Management for Information Professionals

INLS 585 Online Course

Instructor:

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Office Hours: The best way to schedule a meeting with me is to send an email. We can work out a time convenient for us to meet.

Course Description
This course is an introduction to general management principles and practices intended for information professionals working in all types of organizations.

Students can waive this course if they can present evidence of satisfactorily completing a comparable course before coming to SILS. Here is the form needed to waive this course:

The focus of the course is on management in information agencies, but the principles taught are applicable in any management setting. Students are expected to explore how content applies to their particular area of interest throughout the course. Topics covered include budgeting, evidence-based management, 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 postings, case studies, and videos, students will work to identify, analyze, and solve management problems particularly in the areas of library and technology management but applicable to any management situation.

Course Objectives

By the end of this course, students should be able to:

- Understand management practices and concepts within an organizational setting including knowledge of the basic functions of management, the theories and principles of management, and the contemporary issues in management.
- Develop personal managerial skills and a philosophy about management.
- Appreciate the complexities of modern organizational life and the role of the professional within an organization.
- Understand the role and function of teams, groups, and organizational culture in an organization.
- Apply principles of leadership, human resource management, and decision making in your work roles.

Instructional Methods

Since this is an online class, it is important that you feel connected with the other students in the class. 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. In this way, the course builds overtime and you are able to learn from one another in the online environment.

This course is conducted on the UNC Sakai online course management system (https://sakai.unc.edu).

Textbooks

There is no one textbook that covers both the for-profit and non-profit sector equally well. We will be using both of these textbooks throughout the semester:

- Harvard Business Review. (2017). *Manager's handbook - The 17 skills leaders need to stand out*. Boston, MA: Harvard Business School. Available for you to purchase in the book store. (HBR)
- Moran, B.B. & Morner, C.J. (2018) *Library and Information Center Management*. 9th Edition (Santa Barbara, CA: Libraries Unlimited). Available to you as an online book: (LICM) http://search.lib.unc.edu/search?R=UNCb8993774

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: http://honor.unc.edu/.

Class Expectations

- Be prepared for each week's lessons by completing the assigned reading and exercises, enabling you to ask questions and participate in forum discussion.
- Be an active and positive participant in online discussions, characterized as:

  ~Having a clear command of the readings for the week;

  ~Sharing analyses and opinions based on the readings;

  ~Respecting other students' views and opinions; and

  ~Freely agreeing and disagreeing with others when warranted.

  ~Follow the netiquette guidelines in the Course Overview.

~Take responsibility for your own learning. If there is something you do not understand, ask!

- Turn in assignments by the due date unless you make previous arrangements with the instructor. Unexcused late assignments are unfair to your classmates.

Penalty for Late Assignments

Assignments are expected to be submitted on time. This is important for at least two reasons:

1. the need to meet deadlines is a reality of professional life, and
2. giving some people more time for an assignment than others in the class is not equitable.

Late assignments will receive a 5% grade reduction for each day late and will not be accepted after 4 days (20%) past due date. However, life happens. If you cannot meet an assignment deadline, please tell me why prior to the due date. I will negotiate a new deadline with anyone who has a valid reason for needing this (i.e., not "I just did not get it done.").

Schedule and Assignments

You should regularly check the Sakai site for any updates to the course schedule and assigned readings. The course schedule may change. The Sakai version will be the most updated syllabus.

Submit written work electronically in PDF form in Sakai unless otherwise stated in assignment instructions. Documents should be double-spaced, with your name and title on the first page. Individual assignment instructions will be provided in a separate document in Sakai.

Lesson		Topic	Readings	Assignments	Forum Participation

1		Leader Mindset	CH 1 of HBR and CH 1 of LICM	PP #1: Submit your resume	Choose 1 to answer, and respond to 1 of your peers
2		Characteristics of Leadership	CH 14 of LICM *	OP #1: Org Analysis due	Choose 1 to answer, and respond to 1 of your peers
3		Managing Yourself	CH 5 & 6 of HBR	PP #2: Time Management due	Choose 1 to answer, and respond to 1 of your peers
4		Team Dynamics	CH 12 & 13 of HBR	CS #1: *Policy issues* due	Choose 1 to answer, and respond to 1 of your peers
5		Values and Ethics	CH 7 & 15 of LICM*	PP #3: Ethics Scenarios due	Choose 1 to answer, and respond to 1 of your peers
6		The Future of Work	CH 2 & 3 of HBR	OP #2: Manager Interview due	Choose 1 to answer, and respond to 1 of your peers
7		Human Resources	CH 11 of HBR and CH 12 of LICM	CS #2: *Hiring issues* due	Choose 1 to answer, and respond to 1 of your peers
8		Diversity in the Workplace	Listed in Sakai	PP #4: Diversity Statement due	Choose 1 to answer, and respond to 1 of your peers
9		Strategic Planning and Change Management	CH 3 & 4 of LICM*	OP #3: Stakeholders and SWOT Analysis due	Choose 1 to answer, and respond to 1 of your peers
10		Budgeting	CH 19 in LICM*	CS #3: *Budgeting issues* due	Choose 1 to answer, and respond to 1 of your peers

11		Fund Raising	Listed in Sakai		Choose 1 to answer, and respond to 2 of your peers
12		Proposal Writing	Listed in Sakai	OP #4: Fund Raising and Proposal Narrative due	Choose 1 to answer, and respond to 1 of your peers
13		Assessment and Performance Measurement	CH 18 in LICM*		Choose 1 to answer, and respond to 1 of your peers
14		Reflection		Reflection paper due	Choose 1 to answer, and respond to 1 of your peers
			*Additional readings listed in Sakai		

Grading Scale/Course Assignments and Assessment

Assignments	Points	Percentage
Org Portfolio (OP) (4 sections)	35/140	40%
Case Study (CS) (3)	35/105	30%
Personal Portfolio (PP) (4 sections)	10, 3(20)/70	20%
Reflection paper	7	2%
Forum Responses (14 lessons)	28	8%

The graduate grading scale is as follows:

	High Pass - **Clear Excellence** – Student performance demonstrates full command of the course materials that surpasses course
H	expectations. This means that the student has contributed on a regular basis to online discussion forums with insightful comments supported by professional literature beyond that provided by required readings. Command and understanding of the subject is demonstrated in written forums, case study and portfolio.
P	Pass - **Entirely Satisfactory Graduate Work** – Student performance meets designated course expectations, demonstrates understanding of the topics across the semester and supports this understanding with the required readings. The student participates in online discussion forums with relevant comments
L	Low Pass - **Unsatisfactory Work** – Student performance demonstrates incomplete or inadequate understanding of course material and/or frequently does not participate in online discussion forums.
F	Fail – Student may continue in program only with the permission of the dean.

A successful online course depends on timely participation from all class members. 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: 350					
Grade Scale				**Point Range**	
	Grade	**Grade***	**Percentage**	**Low**	**High**
	A	H	**95-100**	**332**	**350**
	A-	P	**90-94**	**315**	**331**
	B+	P	**87-89**	**304**	**314**
	B	P	**84-86**	**294**	**303**
	B-	P	**80-83**	**280**	**293**
	C+	L	**77-79**	**269**	**279**
	C	L	**74-76**	**259**	**268**

	C-	L	70-73	245	258
	D	L	60-66	210	244
	F	F	59 and below		209

UNIVERSITY-WIDE POLICIES

Student Religious Observance Policy:

UNC recognizes the diverse faith traditions represented and supports the rights of faculty, staff, and students to observe according to these. A more detailed student policy can be found at [here](). Under this policy, students are provided an opportunity to make up examination, study, or work requirements that may be missed due to religious observance. Please notify the instruction before the end of the second week of classes.

UNC Honor System:

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If you have questions about you responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. I encourage your full participation and observance of this important aspect.

SILS 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.

If you feel you may need an accommodation based on the impact of a disability, please contact UNC Disability Services at (919) 962-8300 or disabilityservices@unc.edu at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

Welcome to the class!