This course is taught 100% online. Direct communications with the instructor may be arranged via telephone or by email at any time during the semester. Telephone meetings are arranged by appointment only. Approximate response time for messages sent through Blackboard is between 24-48 hours.

As a course taught completely online, no face-to-face meetings are required for INFO 5300.

INTRODUCTION

Please take time to review carefully the information contained in this syllabus as it addresses each aspect of course.

The organizational complexity of libraries often comes as a surprise to new librarians who are thrust into positions that require the application of managerial skills as part of their first assignments in rural, small or specialized libraries. Likewise, professionals advancing in their careers to positions of greater responsibility or adjacent fields frequently are required to assume administrative and managerial roles on a variety of levels. SLIS 5300 Management of Information Agencies is designed for current and future information professionals who are interested in learning more about the theory and practice of management. It is a highly interactive course and requires in-depth individual exploration and group discussion of topics presented in the course modules.

It is important to read this syllabus very carefully to become very familiar with its content and be able refer to it for directions throughout the course.

GRADUATE CATALOG COURSE DESCRIPTION

Management principles and practices. Problem-solving, public relations and program development. Libraries and information centers and their social and political context. Coping with change. Facilities and equipment. Representative research and data analysis.

COURSE GOALS

To study and discuss historical approaches to management; to become knowledgeable about the application of management principles and functions as they relate to the management of library and
information organizations; to explore and analyze real-world management issues in the professional literature; to encourage students to pursue independent study and research; and to encourage students to interact with local, regional and national public library leaders and practitioners.

**COURSE METHOD**

The course will consist of a combination of lectures, reading assignments, field-observation, written assignments, research, and module exercises and presentations. Students will be expected to complete assignments and projects, and participate in module discussions and exercises.

Information in each module will be presented using a variety of formats, including Power Point, Microsoft Word, and HTML. Students must be prepared to devote a significant amount of uninterrupted time for reading through each module. **With the exception of Module 1, it is expected that students will complete the assigned readings before reading each module's content or lecture notes.** This is an introductory course and as such is not intended to provide a definitive position on any topic. Students are expected to explore topics in greater depth on their own beyond what is presented in the course content.

The outline of the course will generally follow the text by Stueart & Moran; however, there will be both required and optional supplementary readings which will accompany units of the course. Lectures, discussions and individual reports along with case studies will be used throughout the course. Topics covered will include: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, Managing, Public Relations, Professional Ethics, and Personal Characteristics.

**COURSE OBJECTIVES**

1. Analyze the theory and application of planning, organizing, staffing, directing, and controlling within libraries and information centers.

2. Appraise the changing role of the manager of libraries and information centers within the total institution and/or organization to which information and services are being provided.

3. Identify current trends and issues in library management and administration.

4. Understand organization culture and structure in information organizations, and how these environmental issues relate to and affect governance and management.

5. Understand the dynamic of organizational change, and the manager's role in the process.

**STUDENT LEARNING OUTCOMES**

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

1. Plan, organize, staff, and direct an information center

2. Use assessment tools to evaluate staff members and information center resources
3. Identify two trends in library management and administration

4. Understand the impact of organizational culture in managing an information center

5. Understand the challenges associated in change management planning.

### COURSE ACCESS

The course content for INFO 5300 is accessible only using Blackboard Learn. Students registered for the course with a valid UNT EUID AND PASSWORD will have access to the course. At times, technical problems may result from uploads to the database. **If you are registered for the course and are experiencing access problems, please consult UNT LEARN, or UNT HELP DESK.**

### CLASS COMMUNICATION

Communications for this course will be conducted using a variety of methods.

Students are encouraged to explore the nuances and complexities of topics discussed in their assigned groups. The instructor reads all e-mail and Blackboard discussions, but will only participate in assigned group discussion forums when necessary to clarify or resolve major issues. The instructor will participate in the Professional Issues discussion forum on a regular basis.

**Blackboard Email:** A response to emails is made within 24-48 hours. If a response to an e-mail has not been received within 48 hours, please resend it to assure that it has been received. If technical difficulties are preventing use of Blackboard, or problems uploading an assignment are experienced, send an email to the instructor outside the Blackboard system (maurice.wheeler@unt.edu) and forward a copy to the TA (nithinkumarmekala@my.unt.edu).

**Group Discussions:** At the beginning of the course students will be divided into small groups and are expected to work together as a team to complete weekly assignments (i.e. Group 1, Group 2, Group 3). If a notification indicating your group assignment is not received within the first several days of the course, contact the course TA. Groups discussions will be guided by the assignments found at the end of each module and are aimed at answering specific questions. As such, groups may consider selecting a facilitator or leader, or they may rotate the facilitator responsibilities for each assignment. It is up to each group as to how the work will be divided. Each group will only have access to its own discussion postings (other than in the class-wide forums). Only one person from the group should turn in the final assignment to the Assignment Dropbox.

**Discussions:** The Discussion forum includes three (3) discussion boards that are class-wide: **Introductions,** **Technical Issues,** and **Professional Issues/Course Topics.**

The **Introductions** forum should be used to introduce yourself to the class. The **Technical Issues** forum should be used to report broken links or other technical issues experienced when working in the class. The **Professional Issues/Course Topics** forum is for informal and unstructured discussions about the assigned readings, as well as other topics of broad, professional interest.

For all questions concerning course content and completion of assignments, send an email directly to the instructor and Teaching Assistant. **Do not embed questions to the instructor within discussion postings.**
COURSE OUTLINE

1. Welcome and Introduction Module
2. Management and Leadership Theory and Organizational Behavior
3. Models of Management and Management Competencies
4. Planning Function
5. Organizing Function
6. Human Resources and Staffing
7. Directing and Motivating Function
8. Control Function
9. Budget Function
10. Organizational Change
11. Current Issues and Trends

REQUIRED TEXTS

The Stueart & Moran book is available at any major bookstore. The book may be also be purchased online. If you choose to purchase it, consider the following sources:

Online bookstores-

www.collegebookzone.com
http://www.efollet.com/
http://www.textbooksatcost.com/
www.classbook.com
http://www.amazon.com/
http://www.bn.com/

REQUIRED READING


**Students are only required to read from ONE of the editions.

*** Students are not required to purchase the latest edition of this book, rather, match course lectures with appropriate topics in the edition of your choice.

**** Students are expected to read and research material beyond listed material and respond appropriately to the discussion activities in each module.

STUDENT EVALUATION

Weekly Assignments & Active Participation 30%
Extensive comments on written assignments are provided upon request, general comments will be posted under the "My Grades" icon. Students are responsible for tracking their progress in the course.

Extra credit: As a general rule, extra credit is not offered.

**GRADING CRITERIA**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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"A" Excellent work that considerably exceeds the stated course requirements.
"B" Good to very good work that generally meets or exceeds the stated course requirements.
"C" Fair to poor work that minimally meets the stated course requirements.

**ASSIGNMENTS**

It is important that students preparing for professional careers are able to express themselves clearly. Class discussion, analysis and the ability to synthesize information are key elements of the learning process in which students are expected to demonstrate proficiency.

- While guidelines for writing are offered, **no written examples of Midterm or Finals will be provided. Please see the Welcome Module for helpful guides on writing tips.**
- When you submit your assignments, please DO NOT asks for confirmation that it has been received. However, you are strongly advised to retain copies of all assignments submitted. If you miss an assignment and are unable to submit it through the Dropbox, email it to the instructor. If you do not receive a grade within 5 days of submitting an assignment, email your instructor to confirm that your assignment was received.
- Students are required to include student name and assignment number or name on the top of each page submitted. Save files with a consistent and unique naming sequence, as in:
  LASTNAMEassignmentname/COURSENUMBER (i.e. SmithLitReviewINFO5300).

**Style Manual**

The APA Publication Manual is the approved style manual for the preparation and submission of assignments. Please assure that your work has been edited for spelling, grammar, and logic prior to posting any written assignments. Use the most recent APA update for all of your citations.
COURSE PARTICIPATION

Course participation takes place in assigned groups and in the discussion forums. Students participate in assigned groups (i.e. Group 1, Group 2, Group 3) in order to respond to a question or complete an assignment related to the topic for the current module. Group discussions take place in private group discussion forums. Evaluation is based upon the level and quality of each student's participation. Group participation is mandatory. All group assignments will be submitted to the Assignment Dropbox for grading.

Please follow the guidelines for Group Discussion Submissions as provided in the Welcome module. Classroom participation is weighted at 30% of the total grade.

MIDTERM

Identify a manager in any library or information organization. (Be sure this person has supervisory/managerial responsibility for at least one person.) Using Participant-observer methodology, spend up to 3-4 hours observing and systematically recording your observations. Prepare a paper describing your experience and compare your observations and conclusions about the nature of managerial work with Gulick's (1937) POSDCORB model and Mintzberg's (1973) managerial roles model. Note: You will need to conduct your own research on Participant-Observer methodology and each of the models to find scholarly reference materials to use in this assignment.

This is a formal research paper. It is a practical experience in analysis using models to give meaning to observed data. The paper should begin with an introduction and statement of purpose, and it should include all of the subheadings shown below:

- Introduction
- Origin and use of Gulick's POSDCORB model
- Origin and use of Mintzberg's roles
- Participant observation methodology
- Manager Selection Process
- Observations
- Analysis
- Conclusions and Recommendations

The body of the paper is expected to be no less than 10 pages in length, doubled-spaced, and no more than 15. Do not use a title page.
Each student will be required to identify an issue, problem, or a specialized topic related to library administration and management that they want to explore in greater depth. Each student will be required to gather resources and background readings and assemble information or points of view from the research in professional literature (including journals, monographs, or other sources) and write an in-depth research paper on a topic of choice. The topic must be approved in advance by instructor. The paper should begin with an introduction and statement of purpose, and it should include all of the subheadings shown below:

- Introduction
- Brief literature review
- Discussion and Analysis
- Recommendations
- Summary and Conclusion

The paper should be no less than 10 pages (double-spaced), and no more than 15 pages. Do not use a title page. References must be included at the end of the paper. References do not count towards the total page count.

For INFO 4300 undergraduate students, the body of the Midterm should be no less than 5 pages and no more than 10 pages.)

Late final research papers will receive one letter grade reduction for each day the assignment is late.

ASSIGNMENT RUBRICS

Module assignments and discussions:

- Demonstrate quality of writing and level of discussion and exploration of topic (APA manual must be used consistently, especially for references or endnotes)
- Demonstrate familiarity with the topic
- Indicate serious reflection

Midterm and Final Research Papers:

- Demonstrate quality of writing and level of discussion and exploration of topic
- Completely meet each level of the assignment as outlined in syllabus

Exams: There will be no mid-term or final exam.
Graduate level instruction mandates an advanced level of critical writing and thinking. Editing your work should be standard practice. Write all postings in a word processing format, then check for spelling, grammar, and logic prior to posting. For an explanation of minimally accepted standards for writing, please read the Prentice Hall guidelines located in the study tools section of the course. No examples of former students' work will be provided.

For assistance in accessing on-line articles or in using library resources, please contact the UNT Library Reference Desk.

Many of these readings are considered foundational in nature and will be supplemented by additional readings.

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Welcome Module</th>
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<tr>
<td>Syllabus Review</td>
<td>Module 1 Text Assignments:</td>
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<tr>
<td>Introduction</td>
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<tr>
<td></td>
<td>• Stueart &amp; Moran- Foreword and Preface.</td>
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<td></td>
<td>• 7th edition- Chaps.1.</td>
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<td></td>
<td>• 8th edition- Chap. 1.</td>
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<tr>
<td></td>
<td>• Lynch (1985) &quot;The Short and Glorious History of Organizational Theory; and The Management Jungle Theory Revisited.&quot;</td>
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<tr>
<th>Module 2</th>
<th>Module 2 Text Assignments:</th>
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<tr>
<td>Management and Leadership</td>
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<td></td>
<td>• Stueart &amp; Moran</td>
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<tr>
<td></td>
<td>• 7th edition: Chap 2.</td>
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<td></td>
<td>• 8th edition: Chap. 2.</td>
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|  | • Green, Stephen G.; Anderson, Stella E.; Shivers, Sheryl L. "Demographic and organizational influences on leader-
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<tr>
<th>Module 3</th>
<th>Emotional Management</th>
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<tbody>
<tr>
<td>Management Competencies</td>
<td>Management Competencies</td>
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<tr>
<td></td>
<td>Stueart &amp; Moran</td>
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<tr>
<td></td>
<td>Lynch (1985) - pp. 459-480 &quot;Skills of an Effective Administrator&quot;</td>
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<td>Lynch (1985) - pp. 36-58, &quot;Characteristics of Bureaucracy.&quot;</td>
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<tr>
<th>Module 4</th>
<th>Planning Function</th>
</tr>
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<tbody>
<tr>
<td>Text Assignments:</td>
<td>Stueart &amp; Moran</td>
</tr>
</tbody>
</table>
Choose at least three from the foundational readings below, and at least three from the current readings available in the module.

- Zimmerman, Michael C. "Your library's strategic plan: Plan the writing before you write the plan." Information Outlook, Dec 97, Vol. 1 Issue 12, p40.
**Module 5**

**Organizing Function**

<table>
<thead>
<tr>
<th>Module 5 Text Assignments:</th>
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<tr>
<td>Stueart &amp; Moran</td>
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<tr>
<td>• 7th edition: Chap.7-9.</td>
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<tr>
<td>• 8th edition: Chaps. 7-9.</td>
</tr>
</tbody>
</table>

Choose at least three from the foundational readings below, and at least three from the current readings available in the module.

- Higa, Mod Lou; Bunnett, Brian; Maina, Bill; Perkins, Jeff; Ramos, Therona; Thompson, Laurie; Wayne, Richard. "Redesigning a Library's Organizational Structure." College & Research Libraries, Jan 2005, Vol. 66 Issue 1, p41.
Module 6
Human Resources and Staffing

Module 6 Text Assignments:

- Stueart & Moran
  - 7th edition: read chaps. 10-12.
  - 8th edition: Chaps. 10-12, (15).

Choose at least three from the foundational readings below, and at least three from the current readings available in the module.

### Module 7

**Directing and Motivating**

- **Text Assignments:**
  - Stueart & Moran
  - Lynch (1985) - pp. 613-630, "One more time: How Do You Motivate Employees?"

Choose at least two from the foundational readings below, and at least three from the current readings available in the module.


### Module 8

**Control Function**

- **Text Assignments:**
  - Stueart & Moran

Choose at least thee from the foundational readings below, and at least three from the current readings available in the module.

- Cram, Jennifer. "Performance management, measurement and reporting in a time of..."
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<tr>
<th>Module 9 Text Assignments:</th>
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- **Budget Function**

  - Stueart & Moran
    - 7th edition: Read Chp. 19.

Choose at least three from the foundational readings below, and at least three from the current readings available in the module.

## Module 10
### Organizational Change

**Module 10 Text Assignments:**

- **Stueart & Moran**
  - 7th edition: Read Chps. 3(review), 16, 20.
  - 8th edition: chaps. 3(review), 16, 21.


Choose at least three from the foundational readings below, and at least three from the current readings available in the module:


## Module 11
### Current Issues and Trends

**Module 11 Text Assignments:**

Choose at least four from the readings below, and at least four from the current readings available in the module.
<table>
<thead>
<tr>
<th>Source</th>
<th>Title</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>Seitz, Rob</td>
<td>&quot;Outsourcing helps library meet demand.&quot;</td>
<td>American City &amp; County, v. 113 no5 (May 1998) p. 72.</td>
</tr>
</tbody>
</table>