INLS 585: Management for Information Professionals
Spring 2015 – Mon, 12:20 -3:05 PM. Manning, 001

INSTRUCTOR
Ericka Patillo, Lecturer. patillo@unc.edu. 962.6729.
Office hours: Tuesdays, 11-12 and by appointment, in Manning, rm 306

COURSE DESCRIPTION
INLS 585 provides a general introduction to the principles of management. It is required for all SILS MSLS and MSIS students. Students may (and should) waive INLS 585 if they can present evidence of satisfactorily completing a comparable course before coming to SILS. The focus of the course is on management in information agencies of all types both in profit and not-for profit organizations, but the principles taught are applicable in any management setting. A wide range of topics will be covered including planning, budgeting, organizational theory, staffing, leadership, organizational change and decision-making.

COURSE OBJECTIVES
Students will:
- develop an understanding of management within an organizational setting including organizational culture, the theories and principles of management, and contemporary issues in management.
- develop an understanding of the roles of the manager, including personal managerial skills and a philosophy about managing.
- develop an appreciation of the complexities of modern organizational life and the role of the professional within an organization.
- develop strategies for continued learning about management and organizational issues
- learn and practice basic managerial tasks.

INSTRUCTIONAL METHODS
Lecture, discussions, group work, simulations, case studies

TEXTBOOK(S)
Carpenter, M., Bauer, T., Erdogan, B. and Short, J. Principles of Management, v. 2.0. March 2013. Available in a variety of formats here:
https://students.flatworldknowledge.com/course/2323375

There will be many additional readings, the majority of which are available through the UNC Libraries' collections or Sakai. Students will purchase access to one business case simulation (approximately $12.50). Further instructions will be given later in the semester.

ASSIGNMENTS AND EVALUATION:
1. Submit written work electronically in PDF form. Documents should be double-spaced. Further information on the individual assignments will be provided in separate documents located in the Sakai Assignment Tool.

2. Course Project — You will create a Critical Incident Case, which will be submitted and evaluated in multiple parts. The purpose is to link theory and practice.
3. Portfolio Assignments — Throughout the course, students will submit five assignments that comprise a portfolio of managerial-related tasks. They concern professional development, interviewing, meetings, and feedback. The due dates are indicated in the schedule.
4. Class participation and attendance are very important and will be monitored. Much of the learning for this course takes place in the classroom; your preparation and participation will affect the success of the course.

#	Assignments	Due Date	Total Possible Points

1	Portfolio Assignments
	  1. Interview 2 managers
	  2. Meetings
	  3. Time Log
	  4. Professional Development
	  5. Resume & Job app
		
		Jan 26
		Feb 16
		March 16
		March 30
		April 6
			25

2	Course Project CIC Step 1 CIC Step 2 CIC Step 3 CIC Step 4	 Feb 2 Feb 23 March 23 April 20	40
3	Final Exam	April 27	15
4	Class participation Includes attendance, and contributions to large/small group discussions and activities)	Throughout the semester	20
	Total possible points		100

Failure to complete any of the work will result in a zero for that assignment.
Grading Policy
Final course grade will be assigned based on the following definitions (from registrar.unc.edu):

A	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B	Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D	A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
F	For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

The following scale is a close interpretation of the definitions above:
For undergraduate courses:
A = 97-100
A− = 90-96
B+ = 87-89
B = 83-86
B− = 80-82
C = 70-79, with + and − ranges the same as for B
D = 60-69, with + and − ranges the same as for B
F = 59 and below

For graduate courses:
H = A
P = A-, B+, B, B-
L = C+, C, C-
F = D+, D, F

EXPECTATIONS OF PROFESSIONALISM

Ethics
• You are expected to abide by the Honor Code of the University, and violations are subject to severe penalties.
• Study groups are encouraged, but all formal written assignments must be your individual work.

Model these behaviors
• Attendance is expected, but also be intellectually present (not just in body)

- Arrive on time for class
- Display preparedness for class by completing reading assignments
- Respect yourself, classmates and the instructor
- Take responsibility for your own learning
- Participate! (Involve yourself in the subject in your own way – don't tune out)

Avoid these disruptive behaviors
- Cellphones are disruptive - put them on "silent" while in class
- Laptops and smartphones can be disruptive; while in class, use them to supplement your learning, not distract you from learning
- Avoid side conversations

Due dates. All work is due at class time on the day assigned unless an extension is arranged in consultation with the instructor before that date. PAPERS AND MAJOR ASSIGNMENTS TURNED IN LATE WITHOUT PRIOR PERMISSION WILL AUTOMATICALLY RECEIVE A LOWERED GRADE.

If you miss a class, it is your responsibility to obtain materials and information covered during your absence.

Statement Regarding Accessibility-Related Accommodations
If you feel you may need an accommodation based on the impact of a disability, please contact us privately to discuss your specific needs. Also, please contact UNC Accessibility Resources & Service at (919) 962-8300 or accessibility@unc.edu at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

Diversity Statement
In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

In addition, Professor Patillo is a Safe Zone Ally. The Safe Zone program is a symbol of this University's commitment to diversity and inclusiveness. The purpose of Safe Zone is to create a

network of allies for lesbian, gay, bisexual, transgender, intersex, queer, and allied (LGBTQIA) students.

Communicating with the instructor:
Sending a message via Sakai is preferred; even then do not expect an immediate response. I will do my best to get back to you within 48 hours, but you should plan for longer.
Sometimes the fastest, most effective way to reach me is to simply come by my office.

INLS Schedule [Subject to change!]

Session No.	Date	Topics	Reading Assignment (See Sakai modules)	What's Due
1	January 12	Intro & Overview		
		MLK Day!		
2	January 26	The Modern Organization; values, personality and motivation		Portfolio #1
3	February 2	Perception and learning in organizations; organizational culture		CIC Step 1
4	February 9	HRM; diversity & cultural competence Skill: meetings		
5	February 16	Middle management roles; functions & roles; sensemaking and sensgiving; role ambiguity and conflict		Portfolio #2
6	February 23	Decision making; planning Skill: strategic planning		CIC Step 2
7	March 2	Decision making: organizing		
		Spring Break!		
8	March 16	Communication; group development and dynamics Skill: feedback		Portfolio #3
9	March 23	Leadership; power and influence		CIC Step 3
10	March 30	Change management; conflict resolution		Portfolio #4
11	April 6	Financial management; budgeting		Portfolio #5
12	April 13	CIC Workshop		
13	April 20	Interviewing		CIC step 4
	April 27, 12:20 pm	Exam time		Final Exam