<p style="text-align:center">Management for Information Professionals
INLS 585-02W
Online Course
Three Credit Hours
Summer Session One 2016: May 11, 2016 – June 16, 2016</p>

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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, 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 situations, clearly and accurately identify organizational issues, and recommend solutions based on evidence.
- 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.
- set goals and operationalize strategic plans by developing key performance metrics based on a balanced scorecard approach.
- explain key aspects of hiring, retention, performance appraisal, and coaching.
- list the components of high-performance teams.
- explain evidence-based management and librarianship.
- build psychologically safe teams and function effectively in groups.
- continue developing management and leadership skills based on strategies practiced throughout the course.

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 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. 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 (short video clips will be used). Instead, I will rely heavily on readings, case studies, video clips, Elluminate Live sessions, 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.

Book
> 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)

Harvard Coursepack at a reduced rate: http://cb.hbsp.harvard.edu/cbmp/access/49609186

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 below). Information describing how each assignment will be assessed is also stated below so there are no surprises. **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: 385					
Grade Scale				**Point Range**	
	Grade	**Grade***	**Percentage**	**Low**	**High**
	A	H	**96-100**	370	385
	A-	P+	**90-95**	347	369
	B+	P	**87-89**	335	346
	B	P	**84-86**	323	334
	B-	P	**80-83**	308	322
	C+	P-	**77-79**	296	307
	C	P-	**74-76**	285	295
	C-	P-	**70-73**	270	284
	D+	L	**67-69**	258	269
	D	L	**60-66**	231	257
	F	F	**59 and below**		230
*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.

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 evaluating 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).

To succeed, you must complete all assignments on time and in a thoughtful and thorough manner. Please see the rubrics below for more information on how each assignment 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

This is an online course. It is not an independent study. 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. Summer classes move very quickly so make sure you get started right away on day one.

A Final Introductory Thought

I am enthusiastic about this course and truly believe that the concepts and 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, plan strategically, 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 –

Weeks 1 and 2: Foundations, Teams, Goals, Strategy, Key Performance Indicators (KPI), Balanced Scorecard (May 11-22)

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*
- *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*
- *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*
- *be able to explain the characteristics of effective goals*
- *be able to explain the five steps of strategy formulation*
- *be able to explain key performance indicators(KPIs)*
- *be able to design a balanced scorecard approach to performance measurement*

Assignment: Let Us Know About You
(**Post your scorecard by 5/13 and respond to peers by 5/15**)

Please answer the following questions:
1. Two truths and a lie… list three things about yourself, two of which are true and one that is a lie (don't tell us which is which)
2. Upload a photo
3. What, if any, management experience have you had?
4. What, if any, management courses have you taken?
5. What was the best job you've ever had and why?
6. What are you hoping to get out of this course? What are your learning goals/expectations?
7. Which one was the lie? ☺

H	P	L
All questions clearly and completely answered. Extensive peer discussion.	All questions clearly and completely answered. Proficient peer discussion.	Questions mostly answered or weak peer discussion.
5 points	4 points	3 points

2. Management Theories, Principles, Philosophies Discussion
   (**Initial Post Due 5/13; Discussion Posts Due 5/15**)
   Sign up for one of the following (on the discussion board) that no one else has chosen yet until all are chosen then repeat choices are permitted. Explain it to us by Friday at midnight citing sources in APA format. Participate in the discussion by commenting on at least five other posts by Sunday.
   1. 7 Habits of Highly Effective People

2. Chaos Theory (Complexity Theory)
3. Emotional Intelligence
4. Golden Rule
5. Herzberg's Theory of Motivation
6. Learning Organizations
7. Management by Objectives
8. McGregor's Theory of X and Y
9. Myers-Briggs
10. Porter's Five Forces
11. Scientific Management and Henry Gantt
12. Servant Leadership
13. Situational Leadership
14. Six Sigma
15. Strategic Management
16. Systems Theory
17. Total Quality Management

H	P	L
All questions clearly and completely answered on time. Extensive peer discussion. Citations in APA format.	All questions clearly and completely answered on time. Proficient peer discussion. Citations in APA format.	Questions mostly answered, weak peer discussion, or incorrect citations.
20 points	17 points	15 points

3. Read Manager's Toolkit Chapter 6 (Managing Teams)

4. Watch Everest Videos
    a. http://www.youtube.com/watch?v=STFb-aPYYM8
    b. http://www.youtube.com/watch?v=7_LlaWPYhZo

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

    See coursepack

6. *Assignment: Everest Definitions*

    (**Due 5/17**)

        Definitions (cite sources used):
                1. Define the following cognitive biases:
                    a. What is overconfidence bias? (Team 1)
                    b. What is the sunk cost fallacy? (Team 1)
                    c. What is recency effect? (Team 1)
                2. Define Psychological Safety (Team 2)
                3. Define Complex Systems Theory (Team 2)
                4. Complex Interactions (Team 3)
                5. Tight Coupling (Team 3)

H	P	L
All questions clearly and completely answered. APA citations provided.	All questions answered. APA citations provided.	Questions mostly answered. APA citations provided.
10 points	8 points	7 points

7. *Elluminate Live Session 1: Live Discussion Session- 5/18 8:00PM*

- Please read all the definition posts above before the call. Tonight we will discuss:

    1. What did you find most shocking or interesting on the videos?
    2. List the relevant facts available to you in this case?
    3. What information is missing that you would like to know?
    4. What assumptions were made that underlined critical decisions?
    5. How might the concepts defined shed light onto the Everest tragedy?
    6. What do you think could have been done differently in this expedition that might have prevented this tragedy?
    7. 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?
    8. What did you learn about teamwork and how best to build successful teams?
    9. 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.
    10. Key Takeaway – What was your most valuable takeaway from the Everest assignment that you believe will help you in a future management role?

H	P	L
Participates several times throughout the conference call.	Participates one time during the call.	Attends the call.
10 points	8 points	7 points

If you are unable to attend the call, please listen to the recording and email me your top three takeaways from the conversation within 48 hours of the call and you will receive full credit.

8. Read Manager's Toolkit Chapters 1 & 12

9. Watch the Balanced Scorecard video:
   https://www.youtube.com/watch?v=M_IlOIywryw&list=PLMYJuXb3F_KsOWLpYgctR2BM1yHUgu-JP

10. Watch the Balanced Key Performance Indicators (KPI) video
    https://www.youtube.com/watch?v=NCta6j5_FdM

11. *Assignment: Develop a Balanced Scorecard using Key Performance Indicators*
    (**Post your scorecard by 5/20 and respond to peers by 5/22**)

    View the UNC Athletics New Strategic Plan - http://catalog.e-digitaleditions.com/i/101921
    Take the strategic plan a step further by proposing a way to track progress and achievement using a balanced scorecard & key performance indicator approach.

    First, use the following format and suggest one KPI with accompanying metric and target for each of the four areas. Below your chart, include a description of why you believe the KPIs you chose are appropriate

for the objectives. Explain why the metrics you selected measure the KPIs and why the targets chosen are appropriate. Finally, discuss how developing a strategic plan including balanced scorecard & KPIs might help you as a manager in a library or information organization. Comment on at least two of your peers' posts and refine your own scorecard based on the suggestions of others if applicable.

	Objective (from strategic plan)	KPI	Metric	Target
Financial & Stakeholders				
Customers & Markets				
Operations & Productivity				
Learning & Innovation				

Example from different industry:

	Strategic Objective	KPIs	Metrics	Targets (vs previous year)
Financial	Sustainable growth	Revenue	% increase in sales	10 % increase in total revenue
			% increase in ARPU	5% increase in total revenue
	Cost Reduction	Working Capital	% drop in operating expenses	3% decrease in opex
			Accounts Receivable Turns	
Customer	high customer satisfaction	Customer Service	Customer satisfaction survey	90% overall score from independent survey
			Support turnaround time	31 mins for issue logging & 1 hour escalation if the issue is not resolved
Internal	offer high value product	Service quality	Service uptime	98% service uptime
			billing accuracy issues	95% bills free of errors
	diversify revenue	New Value added service (VAS)	Number of new VAS	1 new service with 5% uptake
L & G	highly capable employees	Product & Services knowledge Training	Quiz scores	90% score in quiz
			Average training hour per employee per month	16 hours

H	P	L
One KPI with accompanying metric and target for each of the four areas provided in the chart. Clear explanation as to why KPIs are appropriate for the objectives. Clear explanation why the metrics selected measure the KPIs and why the targets chosen are appropriate. Discussed how developing a strategic plan including balanced scorecard &	One KPI with accompanying metric and target for each of the four areas provided in the chart. Clear explanation as to why KPIs are appropriate for the objectives. Clear explanation why the metrics selected measure the KPIs and why the targets chosen are appropriate. Discussed how developing a strategic plan including balanced scorecard & KPIs	One KPI with accompanying metric and target for each of the four areas provided in the chart. . Explanations may not be entirely clear or complete and/or weak peer discussion.

scorecard & KPIs might help as a manager in a library or information organization. Extensive peer discussion including suggestions for peer improvements and/or clarifications.	might help as a manager in a library or information organization. Proficient peer discussion including suggestions for peer improvements and/or clarifications.	
50 points	42 points	37 points

Week 3: Accounting, Finance, and Budgeting (May 23 – May 29)

By the end of these weeks the student will:

- *create a budget.*
- *write a budget request memo.*
- *be able to read financial statements.*
- *be able to explain library and information technology organization funding models and accounting terms.*

1. Read Manager's Toolkit Chapters 13, 14, 15, 16

2. Watch this YouTube video an overview of key financial statements:
   http://www.youtube.com/watch?v=q2Cj8FoszdU

3. Watch this YouTube video on financial statements: http://www.youtube.com/watch?v=TY9UMpQGD3o

4. *Assignment: Financial Statement Analysis*
   (**First post due 5/26, peer posts due 5/29**)

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.

Helpful Websites:
http://www.bizfilings.com/toolkit/sbg/finance/basic-accounting/accounting-system-accounting-basics.aspx
http://www.nonprofitaccountingbasics.org

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

Please answer the following three questions:
   1. Explain the statement of financial position (Balance Sheet) –p.2.
      o What is it?
      o What is it telling you?
      o What has changed between 2005 and 2006? (not line by line but a higher level explanation)
   2. Explain the statement of financial activities (Income Statement) – p.3.

o What is it?
o What is it telling you?
o What has changed between 2005 and 2006? (not line by line but a higher level explanation)
3. Explain the statement of changes in financial position (Cash Flow Statement) – p. 4
o What is it?
o What is it telling you?
o What has changed between 2005 and 2006? (not line by line but a higher level explanation)

H	P	L
All questions clearly and completely answered on time. Extensive peer discussion. Citations in APA format.	All questions clearly and completely answered on time. Proficient peer discussion. Citations in APA format.	Questions mostly answered, weak peer discussion, or incorrect citations.
20 points	17 points	15 points

6. Assignment: Budget Case Study
(Due 5/29)

Each team should respond to the budget case study posted on Sakai (one submission per team). Your goal here is to submit a compelling case to the mayor as to why s/he should invest additional dollars in the library if available (why should your cut be lower). The best arguments show an understanding of the situation from a global perspective (i.e. you want what is best for the town as does the mayor), are supported with case evidence, are clear and succinct, bring in academic data to support your case (i.e. have any studies been done about potential library impacts during difficult economic times?), and present cuts in terms of town impacts. I, as the mayor, should read it and be convinced that giving any additional dollars to you will benefit the town greatly. If I read it and believe you've argued that you can easily handle budget cuts, you have not done an adequate job.

Present the proposed budgets in a side by side analysis with any differences clearly shown between the different levels of cuts. Next to any discrepancies, present a clear note describing the loss in terms of a lost benefit to the town (i.e. we will have to cut one position meaning we will not be able to provide job search support during the hours of x to y).This assignment is 50% budgeting and 50% politics. Work hard to succeed in both areas but providing a clear and compelling case while remaining sympathetic to the situation and putting town needs above all else.

H	P	L
Three deliverables complete and submitted on time. A compelling case to the mayor as to why s/he should invest additional dollars in the library at this point is presented. It shows an understanding of the situation from a global perspective, is supported with case evidence, is clear and succinct, brings in academic data for support, and present cuts in terms of town impacts. I, as the mayor, am convinced that giving any additional dollars to the library will benefit the	Three deliverables complete and submitted on time. A case to the mayor as to why s/he should invest additional dollars in the library at this point is presented. It somewhat lacking in one or more of the following areas: shows an understanding of the situation from a global perspective, is supported with case evidence, is clear and succinct, brings in academic data for support, and present cuts in terms of town impacts. I, as the mayor, am not entirely convinced that giving any	Three deliverables complete and submitted on time. The case presented is not entirely compelling. Several of the requirements are lacking.

town greatly. The proposed budgets are presented in a side by side analysis with any differences clearly shown between the different levels of cuts. Next to any discrepancies, a clear note describing the loss in terms of a lost benefit to the town is noted. An exceptionally well-written case is made to the mayor with clear accompanying budget information.	additional dollars to the library will benefit the town greatly. The proposed budgets may be lacking in one of the following areas: presented in a side by side analysis with any differences clearly shown between the different levels of cuts. Next to any discrepancies, a clear note describing the loss in terms of a lost benefit to the town is noted. A satisfactory case is made to the mayor.	
50 points	42 points	37 points

Week 4: Hiring, Retention, Appraisal and Coaching, Leadership (May 30 – June 5)

By the end of this week, the student will:

- *be able to explain the keys steps involved in the hiring process*
- *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*
- *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*
- *have competed a management case analyses*
- *be able to use academic evidence to inform management decisions*
- *be able to write an evidence-based management consulting report*

1. Read Manager's Toolkit Chapters 2, 3, 7

2. *Elluminate Live Session 2: Live Discussion Session- 6/1 8:00PM*

   Tonight we will discuss:

   - Questions from last week's assignments.
   - 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?
   - What is a "good" interview question that you might use in the future?
   - Key Takeaway – What was your most valuable takeaway from the HBR readings?

H	P	L
Participates several times throughout the conference call.	Participates one time during the call.	Attends the call.
10 points	8 points	7 points

If you are unable to attend the call, please listen to the recording and email me your top three takeaways from the conversation within 48 hours of the call and you will receive full credit.

3. 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

4. Read Manager's Toolkit Chapter 11

5. Read: 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)

6. Read: 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"**

7. Read: Rousseau, D. (2006). Is there such a thing as "evidence-based management"? *Academy of Management Review, 31*(2), 256.

8. Read: Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. *Harvard Business Review.*

9. Read: Eldredge, Jonathan D. (2000). Evidence-based librarianship: an overview. *Bull Med Libr Assoc, 88*(4), 289.

Week 5: Retention, Appraisal and Coaching, Leadership (June 6 – 12)

1. *Elluminate Live Session 3: Live Discussion Session- 6/6 8:00PM*

   - Tonight we will discuss:
     1. How would you define and describe evidence-based management/librarianship?
     2. Why is there a research-practice gap among managers?
     3. Based on your reading, what do you think this formula found on the evidence-based management website (Better facts + Better implementation = Better performance) means? How might you use evaluation to determine if a project's failure was due to a poor strategy or a poor implementation?
     4. How might you determine if management idea or theory is applicable to a problem you are solving?
     5. Based on the Pfeffer testimony, what is a high-performance culture?

6. 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?
7. 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?
8. 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.
9. How might you treat an organization you are involved with as an unfinished prototype?
10. How could you experiment to gather evidence for decision making?
11. 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?
12. 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?

H	P	L
Participates several times throughout the conference call.	Participates one time during the call.	Attends the call.
10 points	8 points	7 points

If you are unable to attend the call, please listen to the recording and email me your top three takeaways from the conversation within 48 hours of the call and you will receive full credit.

2. Assignment: **You Make the Call - Evidence Based Management Case**
(**Due 6/12**)

This is your opportunity to make the management decision. You will use the following framework to do so. This framework can be used for virtually any management decision that comes your way in the future. It is designed to help you gather data to make an informed decision as well as forces you to be honest with yourself, and the other decision makers, as to the benefits and drawbacks of your recommendations. Furthermore, it requires you to submit different options as there is often more than one way to address a problem. Finally, it asks that you present implementation and evaluation guidelines. **This assignment will be completed in teams. Once all are submitted, I plan to post an example of one that followed the template well for the rest of the class to see.**

Case: The Resignation of a Star
See coursepack

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
>
> RECCOMENDATION 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?

H	P	L
Clearly follows template provided with appropriate headers to guide the reader. Uses numerous external academic articles (from peer reviewed journals) and course readings to inform recommendations as well as uses case data. Thorough implementation and evaluation plans provided. All questions answered. Distinguished analysis.	Clearly follows template provided with appropriate headers to guide the reader. Uses at least two academic articles (from peer reviewed journals) as well as case information and course readings to inform recommendation. Thorough implementation and evaluation plans provided. All questions answered. Entirely satisfactory contribution.	Mostly follows template provided. Uses case information to support recommendation. Basic implementation and evaluation plans provided.
100 points	85 points	75 points

Week 6: Final Exam - Individual Case Assignment –Due June 15 before Midnight

By the end of this assignment, the student will:
  o *have critically examined and evaluated proposed solutions to organizational issues to uncover the validity of underlying assumptions and logic*
  o *have functioned effectively in teams*
  o *have actively assessed evidence and used it for problem solving*
  o *have reviewed a case and derived the principles governing underlying outcomes*
  o *have the tools necessary to practice evidence-based management in his/her future career*
  o *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
See Coursepack

2. *Assignment: Individual Case Assignment*
(**Due June 15 before Midnight**)

- Define the following:
     o Change management
     o Learning organization
     o Learning nation
     o Value proposition
     o GDP

- Case analysis:
  - Write a six 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 cite 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?
      - What tools/concepts did we discuss in this class that Dr. Chia did not appear to use? How might they have been helpful?
      - 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?

H	P	L
Clearly ties in analysis to case data and course concepts covered by citing Pfeffer, HBR, and other articles numerous times throughout the analysis. Brings in several new academic journal articles to expand analysis. All questions answered. Distinguished contribution.	Clearly ties in analysis to case data and course concepts covered by citing Pfeffer, HBR, and other articles numerous times throughout the analysis. All questions answered. Entirely satisfactory contribution.	Does not clearly tie in analysis to readings throughout the course and case data and/or some questions not answered.
100 points	75	37 points

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