

## **Syllabus**

**Department:** Division of Library and Information Science

**Course Number and Title:** LIS 240 Management of Information Organizations

**Bulletin Description:** [25 words maximum]

This online course will prepare information professionals to work effectively by learning and applying management theories, techniques, and practices in any type of information setting.

**Prerequisite(s):** None

**Co-requisite(s):** None

### **Course Objectives:**

Through readings, online discussions, and written assessments, students completing this course will be able to:

- Discuss key theories, concepts and practices in relation to effective management of information organizations.
- Explain how managers use strategic thinking in strategic planning, decision-making and organizational communications.
- Discuss their own managerial strengths and weaknesses, and identify ways in which their personal managerial and leadership skills may be further developed.
- Examine human resource management principles and functions to supervise and evaluate staff performance.
- Describe traditional and contemporary leadership and organizational theories and processes as applied to information organizations.
- Demonstrate and apply the knowledge and skills of effective teamwork at the unit and organizational level in information organizations.
- Produce a strategic plan for an information organization by applying the knowledge of management concepts, tools and techniques.

### **Program Goals and Outcomes:**

1. D. Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.
8. A. Understanding the principles of planning and budgeting in libraries and other information agencies, as well as developing effective personnel practices and human resources.
8. B. Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.

**Units of Instruction:**

<b>Unit</b>	<b>Topic</b>
1	• Organizational Theories, Management Perspectives, and Concepts
2	• Organizational Planning and Decision Making
3	• Managerial Strengths
4	• Organizational Structure and Design
5	• Managing Projects and Teams
6	• Human Resources
7	• Leadership and Influence
8	• Communication and Organizational Culture
9	• Financial Management
10	• Marketing and Fund-raising
11	• Managing Organizational Performance
12	• Change Management

**Learning Activities**

The learning activities in this course are designed to help students work effectively as individuals and in organizations by learning and applying management theories, techniques, and practices in any type of information setting. Students will develop the necessary management skills and competencies that information professionals require for managing their organizations, including, but not limited to, planning, organizing, leading, influencing, budgeting, and implementing change.

There will be ongoing online discussions, individual projects, and a group project to facilitate learning key management concepts and practices. One individual project will demonstrate students' managerial insights gained through in-depth research of a specific management concept relevant to information organizations. In another individual project, students will demonstrate their critical thinking skills by analyzing important management and leadership styles, theories and concepts. There will also be a collaborative group project applying management concepts, tools, techniques, and processes to preparing a strategic plan for an information organization.

**Assessment****1. Course-Level Assessment**

- a) The online discussions and individual projects mentioned in the Learning Activities section will be designed to reinforce one or more of the course objectives listed above.
- b) The collaborative group project will be designed to apply to all course objectives, although some objectives may have a greater emphasis depending on the

feedback from the earlier assignments. A sample rubric used for the assessment of the collaborative group project is appended to this syllabus (Appendix A).

2. Program-Level Assessment. The MS LIS program is re-accredited every seven years by the American Library Association (ALA). The program was last re-accredited in Fall 2011. As part of this accreditation process, all constituents (students, faculty, alumni, and employers) participate in ongoing assessments providing continuous feedback which is applied towards improving the MS LIS program. The following two assessments apply.
  - a) Faculty-Selected Assessment. Over a four year period each course in the MS LIS program is assessed to determine how well students are learning the program goals related to the course's content. For each course, faculty will select one or more artifacts (e.g. assignment, exam, or semester project) as a representative measure of learning the course's related program goals. At the end of the course, the faculty member writes a report describing the class' performance, reviewing the artifact's role as a measure, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are provided for the ALA-CoA External Review Panel (ERP) visit. A template for the report is appended to this syllabus (Appendix B). In LIS 240 Management of Information Organizations, the collaborative group project will be designed to cover the program goals and outcomes listed in the aforementioned section of the syllabus. This artifact will be used to assess the course. The instructor may elect to include additional artifacts in the assessment.
  - b) Student-Selected Assessment. Throughout their program of study, students select artifacts (assignments, discussion posts, projects, etc.) from their coursework to include in their e-portfolios. The ePortfolio is the end-of-program assessment for the MS LIS. Students include artifacts and write explanatory reflections as evidence of satisfying each of the eight program goals of the MS LIS. The eight program goals are based on the eight core competencies of the American Library Association (ALA). Each reflection explains how the artifact/s relate to the respective program goal and describes the artifact/s impact on their learning. In LIS 240 Management of Information Organizations, the collaborative group project will be designed to cover the program goals and outcomes listed in the aforementioned section of the syllabus. Students may include this project in their e-portfolio as evidence of satisfying the program goals in LIS 240's syllabus. The rubric used for assessment is posted for the students ([http://campusguides.stjohns.edu/lid.php?content\\_id=14727403](http://campusguides.stjohns.edu/lid.php?content_id=14727403) ).

### **Grading Scheme**

The course grade will be determined from the following activities. The percent in parentheses is that of the overall course grade.

- a) Online Discussion (20%)
- b) Individual Projects (25%)

- c) Group Project (45%)
- d) Final Exam (10%)

## Bibliography

- Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organizational culture*. San Francisco, CA: Jossey-Bass.
- Collins. J. (2001). *Good to great: Why some companies make the leap...and others don't*. New York, NY: Collins.
- Drucker, P. (2005). *Managing the non-profit organization: Principles and practices*. New York, NY: Collins.
- Drucker, P. (2006). *The effective executive*. New York, NY: Collins.
- Evans, G.E., & Alire, C. (2013). *Management basics for information professionals*. Chicago, IL: ALA Neal-Schuman.
- Moran, B.M., & Stueart, R.D., & Morner, C.J. (2013). *Library and information center management*. Santa Barbara, California: Libraries Unlimited.
- Rath, T. (2007). *StrengthsFinder 2.0*. New York: Gallup.
- Schein, E. H. (2010). *Organizational culture and leadership*. San Francisco, CA: Jossey-Bass.
- Senge, P.M. (2010). *The fifth discipline: The art & practice of the learning organization*. New York, NY: Crown Business.
- Quinn, R.E., Faerman, R.E., Thompson, M.P., McGrath, M.R., & St. Clair, L.S. (2010). *Becoming a master manager: A competing values approach*. Hoboken, NJ: John Wiley & Sons.

**Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)**

- Asynchronous or synchronous Lecture
- Assigned weekly reading
- Weekly assignments (individual and group)
- Active participation in online discussions
- Research for semester-long projects (term papers, projects)
- Presentations (online or face to face)
- Academic Service-Learning projects (where appropriate)

## APPENDIX A

### Collaborative Group Project Assessment Rubric

<b>Component</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Inadequate</b>
<b>Contribution (5 Points)</b>	<p>All project requirements and objectives are identified, evaluated, and completed.</p> <p>The deliverable offered new information or approach to strategic planning in information organizations.</p>	<p>All project requirements are identified but some objectives are not completed.</p> <p>The deliverable offered some new information or approach to strategic planning in information organizations.</p>	<p>Many project requirements and objectives are not identified, evaluated, and/or completed.</p> <p>The deliverable offered no information or approach to strategic planning in information organizations.</p>
<b>Subject Knowledge (20 points)</b>	<p>The deliverable demonstrated knowledge of the course content by integrating clear SMART (specific, measurable, achievable, realistic, time-based) goals, communication strategy, and other major considerations into the proposed project proposal.</p> <p>The deliverable also demonstrated evidence of extensive research effort in preparing the strategic plan proposal.</p>	<p>The deliverable demonstrated knowledge of the course content by integrating somewhat vague SMART (specific, measurable, achievable, realistic, time-based) goals, communication strategy, and limited considerations into the proposed project proposal.</p> <p>The deliverable also demonstrated evidence of limited research effort in preparing the strategic plan proposal.</p>	<p>The deliverable did not demonstrate knowledge of the course content, evidence of the research effort in preparing the strategic plan proposal.</p>
<b>Composition (5 Points)</b>	<p>The deliverable was well organized and clearly written. The underlying logic was clearly articulated and easy to follow. Words were carefully chosen that precisely expressed the intended meaning and supported reader comprehension. Sentences were grammatical and free from errors.</p>	<p>The deliverable was organized and clearly written for the most part. In some areas, the logic and/or flow of ideas were difficult to follow. Words were well chosen with some minor expectations. Sentences were mostly grammatical and/or only a few spelling errors were present but they hinder the reader.</p>	<p>The deliverable lacked the overall organization. The reader had to make considerable effort to understand the underlying logic and flow of ideas. Grammatical and spelling errors made it difficult for the reader to interpret the text in places.</p>
<b>Teamwork (5 Points)</b>	<p>The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. Team members indicated a high level of mutual respect and collaboration.</p>	<p>The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when necessary. Members were mostly respectful of each other.</p>	<p>The team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of mutual respect and regard was frequently noted.</p>

<b>Component</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Inadequate</b>
<b>Presentation and Creativity (10 Points)</b>	The presentation was imaginative and effective in conveying ideas to the audience.	The presentation was effective in conveying main ideas, but a bit unimaginative.	The presentation failed to capture the interest of the audience and/or is confusing in what was communicated.