Syllabus

INLS 585: Management for Information Professionals
2:00-4:45, Thursdays, Manning 307

This course is an introduction to general management principles and practices intended for information professionals working in all types of organizations. Topics include planning, budgeting, staffing, leadership, organizational change and evaluation, and decision making.

Objectives:
By the end of the course, learners will be able to:

- describe management theories and approaches relevant to managing information organizations,
- analyze their personal leadership styles and goals,
- identify elements and processes used in overseeing organizational budgets,
- apply evaluative best practice principles to design personnel activity and assessment plans,
- use organizational strengths and weaknesses and environmental opportunities and threats to synthesize action plans, and
- harness strategic plans to develop and plan out change initiatives

Instructional approaches used in this course will include lectures, guest lectures, discussion activities, case study analyses, small group work, and simulation activities.

Appreciation & credit to Barbara Moran, Ericka Patillo, and Tiffany Veinot (http://www.oercommons. org/courses/management-of-libraries-and-information-services/view) for ideas on this syllabus.

Instructor profile:
I'm Nina Exner, a part-time doctoral student at SILS and full-time librarian at NC A&T in Greensboro. I have nearly two decades' post-Masters experience in libraries. My research is on organizational and personal factors in faculty success; my doctoral dissertation is on support for researcher-librarians.

Contact information:
            UNC email – nexner@live.unc.edu

Personal email and instant message ID – nina.exner@gmail.com. Please keep in mind that communications through Gmail, Gchat, and Hangouts are governed by Google's privacy practices, not UNC's privacy practices. This has significant implications for FERPA regulations about your personal privacy and the privacy of your student records, so use good judgment in what you send through that route.

Office hours – I do not have an office, but my "hours" are after class (4:45-6pm) each week. You can also make an appointment and I will schedule to meet with you face-to-face or virtually.

Statement of expectations:
This is a professional class, and I expect professional work and communication practices. Please tell me about concerns so that I can try to address them. The sooner you tell me of a problem, the more likely it will be that I can do something to help you with it.

Be polite to your colleagues – and myself – throughout the course.

Accommodations for assignment delays may be honored in emergency situations, with approval only. If you need accommodation for delayed work submission you must arrange it in advance; unapproved delays in submitting assignments will receive a reduced grade.

Students are expected to conform to UNC guidelines of behavior including but not limited to the Honor Code. Unless otherwise pre-approved, all submitted work is expected to be conducted individually.

Studying together is a good idea. Sharing answers or working together on individual work pieces is a bad idea. If it doesn't have multiple authors' names on it, it should not be "group" answered!

Reading assignments: Readings posted for a given week are for pre-reading before that week's class in preparation for that session. Please read (or listen to or watch, as appropriate) before the start of class. If you need format accommodations made so that readings

are compatible with assistive technology devices please let me know as soon as possible so that I can get materials converted to an appropriate format.

"Textbook" is available online:
Hakala-Ausperk, C. (2011). Be a Great Boss: One Year to Success. Chicago: American Library Association.

Articles and other supplementary reading will be available through links to UNC's library resources or through Sakai's resources list, other supplementary material will be linked.

Grades:
Grades given in this class represent the UNC guidelines for graduate work:
H – Clear and unusual excellence, well beyond what is normally expected of Master's students
P – Satisfactory performance representing the normal expectations for Master's student work
L – Inadequate work not performing at the level expected of Master's students
F – Fail

The final grade will have six overall components:

Quizzes and mini-essays: 10% total (+5 bonus). There will be a "quiz" each day, for 1 pt. each.

Class presenting: 15% total points come from in-class mini-presentations for practice in speaking.

Class participation: 20% total. Class participation includes interaction, involvement (in the classroom or on Sakai forums), and contributions to class activities and small-group discussions.

Mid-term project: 20% of the grade is devoted to the mid-semester team plan.

Final exam: 10% of the grade is based on the final exam on terms and concepts presented in class.

Final project: 25% of the grade is devoted to the end-of-semester planning project.

Assignment descriptions:

Quizzes (10% of grade + up to 5 "extra credit" bonus points): There will be a quiz or mini-essay each day at 2:05 pm. Each quiz is worth 1 point (grades rounded up). These are arranged to get some feedback on course progress, and to include some points for reasonably timely attendance.

Presenting (15% of total grade): Learners will make brief (5 minute) in-class presentations throughout the semester to get practice speaking in front of a group. Whether in industry or libraries, most jobs require skill in communication and presentation. These are intended more for practice than anything, so effort is the critical component. Presenters will get full points if they arrive on time, show evidence of having prepared some content (spoken information, notecards, slides, handouts, or any other format), and make at least minimal effort to speak.

Class participation (20% of total grade): Participation can take many forms. Learners are expected to engage in class, not simply absorb it. Interacting with and responding to the topic of the day is one component of this, whether by answering open discussion and lecture questions or by posting relevant responses or related materials in the Sakai site. Contributions to in-class activities, simulations, case study analyses, and other team discussions are also part of this grade.

Mid-semester departmental plan project (20% of total grade): Learners may work individually or in pairs to create an annual Action Plan for an imaginary department. Learners will show the planning process: plan a new initiative, describe the department and organization, design goals for the initiative, and create an Action Plan for their department. More details to come by Week 5.

Final Exam (10% of total grade): The final exam will last one hour and consist of vocabulary plus an essay. The goal is to be sure that all learners have absorbed basic management terms and concepts. It is not open book nor open note.

End of semester planning project (25% of total grade): Learners must create a major administrative plan of their choice for an organization of their choice, describing strategic roles and how they connect to the organization and environment as well as practical plans and support documents such as policy pieces or assessment forms. Details to come after mid-term.

Course Schedule:

Typically you will have to prepare 3 items before class, which will be a mix of readings and watchings. Preliminarily, read/watching assignments are listed below. However, these may change.
Roughly, each 2 hour and 45 minute class session will consist of:

o a brief review,
o a starting quiz,
o 3-4 student presentations,
o some lecture material
o a set of group exercises and/or discussions, and
o a brief closing review and action items

No plan survives its encounter with reality. Please treat all plans as tentative. Changes in plan that affect you directly (such as new reading assignments) will be sent out to everyone.

January 8	**Introductions** (no readings; first day of class)
January 15	**Management** READ: "Be a great boss" chapter 1 (Attitude) "Be a great boss" chapter 2 (Success with Stakeholders) WATCH: Management Styles Explained http://digital.films.com.libproxy.lib.unc.edu /PortalViewVideo.aspx?xtid=44682
January 22	**Management applied to information organizations** READ: "Be a great boss" chapter 5 (Customer Service) "Be a great boss" chapter 7 (Friends and Allies) Haycock, K. (2011). Exemplary public library branch managers: Their characteristics and effectiveness. *Library Management*, 32(4), 266-278. doi: 10.1108/01435121111132275
January 29 *VIRTUAL CLASS*	**Decision making** READ: Yu, B., To, W., & Lee, P. (2012) Quality management framework for public management decision making. *Management Decision 50* (3), 420-438 Csaszar, F. & Eggers, J. (2013). Organizational Decision Making: An Information Aggregation View. *Management Science 59*(10):2257-2277. Cisco Systems Case Study *Managing the Total Customer Experience*.
February 5	**Project management** READ: Massis, B. (2010). Project management in the library. *New Library World 111* (11/12), 526-529. Turner, N., et al. (2014). Ambidexterity and Knowledge Strategy in Major Projects: A Framework and Illustrative Case Study. *Project Management Journal 45*(5), 44-55. DOI: 10.1002/pmj.21454 Cervone, H. F. (2007). Standard methodology in digital library project management. *OCLC Systems & Services: International digital library perspectives 23*(1), 30 - 34.
February 12	**Personnel and team development** READ: "Be a great boss" chapter 3 (Staffing) "Be a great boss" chapter 8 (Training) WATCH: http://www.ted.com/talks/stanley_mcchrystal
February 19	**Organizational dynamics** READ: "Be a great boss" chapter 10 (People) READ: Pynes, J. E. (2013). "Volunteers." In *Essential Texts for Nonprofit*

	and Public Leadership and Management (4th Ed). Somerset, NJ, USA: John Wiley & Sons, 2013. PICK 1: either read Raines, 2012, on Conflict Management or watch "Workplace Relationships: Playing Your Part." from <u>Films On Demand</u>.
February 26	**Leadership & cultural intelligence** READ: "Be a great boss" chapter 11 (Leadership) Walumbwa, F. Christensen, A., & Hailey, F. (2011). Authentic leadership and the knowledge economy: Sustaining motivation and trust among knowledge workers. *Organizational Dynamics 40*(2): 110-118. doi: 10.1016/j.orgdyn.2011.01.005 Triandis, H. C. (2006). Cultural Intelligence in Organizations. *Group & Organization Management 31*(1): 20-26.
March 5	**Strategy** READ: "Be a great boss" chapter 6 (Planning) Ployhart, R. & Hale, D. (2014). The Fascinating Psychological Microfoundations of Strategy and Competitive Advantage. Annual Review of Organizational Psychology & Organizational Behavior 2014 (1):145–72. WATCH: <u>http://www.ted.com/talks /philip_evans_how_data_will_transform_business</u>
Mid-term projects ~~due March 6 by midnight~~ **due between March 6 and March 15 but absolutely no later than March 15th by midnight!**	
March 12	SPRING BREAK! Celebrate!
March 19	**Planning** READ: Hong, E. (2009). Information Technology Strategic Planning. *IT Pro 09*(6): 8-15. (reading #2 TBA) BRING TO CLASS: one job advertisement that you might apply to
March 26	**Budgeting** READ: Linn, M. (2007). Budget systems used in allocating resources to libraries. *The Bottom Line: Managing Library Finances 20* (1), 20-29 McGee, R. (2006). Information technology (IT) strategic planning for libraries. *Library Management, 27*(6), 470-485. doi: 10.1108/01435120610702459 o WATCH: Acquisitions **T**raining at https://www.youtube.com /watch?v=WAqsNPiIhlU or Business Accounting : How to Make a Budget at http://www.youtube.com/watch?v=YE7yfxO_P_E
April 2	**Funding** READ: "Be a great boss" chapter 9 (Funding) Roberts, B. & Hoover, C. (2014). Waging a successful library funding campaign: A case study. *Library Management 35* (3): 164-174. Explore the NC LSTA guidelines at http://statelibrary.ncdcr.gov/ld/grants /lsta/2014-2015Grants.html

April 9	**Assessment** READ: Randolph, J. J., & Eronen, P. J. (2007). Program and evaluation planning light: Planning in the real world. Informatics in Education, 6(1), 189-196. Tatarka, A., Chapa, K., Li, X, & Rutner, J. (2010). Library assessment plans: four case studies. *Performance Measurement and Metrics 11*(2): 199-210. Tofade, T., Khandoobhai, A., & Leadon, K. (2012). Use of SMART learning objectives to introduce continuing professional development into the pharmacy curriculum. American Journal of Pharmaceutical Education, 76(4), 68. doi:10.5688/ajpe76468
April 16	**Communication** READ: "Be a great boss" chapter 4 (Communication) "Be a great boss" chapter 12 (Your future) Holtbrügge, D., Weldon, A., & Rogers, H. (2012). Cultural determinants of email communication styles. *International Journal of Cross Cultural Management 13* (1), 89-110
April 23	**Ethics** READ: Hartog, D. (2014). Ethical Leadership. *Annual Review of Organizational Psychology & Organizational Behavior 2*(4), 1-26. WATCH: http://www.ted.com/talks/sebastian_deterding_what_your_designs_say_about_you WATCH: http://www.ted.com/talks/robert_wright_on_optimism Bring enough of your final project to discuss it!
April 18-26	Final exam (terms and short answers) will be posted the ~~18th~~, due by midnight the ~~24th~~ **26th** (Sunday).
Monday, May 4 at midnight	**Final project due**