment spreadsheets for submission and assessment details)

Please respond to each of the following questions on the discussion board and respond to two of your classmates' posts.

1. What did you find most helpful/informative in the Manager's Toolkit readings?
2. What did you find most helpful/informative in the Gordon reading?
3. What is a SWOT analysis? When and why should one be conducted?
4. Please write two "good" interview questions that you might use in the future according to the guidelines you read.
5. What in particular resonated with you from the article(s) you chose to read?
6. Key Takeaway – What was your most valuable takeaway from the assignments that you this week that you believe will help you in a future management role?

Weeks 5 & 6: Accounting, Finance, and Budgeting (February 4 – February 17)

By the end of these weeks the student will:

- *be able to define and explain financial terms and concepts*
- *know basic budgeting essentials*
- *know how to read financial statements*
- *know library and information technology organization funding models and current funding challenges*

1. Read Manager's Toolkit Chapters 13 and 14

2. Read Gordon Chapter 9

3. **Assignment: Team Assignment 2 – Financial Quick Reference Definitions**
(Due 2/6 see assignment and assessment spreadsheets for submission and assessment details)

Please have one member of your team post your portion to the discussion board.

Please Define:

Teams 1 & 8:

- Capital structure
- Common stock
- Bonds
- Certificate of deposit
- Operating reserve
- Capital reserve
- Surplus
- Deficit

Team 2:

- Debt financing
- Equity financing
- Mezzanine financing
- Hybrid financing

Teams 3 & 9:

- Balance sheet
 1. Basic definition and purpose
 2. Current assets
 3. Long term assets
 4. Fixed assets
 5. Debt
 6. Equity
 7. Retained earnings
 8. Why do assets = debt + equity?

Teams 4 & 10:

- Income statement
 1. Basic definition and purpose
 2. Revenues
 3. Rebates
 4. Cost of goods sold
 5. Gross profit
 6. Expenses
 7. Depreciation
 8. Operating profit
 9. Earnings before interest and taxes
 10. Earnings per share

Team 5 & 11:

- Statement of cash flows
 1. Basic definition and purpose

2. Operating activities
3. Operating cash flow
4. Investing activities
5. Financing activities
6. Cash balance

Team 6 & 12:

- Public funding/State appropriation funding
- Development officer
- Private funding
 1. Endowment funds (gifts)
 2. Endowment principal
 3. Endowment spending rate
 4. Quasi endowment
 5. Current use funds (gifts)
 6. Grant funding
- Indirect costs/overhead
- Auxiliary Income
- Sponsored research

Team 7:

- Pro forma financial statements
- Budget allocations
- Budgeting
 1. Short vs. long term
 2. Fixed vs. rolling
 3. Incremental vs. zero-based
 4. Kaizen

4. Read one or two of the following that you are most interested in:

1. Franklin, Brinley (2007). The Privatization of Public University Research Libraries. *Libraries and the Academy* 7.4, 407-414.
2. Huang, S.T. (2006), Where there's a will, there's a way: fundraising for the academic library. *The Bottom Line: Managing Library Finances*, 19(3), 146-51.
3. Goldstein, Philip J. *Responding to Recession: IT Funding and Cost Management in Higher Education—Key Findings* (Key Findings 4, 2010). Boulder, CO: EDUCAUSE Center for Applied Research.
(<http://net.educause.edu/ir/library/pdf/EKF/EKF1004.pdf>)
4. Akhilesh Chandra, Nirup M. Menon, Birendra K. Mishra, Budgeting for information technology, *International Journal of Accounting Information Systems*, Volume 8, Issue 4, December 2007, Pages 264-282

5. Assignment: Team Assignment 3 – Budget Case Study

Each team should respond to one of the budget case studies posted on Sakai (one submission per team).

(Due 2/10 see assignment and assessment spreadsheets for submission and assessment details)

6. Assignment: Team Assignment 4 – Financial Statement Analysis

(Due 2/17 see assignment and assessment spreadsheets for submission and assessment details)

Analyze the 2006 Strathcona County Library Financial Statements (posted on Sakai). You don't have to tell us line by line what is going on but just based on what the purpose of the statement is, tell us what is going on in this library in general. If you don't know a term Google it and/or use the websites listed below. You'll never have to be an accountant but it is good to know you can understand each statement at a level where if something doesn't make sense, you can question your accountant or auditor. For example, if it says that physical assets have not increased but if you purchased a new piece of equipment you would want to know why it isn't properly reflected. You don't need to be an expert. I just want you to build your confidence so you can ask good questions of your accountant and not just be a rubber stamp approver.

Feel free to reach out to me with questions or to other students in the class. I don't mind if teams work together :0).

Helpful Websites:

<http://www.nonprofitaccountingbasics.org>

http://www.toolkit.com/small_business_guide/sbg.aspx?nid=P06_7045

Analyze the 2006 Strathcona County Library Financial Statements (posted on Sakai)

Please answer the following questions:

- What is the role of an auditor?
- Explain the statement of financial position.
 - What is it?
 - What is it telling you?
 - What has changed between 2005 and 2006? (not line by line but a higher level explanation)
- Explain the statement of financial activities
 - What is it?
 - What is it telling you?
 - What has changed between 2005 and 2006? (not line by line but a higher level explanation)
- Explain the statement of changes in financial position
 - What is it?
 - What is it telling you?
 - What has changed between 2005 and 2006? (not line by line but a higher level explanation)
- Explain the schedule of operating fund activities
 - What is it?
 - What is it telling you?
 - What has changed between 2005 and 2006? (not line by line but a higher level explanation)
- Explain the schedule of capital fund activities
 - What is it?
 - What is it telling you?
 - What has changed between 2005 and 2006? (not line by line but a higher level explanation)

- Explain the schedule of reserves
 - What is it?
 - What is it telling you?
 - What has changed between 2005 and 2006? (not line by line but a higher level explanation)
- Explain the schedule of equity in physical assets
 - What is it?
 - What is it telling you?
 - What has changed between 2005 and 2006? (not line by line but a higher level explanation)
- Key Takeaways – What were the most valuable takeaways for each team member from the finance assignments that you believe will help you in a future management role?

Please have one member of your team post the completed assignment.

7. Assignment: Continue Mentoring/Networking Assignment
 (see assignment and assessment spreadsheets for submission and assessment details)

Step Three: Mentor Interview (Due 2/17/2012)

Conduct an interview with your mentor. Students pose questions that focus on the mentor's experience and career path. Post a summary of what you learned to the discussion board and comment on at least two of your classmates' posts.

Step Four: Student/Mentor Project (whenever the student chooses)

The student and the mentor develop one manageable project/outing for the semester. This activity will be based on the interests and needs of student and mentor.

Examples of potential projects/outings include:

- Attending an event with the mentor to practice networking.
- Visiting the mentor's workplace to see him/her in his/her role
- Working with the mentor on a specific area of professional development.

Week 7: Retention, Appraisal and Coaching, Leadership (February 18 – 24)

By the end of this week, the student will:

- *be able to list and explain why people stay in and leave jobs*
- *be able to explain general retention strategies*
- *be able to list and explain the eight steps to effective appraisal*
- *be able to discuss coaching methods for improving performance*
- *be able to explain strategies that "good" leaders use*

1. Read Manager's Toolkit Chapters 3, 7, 11
2. Read Gordon Chapter 5
3. Read one or two of the following that you are most interested in:

Defa, Dennis (2008). Human Resource Administration in the Academic Library. *Library Administration and Management*, 22(3), 138.

Allner, Irmin (2008). Managerial Leadership in Academic Libraries Roadblocks to Success. *Library Administration and Management*, 22(2), 69.

Pare, G., & Tremblay, M. (2007). The influence of high-involvement human resources practices, procedural justice, organizational commitment, and citizenship behaviors on information technology professionals' turnover intentions. *Group & Organization Management*, 32, 326-357.

4. **Assignment: Discussion Board – Week Seven**
(Initial post due 2/20 and peer responses due 2/24 - see assignment and assessment spreadsheets for submission and assessment details)

Please respond to each of the following questions on the discussion board and respond to two of your classmates' posts.

- Do you agree with the reasons given for why people stay in or leave a job? Have you stayed in or left a job for any of the reasons mentioned in this week's readings?
- Have you ever had a manager that you believe was an effective coach? How was this person helpful to you?
- Did anything surprise you from the leadership readings?
- What resonated with you from the article(s) you chose to read?
- Key Takeaway – What was your most valuable takeaway from this week's readings that you believe will help you in a future management role?

7. **Assignment (Optional): Anonymous Feedback Opportunity**
(Due 2/24/2012)

https://unc.qualtrics.com/SE/?SID=SV_brrw7Hb2bSxhwNv

Weeks 8 & 9: Evidence Based Management (February 25 – March 10)

By the end of these weeks, the student will:

- *be able to list the principles of evidence-based management*
- *be able to define and describe evidence-based librarianship*
- *be able to explain the critical role implementation has in a strategy's success*
- *be able to explain high-performance work practices*
- *be able to list criteria that may be used to identify sound research*

- *have a basic framework for using evidence-based management principles to inform management decision making*

1. Meet the authors of *Hard Facts Dangerous Half-Truths and Total Nonsense* by watching a brief video overview their book - <http://www.youtube.com/watch?v=HxH8hBUBBnE>

Read:

2. Pfeffer, Jeffrey & Robert I. Sutton. Evidence-based Management. *Harvard Business Review*, 84:1, January 2006. (<http://jeffreypfeffer.com/wp-content/uploads/2011/10/HBR-Jan2006.pdf>)
3. Pfeffer, Jeffrey & Robert I. Sutton. Act on Facts, Not Faith. *Stanford Social Innovation Review*, Spring 2006. (http://www.ssireview.org/images/articles/2006SP_feature_Pfeffer_Sutton.pdf)
4. Pfeffer, J. (2007). *Testimony submitted for the record for United States House of Representatives committee on oversight and government reform* (http://evidence-basedmanagement.com/wp-content/uploads/2011/11/pfeffer_congressional_testimony_08mar2007.pdf) Pay particular attention to the section titled, "Building High Performance Cultures"
5. Rousseau, D. (2006). Is there such a thing as "evidence-based management"? *Academy of Management Review*, 31(2), 256.
6. Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. *Harvard Business Review*.
7. Eldredge, Jonathan D. (2000). Evidence-based librarianship: an overview. *Bull Med Libr Assoc*, 88(4), 289.

8. Assignment: Discussion Board – Weeks Eight and Nine
(Initial posts due 3/3, responses to classmates due 3/10 - see assignment and assessment spreadsheets for submission and assessment details)

Based on the readings, please respond to **five** of the following questions on the discussion board (please also respond to at least two of your classmates' posts)

1. How would you define and describe evidence-based management?
2. Why is there a research-practice gap among managers?
3. Why do you think some managers or leaders do not admit what they do not know? How might this hurt an organization?
4. Based on your reading, what do you think this formula found on the evidence-based management website (Better facts + Better implementation = Better performance) means?
5. How would you define and describe evidence-based librarianship?
6. Which of the management examples or concepts in this week's readings resonated with you or surprised you the most and why?
7. How might you determine if management idea or theory is applicable to a problem you are solving?
8. Based on the Pfeffer testimony, what is a high-performance culture?

9. Based on the readings, what set of criteria would you use to evaluate business writing and research? How might you determine if an academic journal is considered highly regarded?

In your experience, please respond to **five** of the following questions on the discussion board (please also respond to at least two of your classmates' posts)

1. Describe a time in your life when you have allowed your beliefs or past experiences to cloud your willingness to gather and consider data that might have helped you make a better decision?
2. Pfeffer and Sutton touch upon issues surrounding conventional wisdom. List one or two accepted truths that have guided your decisions and/or actions in areas of library and information science, management, or leadership that you might now want to reevaluate in terms of evidence?
3. Have you ever been involved in an organization or group where you believed there was a good strategy in place but implementation or execution was poor? What happened? Was the strategy eventually abandoned? Should it have been? Explain.
4. How might you use evaluation to determine if a project's failure was due to a poor strategy or a poor implementation?
5. How might you treat an organization you are involved with as an unfinished prototype?
6. How could you experiment to gather evidence for decision making?
7. As an organizational manager or leader, how might you begin to create a culture that encourages fact seeking, curiosity, and fact-based decision making even if the facts uncovered might be difficult to acknowledge?
8. As a manager or leader how have you handled failure or error? How can you create an environment that allows errors and encourages learning and growth from setbacks?

9. *Individual Assignment Management Journals*

(Due 3/10 see assignment spreadsheet for submission and assessment details)

Create a list of at least five highly regarded academic journals in your assigned area (see course announcements to find your assigned area). It will be one of the following:

- Accounting
- Economics
- Finance
- Human Resources
- Leadership
- Management and Strategy
- Marketing
- Information Technology Management
- Operations
- Organizational Behavior

These journals may be useful when searching for academic evidence to inform practical decision making in the future.

- How did you determine these are highly regarded academic journals? Did you talk to a librarian? Faculty member in the field? Did you look at the journal's impact factor? Etc. You must have at least three reasons supporting your decision that each journal on your list is in fact a highly

regarded academic publication.

- Please briefly (the equivalent of 1 page or less) define and provide an overview of your assigned area (cite sources used).

Weeks 11-14: Team Case Analyses (March 18 - April 14)

By the end of these weeks, the student will:

- *have competed several management case analyses*
- *be able to use academic evidence to inform management decisions*
- *be able to write an evidence-based management consulting report*

Now it's time to tie everything from the first ten weeks of the course together by applying what you've learned to make management decisions.

1. Assignment: Team Assignment 5 Choose a Case Study

Option One – #5 Employee Training Case from:

Green, R. (2007). *Library Management: A Case Study Approach*. Stanton Harcourt, Oxford: Chandos Publishing.

In this case, the recommendations you are making should be directed at Lisa. Ignore the case study analyses in the book and write your own following the template below.

-or-

Option Two – Yahoo!--A New HR Challenge

<http://cb.hbsp.harvard.edu/cb/product/HR25A-PDF-ENG> (\$6.95)

(Due 3/24 see assignment and assessment spreadsheets for submission and assessment details)

Your case analysis report is due at this time. Please make sure you follow the template below and support your recommendation with academic evidence. If the case you are reading includes questions, you do NOT need to answer them. Instead, follow the template below. Please have one member of the team submit one report from your team by email. PLEASE NOTE: AFTER I RECEIVE ALL REPORTS, I MAY POST ONE OR TWO TO SAKAI AS AN EXAMPLE FOR THE BENEFIT OF THE CLASS.

Practice Evidence-Based Management Decision Making - Case Analysis Report (6 pages maximum):

1. As best as you can determine from the case data, what is this organization's strengths, weaknesses (internal to the organization); opportunities and threats (external to the organization). (SWOT Analysis)
2. What is the problem presented in the case – STATE IN **ONLY ONE** SENTENCE
3. List the facts presented in the case.

4. What information is missing that would be helpful to know? What assumptions must you make in its absence?
5. Present your recommendation(s). You **MUST** offer at least two alternate suggestions as to how the problem might be solved using academic* **and** case evidence along with the suggestion you believe to be the best and why.

FOLLOW THIS RECOMMENDATION FORMAT

RECOMMENDATION ONE: Clearly state your recommendation in the first sentence

1. Explain the recommendation.
2. State any assumptions you are making and note how the person reading your recommendations might gather information to see if the assumption is in fact true.
3. List potential benefits and drawbacks

RECOMMENDATION TWO: Clearly state an alternate recommendation in the first sentence

1. Explain the recommendation.
2. State any assumptions you are making and note how the person reading your recommendations might gather information to see if the assumption is in fact true.
3. List potential benefits and drawbacks

RECOMMEND THAT THE PERSON READING YOUR REPORT MOVE FORWARD WITH ONE OF THE ABOVE
(Which should they do or do first)?

1. Why do you recommend they do this (or this one first)?
2. What can they do to lessen the impact of the potential drawbacks mentioned above?
3. How should they implement this recommendation (**just this one you are recommending** – please do not waste your time detailing how to implement both)?
4. How should they evaluate this recommendation (**just this one you are recommending** – please do not waste your time detailing how to evaluate both)?
6. If the initiative was not working, how might one determine if the failure was due to a poor strategy (i.e. poor recommendation) or poor implementation?

* Explain the academic evidence. Cite the source. How did you determine this evidence/source is sound? Why do you think it is applicable in this situation?

2. **Assignment: Team Assignment 6 - Choose a Case Study**
(Due 3/31 please use the same format as above)

Option One – #9 Privacy Issues Case from:

Green, R. (2007). *Library Management: A Case Study Approach*. Stanton Harcourt, Oxford: Chandos Publishing.

-or-

Option Two – Don't Look Now, You're Being Googled

<http://www.duke.edu/web/kenanethics/CaseStudies/GoogleData.pdf>

3. **Assignment: Team Assignment 7 - Choose a Case Study**
(Due 4/7 please use the same format as above)

Option One – #12 Can you teach an old dog new tricks? Case from:

Green, R. (2007). *Library Management: A Case Study Approach*. Stanton Harcourt, Oxford: Chandos Publishing.

-or-

Option Two – Telescope: Squaring Purpose with Reality

<http://cb.hbsp.harvard.edu/cb/product/UV5296-PDF-ENG> (\$6.95)

4. **Assignment: Team Assignment 8 - Choose a Case Study**
(Due 4/14 please use the same format as above)

Option One – #7 Hiring Decisions Case from:

Green, R. (2007). *Library Management: A Case Study Approach*. Stanton Harcourt, Oxford: Chandos Publishing.

-or-

Option Two – Roller Coaster Ride: The Resignation of a Star

<http://cb.hbsp.harvard.edu/cb/product/405031-PDF-ENG> (\$6.95)

Also, when you turn in this last case assignment, please also respond to this question by email (one response per student)

Case Feedback:

In effect, your team experience was a management case study. You were put in a position to work with a partner or partner(s) to analyze complex management problems. This is difficult enough in an organizational setting in which team members know each other and are able to work with each other

face to face. However, there are times in a career when you may have to work to solve problems with those in other locations. How can you analyze your own reactions and performance within the case study you have just been a part of? Did the online environment cause you frustration? If so, how did you (personally) handle it? Were there decision making conflicts? If so, how did you (personally) handle them? Did you withdraw? Argue? Etc.? What role did you assume on the team? Once you have analyzed your personal reactions during the group work this semester, please find academic evidence on teamwork/conflict management, virtual teams etc. that may help you improve in the future (or that you find relevant to this experience in some other way). Please provide a summary of this evidence and how you believe it to be helpful and/or relevant. (Cite Source(s))

Week 15: Complete Mentoring Assignment (April 15-April 21)

1. Assignment: Complete Mentoring/Networking Assignment (see assignment and assessment spreadsheets for submission and assessment details)

Step Five: Student/Mentor Summary Report (four pages maximum) and Class Discussion (Report Due 4/17, Respond to Peers by 4/21)

Students prepare a written summary (four pages maximum) of the mentoring experience which includes:

- Name of mentor
- Mentor's current position
- Summary of initial interview
- Report on the student/mentor project
- Evaluation of personal learning

Please post this to the discussion board and comment on at least two of your classmates' posts.

Week 16: Final Project –Due April 28 before Midnight

By the end of this assignment, the student will:

- *have critically analyzed real world management cases, identified organizational issues, and recommended solutions based on evidence*
- *have identified unsound management theories and applied sound academic evidence to real world management situations*
- *have critically examined and evaluated proposed solutions to organizational issues to uncover the validity of underlying assumptions and logic*
- *have functioned effectively in teams*
- *have actively assessed evidence and used it for problem solving many times throughout the course*
- *have spent time reflecting on management decisions and learning from them*
- *have reviewed a case and derived the principles governing underlying outcomes*
- *have the tools necessary to practice evidence-based management in his/her future career*
- *have an understanding of the science of management and hopefully the desire to become a lifelong student of management*

Earlier Quote Revisited

Students can learn a good deal from actively accessing evidence, using it to solve problems, reflecting—and trying again. Indeed, one of the most powerful forms of learning may be deriving principles from experience and reflection, as when students review cases and then derive the principles governing the underlying outcomes (Thompson, Gentner, & Loewenstein, 2003; Rousseau, 2006, p. 266).

1. Read - Harvard Business School Case – Transforming Singapore’s Public Libraries (Abridged) 2004 by Roger Hallowell, Linda M. Applegate
(http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=805028&referral=2342) (Available for purchase thorough the link above)

2. Assignment: Individual Case Assignment

(Due April 28 before Midnight see assignment and assessment spreadsheets for submission and assessment details)

- Define the following:
 - Change management
 - Learning organization
 - Learning nation
 - Value proposition
 - GDP
- Case analysis:
 - Write a five page maximum report on why you believe Singapore was successful in transforming its libraries. Use the facts provided in the case and academic evidence whenever possible to support your analysis. You should use academic evidence covered earlier in the course (Management Toolkit, Gordon, Pfeffer, Everest Case, etc.) as well as new academic evidence to support your analysis.
 - Be sure to address the following questions in your report:
 - Why you believe Singapore was successful in transforming its libraries.
 - In what ways do you believe Dr. Chia was an effective manager and/or leader?
 - Do you believe the public libraries’ transformation will in fact meet the nation’s national agenda of becoming a learning nation and eventually growing GDP? Why or why not?

Thank you for taking this course. I sincerely hope you have found it valuable and that you’ve learned management decision making and analytical skills that will be helpful throughout your career.

Very best wishes,

Meredith