

## Management For Information Professionals





INLS585 002

Fall 2022

### Course Information

Credit Hours	3
Pre or Co-requisites	NONE
Target Audience	GRADUATE STUDENTS
Meeting Pattern	THURSDAY 5:45 – 8:30 pm
Instructional Format	REMOTE SYNCHRONOUS
Classroom or Location	ZOOM
Course Website	<a href="https://uncch.instructure.com/courses/4518">https://uncch.instructure.com/courses/4518</a>

### Instructor Information

Instructor	<p>Name: <b>Dr. Charles Chowa</b></p> <ul style="list-style-type: none"> <li> Office Location: <b>Virtual Office (Zoom)</b></li> <li> Office Hours: <b>Available by Appointment</b></li> <li> Contact Email: <b>ckchowa@ad.unc.edu</b></li> <li> Zoom Room ID: <b>95530787049</b> Passcode: 915042</li> </ul>
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### Course Content

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#### Course Description

This is an **introductory** course in management intended for information professionals within a variety of organizational contexts. It is designed to develop managerial skills that are required to stand out as a leader. Topics are organized around five themes: developing a leader mindset, managing yourself as a leader, managing individuals, managing teams, and managing the organization. The course is taught in a seminar style with assigned readings for each class based on a particular skill. Each skill is developed by analyzing a case and practicing the skill based on the case materials. Discussion is essential in the course as it will aid in the development of each skill.

#### Course Texts

There is no required textbook for the course. However, students are encouraged to purchase *Management Basics for Information Professionals*, 4<sup>th</sup> edition by Evans and Greenwell, and the text the course is based on: *Harvard Business Review Manager’s Handbook: The 17 Skills Leaders Need to Stand Out*.

Each class will have a set of assigned readings that must be read and upon which class discussion will be based. We will also supplement the readings with other resources. All these resources will be posted on the course website.

## Course Goals and Learning Outcomes

To become an effective manager, one must be solving practical problems daily, while developing themselves and others. This course helps with both areas by providing tips, step-by-step instructions, and concise explanations of the concepts that are helpful in achieving these goals. By the end of the semester, students should:

1. Understand and embrace the shift in both the day-to-day responsibilities and the goals of the manager role
2. Learn how to establish trust and credibility with their team
3. Be able to recognize and manage their emotions and those of others
4. Engage with their organization's strategic mission and understand how it affects their performance
5. Know how to influence others in the organization
6. Be able to communicate effectively in a variety of media
7. Have the tools to manage time and stress
8. Be able to plan for their personal success and development
9. Know how to safely delegate responsibilities to others
10. Understand what to do in order to give effective feedback, whether it be in performance reviews, coaching, or informal settings
11. Be able to craft strategies to help individual employees develop and grow to be more productive
12. Be able to organize and support a cohesive and productive group culture
13. Be able to foster creativity and innovation
14. Know how to hire, and keep, the right people
15. Have the knowledge and skills to manage the business from the planning stage, through to performance measurement, and including project initiation

Each class session will focus on a particular skill or competency, which will be explored through readings, brief lectures, classroom exercises and discussions, case studies, student presentations, and guest presentations. I will facilitate each class, but the learning will happen together through active participation.

Therefore, I expect everyone to have read the assigned readings and to be engaged in class. Debate; be passionate while being respectful of diverging views; acknowledge when you don't understand something; embrace being uncomfortable; respect everyone.

## Expected Time Dedicated to the Class

**Students are expected to read the assigned readings/watch the assigned videos/fill out the assigned forms before each class meeting!**

This should not take more than Three hours outside of class time. However, the assignments may add a few more extra hours over the semester. Nevertheless, the class is manageable for a student taking 9 – 12 credit hours in the semester. I would be able to provide accommodations if requested but only for university approved situations

## Course Assignments & Assessments

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### Assignment Descriptions.

REQUIREMENT	GRADE PERCENTAGE	DESCRIPTION
<b>Class Participation</b>	10	Includes participation in discussions and group activities
<b>Quizzes</b>	30	These are based on the assigned readings to test comprehension.
<b>Case Study Analysis</b>	20	Students will analyze 2 case studies through the semester, being careful to discuss the main issues within the case.
<b>Interview with an Information Professional</b>	20	These interviews will help the student to get a feel for how actual managers in their field of interest use the skills they are learning.
<b>Group Work</b>	20	The Group Project allows students to work together online as a team to improve their management skills through discussion and brainstorming
<b>Total</b>	<b>100</b>	

### Grade Scale

Based on the current UNC grading scales, the following grades and corresponding numeric ranges are applicable for graduate students:

GRADE	RANGE
<b>H</b>	94 – 100
<b>P</b>	80 – 93
<b>L</b>	70 – 79
<b>F</b>	69 or below

## Course Schedule

Class Session		Topic	Readings and Assignments Due
#	Date		
<b>Develop A Leader Mindset</b>			
1	August 18	The Transition to Leadership	
2	August 25	Building Trust and Credibility	
		Emotional Intelligence	
3	September 1	Positioning Yourself for Success	
<b>Managing Yourself</b>			
4	September 8	Becoming A Person of Influence	
5	September 15	Communicating Effectively	Case Study 1
6	September 22	Personal Productivity	
		Self-Development	
<b>Managing Individuals</b>			
7	September 29	Delegating With Confidence	
8	October 6	Giving Effective Feedback	
		Developing Talent	
<b>Managing Teams</b>			
9	October 13	Leading Teams	Interview Project
		Fostering Creativity	
10	<b>October 20</b>	<b>Fall Break – No Classes</b>	
11	October 27	Hiring – and Keeping – The Best	
<b>Managing The Business</b>			
12	November 3	Strategy: A Primer	Case Study 2
13	November 10	Mastering Financial Tools	
14	November 17	Developing A Business Case	Group Presentations**
15	<b>November 24</b>	<b>Thanksgiving Recess – No Classes</b>	
<b>No Final Exam</b>			

## Academic and Course Policies

<b>Attendance Policy</b>	<p><b>University Policy:</b> No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:</p> <ol style="list-style-type: none"> <li>1. Authorized University activities</li> <li>2. Disability/religious observance/pregnancy, as required by law and approved by <a href="#">Accessibility Resources and Service</a> and/or the <a href="#">Equal Opportunity and Compliance Office</a> (EOC)</li> <li>3. Significant health condition and/or personal/family emergency as approved by the <a href="#">Office of the Dean of Students</a>, <a href="#">Gender Violence Service Coordinators</a>, and/or the <a href="#">Equal Opportunity and Compliance Office</a> (EOC).</li> </ol> <p><b>Class Policy:</b> Please communicate with me early about potential absences. Please be aware that you are bound by the Honor Code when making a request for a University approved absence.</p>
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Honor Code Statement	Students are bound by the Honor Code in taking exams and in written work. The <a href="#">Honor Code of the University</a> is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated. Please consult with me if you have any questions about the Honor Code.
Acceptable Use Policy	By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. You may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. The rights and protection of other participants are protected under the UNC-Chapel Hill <a href="#">Information Technology Acceptable Use Policy</a> , which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property. Consult the University website " <a href="#">Safe Computing at UNC</a> " for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.
Late Submissions	Students must turn in assignments on time and in the prescribed manner. This is an important part of learning to be a professional! Any late assignments will incur an automatic 30% deduction in grade. However, I am open to negotiating a deadline extension for anyone with a valid reason for not meeting the deadline on the condition that this need is communicated prior to the deadline.
Syllabus Changes	The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.
Grade Appeal Process	If you feel you have been awarded an incorrect grade, please discuss with me. If we cannot resolve the issue, you may talk to our departmental director of undergraduate studies or appeal the grade through a formal university process based on arithmetic/clerical error, arbitrariness, discrimination, harassment, or personal malice. To learn more, go to the <a href="#">Academic Advising Program</a> website.

## Services and Student Support

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Accessibility Resources and Services	The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <a href="https://ars.unc.edu">https://ars.unc.edu</a> or email <a href="mailto:ars@unc.edu">ars@unc.edu</a> .
Counseling and Psychological Services	CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <a href="https://caps.unc.edu/">https://caps.unc.edu/</a> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.
Title IX Resources	Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <a href="https://eoc.unc.edu/report-an-incident/">https://eoc.unc.edu/report-an-incident/</a> . Please contact the University's

	<p>Title IX Coordinator (Elizabeth Hall, interim – <a href="mailto:titleixcoordinator@unc.edu">titleixcoordinator@unc.edu</a>), Report and Response Coordinators in the Equal Opportunity and Compliance Office (<a href="mailto:reportandresponse@unc.edu">reportandresponse@unc.edu</a>), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (<a href="mailto:gvsc@unc.edu">gvsc@unc.edu</a>; confidential) to discuss your specific needs. Additional resources are available at <a href="http://safe.unc.edu">safe.unc.edu</a>.</p>
<p><b>Policy on Non-Discrimination</b></p>	<p>The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's <a href="#">Policy Statement on Non-Discrimination</a> offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.</p> <p>If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at <a href="http://safe.unc.edu">safe.unc.edu</a>) or the <a href="#">Equal Opportunity and Compliance Office</a>, or online to the EOC at <a href="https://eoc.unc.edu/report-an-incident/">https://eoc.unc.edu/report-an-incident/</a>.</p>
<p><b>Diversity Statement</b></p>	<p>I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve, I appreciate suggestions.</p>
<p><b>Learning Center</b></p>	<p>The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <a href="http://learningcenter.unc.edu">http://learningcenter.unc.edu</a>.</p>
<p><b>Writing Center</b></p>	<p>The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <a href="http://writingcenter.unc.edu">http://writingcenter.unc.edu</a>.</p>

Welcome to the class! I hope it will be a fun learning experience for all!