

Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 240 Management of Information Organizations

Bulletin Description

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.

Credit: 3 semester hours.

Course Description

This online course will prepare information professionals to work effectively at the individual and organizational level by learning and applying management theories, techniques, and practices in any type of information setting. The course focuses on those 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.

Prerequisite(s): None

Co-requisite(s): None

Course Objectives

As outcomes of the course, students will/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

The course contributes towards satisfying the following MS LIS program goal/s:

1D. Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.

8A. Understanding the principles of planning and budgeting in libraries and other information agencies, as well as developing effective personnel practices and human resources.

8B. 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

Unit	Topic
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 are designed to reinforce one or more of the course objectives listed above.
- b) The collaborative group project applies to all course objectives. The project description in the course web site describes the staged development of the project, the structure of the report, and the overall assessment.

2. Program-Level Assessment. The MS LIS program is reviewed every seven years for continued accreditation by the American Library Association's (ALA) Committee on Accreditation. The program's most recent accreditation was in the Fall 2018 term. As part of this accreditation process, all students, faculty, alumni, and employers participate in periodic assessments, providing feedback for improving the MS LIS program. The two assessments below apply to every course in the program.

- a) Faculty-Selected Assessment. Over a four year period each course in the MS LIS program is assessed by the instructor to determine how well students are learning the program goal/s related to the course. For each course, faculty select one or more artifacts (e.g. assignment, exam, or semester project) as a representative measure of student learning of the related program goal/s. At the end of the course, the faculty member completes a course artifact assessment form describing the class' performance on the artifact, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are included as well.

In LIS 240 Management of Information Organizations, the strategic plan project is used as a representative measure of student learning of the related program goal/s.

- b) Student-Selected Assessment. The end-of-program assessment is an e-portfolio consisting of student-selected artifacts (assignments, discussion posts, projects, etc.) from their courses as evidence of satisfying each of the eight program goals.

For each program goal, students write a reflection which describes the relationship of the artifact to the respective goal and their learning from the artifact.

In LIS 240 Management of Information Organizations, the strategic plan project is suggested as the course artifact should students decide to use their work in this course as evidence of satisfying the related program goal/s. This is because of the comprehensive nature of the project.

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 (35%)
- b) Individual projects (30%)
- c) Group project (35%)

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., & Morner, C.J. (2018). *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)