UCD School of Information & Library Studies  
IS40370: Management for Information Professionals  
Fall 2011

There are three kinds of organizations: those who make things happen; watch things happen; wonder what’s happened.  

-Anonymous

Instructor

<table>
<thead>
<tr>
<th>Dr Maria Souden</th>
<th>Office phone: 01.716.7660</th>
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</thead>
<tbody>
<tr>
<td><a href="mailto:maria.souden@ucd.ie">maria.souden@ucd.ie</a></td>
<td>Office: Room 111, SILS</td>
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<td>Skype: mariasmilel</td>
<td>(Library Bldg, above Career Services)</td>
</tr>
<tr>
<td>GChat: <a href="mailto:maria.souden@gmail.com">maria.souden@gmail.com</a></td>
<td>Office hrs: Mondays, 3-4 pm &amp; by appt</td>
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Module Description

By choice or by chance, many information professionals find themselves in management positions in their organizations. Being able to think critically and strategically about the management of resources, people, projects, services, and collections is a quintessential skill in a range of organizational contexts. This module provides students with theoretical and practical frameworks, tools, and techniques needed to thrive in today’s changing information and library environments. Students will be introduced to key aspects of management theory and practice, addressing topics such as: planning, organizing, and strategy; team working, leadership, and change management; marketing of products, services, and projects; human resources management; financial management; and stakeholder management.

Learning Outcomes

On successful completion of this module you should be able to:

1. Understand theories, principles, and techniques of contemporary management science and organizational behaviour and their application to library and information organizations.

2. Demonstrate core management skills such as project planning, organizing, and coordination; effective written and oral communication and presentation; and critical thinking and analysis.

3. Create strategies for key management activities, including budgeting and financial management; recruiting and retaining staff; marketing and promotion; and developing, implementing, and evaluating services or programmes.

4. Think critically and reflexively about your own practice and development as emerging professionals in information and library organisations.

Readings

There is a textbook for this course that is available in the main library.


An additional four to five readings will be assigned for each weekly topic, as indicated in the schedule below. These will posted to or linked from our Blackboard site, where there will be a folder...
for each week in the Resources section. All readings are REQUIRED unless otherwise designated. Reading schedule here is provisional; changes will be announced in class and on Blackboard.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Due Date</th>
<th>% Final Grade</th>
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<tbody>
<tr>
<td><strong>Reflections</strong></td>
<td>Using peer and self-assessment students will create weekly ePortfolio entries that enable reflective and critical engagement with module content.</td>
<td>Ongoing- weekly</td>
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<tr>
<td><strong>Focused Study (individual)</strong></td>
<td>Individual project synthesizing literature and casework related to a specific management topic.</td>
<td>24 October</td>
</tr>
<tr>
<td><strong>Group Project</strong></td>
<td>Semester-long group project with interim deliverables addressing managerial issues in an information organisation.</td>
<td>Interim dates per below; final report 12 December</td>
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1. **Weekly Reflections- 30% Final Grade**  
   Read the assigned readings and writing a 1.5-2 page reflection each week. As a reflection, your writing should not primarily be a summary of the readings. Rather, you should summarize each article’s argument in a sentence or two and then reflect on your own assessment of them and the questions and connections they inspire in you. You should use the questions below as thought-starters; in some weeks additional questions or activities specific to the topic will be assigned.

   Your reflections will be posted online and you will be asked to review and comment on your own and others’ work. I will review reflections throughout the semester and provide occasional feedback. Ten reflections will be assigned in total; you must complete at least eight of them, including any mandatory writings. This assessment will be graded at the end of the semester as an overall package based on evidence of engagement with the material; i.e., meeting minimum criteria adequately would earn a B. Evidence of additional thought and energy, signified by critical thinking, reflection, and connections made, would warrant an A, while significant deficiencies regarding the criteria would put you in C range for the assessment.

   **Guiding Questions for Reflections**
   - What is the focus of the article/chapter?
   - What kinds of contributions do the readings make (theoretical, framework, insights, practical, etc.) to understanding management in information environments?
   - Is the evidence the author presents convincing to you? Why/why not?
     - What is strong/weak about the article?
     - What do you agree/disagree with?
   - What questions or issues does the reading raise for you?
     - How would you change the research or what else do you wish the authors had considered?
   - What connections can you make between these articles and others?
     - Does it support, challenge, extend, or contradict other readings you've done?
   - What can you “take away” from the readings?
2. **Focused Topic Study (Individual)- 30% Final Grade**

Write a 3-page paper on a topic or issue of your choosing. Your topic should be relevant to management in today’s library and/or information environments. You will be considering a selection of literature relevant to a particular management topic, problem, or issue, and synthesizing themes, points of divergence, and application/relevance to a particular case study. Your paper must incorporate at least 6-8 references (no more than 3 assigned readings, plus 3-5 additional) and one case study. Papers should be single-spaced, using no smaller than 11-point type, and APA citation style, and submitted to Bb. This assessment is due **October 24. Note: you must post a 2-sentence description of your topic to Bb for instructor approval and peer comment no later than 10 October.**

3. **Group Project- 40% Final Grade**

**Creative Management in Changing Times: Case Studies of How Today’s Information Environments Are Meeting the Challenges of a Shifting Landscape**

“We live in a time of change. The information technology has changed our profession and our lives. Library managers today face problems that need to be solved and library staff feel insecure about themselves and the future”

- Linda Erlendsdóttir, at the 11th UK Nordic Conference

“Like in a river, the only constant in libraries is change. And we need to learn how to cope with change, rather than fighting it. We need to figure out what the flow is and put ourselves into it.”

- Roy Tennant, keynote @ Dartmouth Biomedical Libraries Conference

**Project Description.** Information organizations today are facing a wide range of challenges and opportunities shaped by very real forces such as budget cuts, hiring freezes, leapfrogging technology, digital ubiquity, changing societal norms and economic downturns. In this project we will take a case study approach to investigate the forces at work in a specific information context and how staff are taking action to manage in the face of change; leveraging current developments; and creating new opportunities for themselves and their organizations.

Working in groups of 5-6, students will create a case study of current management issues and practices facing a local information organisation (public, academic, health, or special library, organisational department/branch, information center, etc.) You will be conducting secondary research (literature and environmental scans), document analysis, and primary data collection (interviewing) to develop a case article on the organization, reporting on its key current external and internal forces, stakeholders, management challenges and opportunities, actions being taken by staff to address them, your analysis of the issues, problems, opportunities, and recommendations to the organization.

**Project Components.** The assessment will be graded in four components: a work plan (10%), a contextual analysis (20%), in-class presentation (30%), and final report (40%). Milestone dates and deliverables are detailed in the table below.
Group Project Milestones and Deliverables

| Identify organization and contact (ungraded, Organization should agree to provide access to key staff for interviews as well as background material such as strategic plans, annual reports, etc.) | 3 October |
| Develop work plan for project (10% of assessment grade, Including timelines, deliverables, and responsible members. Who will be interviewed and what materials are available for review?) | 17 October |
| Contextual analysis (20% of assessment grade. Assessing organizational background/history, service structures, who do they serve, who do they report to/parent orgn, mission, values, vision, org chart, who are the stakeholders, key events and influences in the external and internal environment.) | 7 November |
| Highlights presentation (30% of assessment grade. 10-minute presentation in response to the question: What are management challenges and what are staff in your organization doing to address them?) | 21 or 28 November (in-class) |
| Final report (40% of assessment grade) 8-10 pages, incorporating contextual analysis, literature/environmental scan, findings from staff interviews and your recommendations. | 12 December |

Weekly Activities

**Week 1**
**12 September 2011**

**Welcome and Introduction to Management**
*The purpose of this week is to set the stage for the rest of the module—covering introductions and housekeeping as well as laying out key issues insofar as: changing environment for information professionals, what we mean when we say management, and starting to think about yourself as an information professional.*

**Learning Objectives**
- Reflect on your prior beliefs about the roles of managers and compare to those as articulated in the literature.
- Identify key considerations and issues in today’s information environments.
- Articulate aspects of a framework for yourself as an information professional.

**Activities**
- Introductions
- Housekeeping: syllabus, schedule, assessments, ground rules, and expectations
- Toe in the water: what is management? what is an information professional? why do we care?

**Readings for class**

**Assessment due** NONE
## Week 2  
19 September 2011

**Planning and Strategy in Information Environments, part I**  

*Looking more closely at what managers do in information environments, management principles. Introduction to strategic planning and the case study approach.*

| Learning Objectives | • Identify internal and external forces shaping information environments.  
| • Describe key considerations and elements of a strategic plan.  
| • Develop an understanding of the case approach to studying management problems. |
| Activities | • Detailed review of assessments and schedule.  
| • Discussion of readings and examples/cases.  
| • Peer review of ePortfolio reflection #1. |
| • Being an Information Innovator Rowley, Jennifer (2010) Facet Publishing; Chapter 1: innovation and entrepreneurship in information organizations [PDF on Bb]  
| • Using Cases http://www.soc.ucsb.edu/projects/casemethod/guidelines.html#foot1  
| • Information Pathways to Excellence: Mission-Driven Strategies for Library and Information Services A Report of the Strategic Planning Steering Committee (SPSC) by Ann Crigler, et al., University of Southern California. Los Angeles, California, August, 2002. [online, PDF on Bb]  

### Assessment due
**REFLECTION #1**

## Week 3  
26 September 2011

**Planning and Strategy in Information Environments, part II**  

- Strategic planning processes  
- The role of mission  
- Stakeholders

| Learning Objectives | • Identify approaches to and considerations for strategic planning.  
| • Develop an understanding of the role of mission, vision and values in driving strategic plans.  
| • Be able to identify and consider stakeholder perspectives. |
| Activities | • Discussion of readings and examples/cases.  
| • Mission exercise.  
| • Stakeholders- small group activity. |
Finances, The, 21(1), 20-23.

- [example] IFLA mission statements

| Assessment due | SET UP BLOG AT WORDPRESS.COM AND POST YOUR SITE ADDRESS TO Bb REFLECTION #2 POSTED TO WORDPRESS GROUPS FORMED |

<table>
<thead>
<tr>
<th>Week 4</th>
<th>3 October 2011</th>
<th><strong>Work Environment, part I: Knowledge Management and Organizational Culture</strong></th>
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</table>
| | | - Knowledge management as a role for info professionals  
- Organizational culture |

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<tr>
<th>Learning Objectives</th>
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</table>
| | • Articulate the roles for information professionals as knowledge managers in organizations.  
• Understand elements of organizational culture and individual roles within it.  
• Describe influences on communication with colleagues and stakeholders and formulate a strategy for communication approaches. |

<table>
<thead>
<tr>
<th>Activities</th>
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</table>
| | • Discussion of readings and examples/cases.  
• Group development exercise |

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<thead>
<tr>
<th>Readings for class</th>
<th>Required:</th>
<th></th>
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</table>
• [case] Joanna O’Riordan, *A Review of Knowledge Management in the Irish Civil Service* (read exec summary, skim rest)  
• [text] Bryson (1999), chaps 8-9  
  o Corporate Culture  
  o Politics |

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<tr>
<th>Recommended/Supplemental:</th>
<th></th>
<th></th>
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| | • [text] Bryson, chaps 5  
  o Knowledge Management |

| Assessment due | REFLECTION #3 GROUP PROJECT ORGANIZATION CONFIRMED |

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<tr>
<th>Week 5</th>
<th>10 October 2011</th>
<th><strong>Work Environment, part II: Change, Project Management, Communication and Working in Teams</strong></th>
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| | | - Guest speaker on change  
- Project management and planning  
- Communication  
- Dynamics and issues of group work |

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<tr>
<th>Learning Objectives</th>
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</table>
| | • Describe how change can impact organizations and individuals.  
• Consider personal and organizational responses to change. |
- Develop a working knowledge of the functions and dynamics of teams and consider how these may apply in your group projects
- Be able to create a Group Project action plan.

### Activities

- Guest Speaker- Niamh O’Sullivan, Irish Blood and Transfusion Services
- Group work
- Maria remote from ASIST in New Orleans.

### Readings for class

**Required:**

- [text] Bryson, chapters chapters 13 & 14 *(13 Engaging in Change, 14 Group Dynamics and Team Building)*
- [text] Bryson (1999), pp. 193-201 (communication)

**Recommended/Supplemental:**


### Assessment due

**REFLECTION #4**

**TOPIC DESCRIPTION FOR FOCUSED STUDY POSTED TO BB**

### Week 6

17 October 2011

**Management Roles I: Leadership, Human Resources, and Financial Management**

- Leadership theories, styles and effectiveness
- Budget development and making the case for resources
- HR strategies and processes

**Learning Objectives**

- Identify models, styles and approaches to leadership.
- Reflect on personal qualities, preferences, and roles in the context of leading and following.
- Gain familiarity with aspects of interviewing and considerations for the hiring process.
- Be able to identify parts of a budget and read a financial statement.
- Describe considerations for cost-benefit analysis and make the case for funding.

**Activities**

- Leadership style assessment
- Interviewing practice
- Budget analysis
  
**Mid-semester feedback and check-in**

**Readings for class**

**Required:**

### Assessment due

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<th>Week 7</th>
<th>24 October 2011</th>
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<tr>
<td><strong>Management Roles II: Programme Development, Planning, and Implementation</strong></td>
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<tr>
<td>- Understanding users</td>
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<td>- Grants and partnership</td>
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#### Learning Objectives

- Understand how to assess and determine potential service and programme offerings in light of organisational mission and user needs.
- Be able to recognize changes, opportunities, and threats in internal and external environments and leverage them as opportunities for your information service.

#### Activities

- **Management Issues in Health Libraries Panel:** Louise Farragher and Mary Dunne, both from the Health Research Board; and Susan Boyle, UCD Health Sciences Library

#### Readings for class

- **Additional TBA**

#### Assessment due

<table>
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<tr>
<th>Week 8</th>
<th>31 October 2011</th>
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<tr>
<td><strong>BANK HOLIDAY- NO CLASS, BUT MANDATORY GROUP PROJECT MEETINGS WITH INSTRUCTOR.</strong></td>
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#### Activities

- Schedule a time for your group to come in and meet with Maria (Sign-up will be posted on Blackboard Wiki)
- No assignments or readings, so a great opportunity to catch up and/or do group work.
- **THINKING AHEAD: FOCUSED STUDY DUE WEEK 9**

### Week 9 | 7 November 2011 |

#### Proactive Management, part I: Community Engagement, Marketing, Advocacy and Demonstrating Value

- Community engagement, outreach, and participation
- Outreach and marketing
- Partnerships and grant funding
- Demonstrating value/advocating for information services

#### Learning Objectives

- Articulate approaches to stakeholder engagement and the value of collaboration and partnerships.
### Activities
- Marketing plan-group activity.

### Readings for class
- [article] Blalock, Louise. *Listen, learn, and Link.*
- Additional TBA.

### Assessment due
- [text] Reflection #6
- [article] FOCUSED STUDY PAPER DUE

### Week 10
**14 November 2011**

#### Proactive Management, part II: Research and Evaluation
- Evidenced-based library and information practice
- Action Research for LIS practitioners
- Performance measurement, balanced scorecard, and other quality methodologies
- Outcome-based evaluation of programmes and services

#### Learning Objectives
- Understand the role and functions of research in your practice.
- Learn how to evaluate evidence and use evidence-based management.
- Gain familiarity with various research and evaluation methodologies and how to determine an appropriate approach.
- Be able to identify and capture user-centred outcomes of programmes and services.

#### Activities
- Guest Speaker: Virginia Wilson, Client Services Librarian, University of Saskatchewan, Canada [via Skype] *The Practitioner-Researcher*

#### Readings for class
### Assessment due

- **Additional TBA.** (HLLH/Balanced scorecard)

**Week 11**

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<tr>
<th>21 November 2011</th>
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<tr>
<td><strong>Contingency and group presentations, part I</strong></td>
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<tr>
<td>- Missed/catch-up topics</td>
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<td>- Management challenges and real-world solutions</td>
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<td>• Present research findings succinctly and engagingly.</td>
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<td>• Apply course content to real-world settings.</td>
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<tr>
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<tbody>
<tr>
<td>• 10-minute group project presentations</td>
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<tr>
<th>Readings for class</th>
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<td>• TBA</td>
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**Assessment due**

- **REFLECTION #8**

**Week 12**

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<tr>
<th>28 November 2011</th>
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<tr>
<td><strong>Wrap-up and group presentations, part II</strong></td>
</tr>
<tr>
<td>- Management challenges and real-world solutions</td>
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<tr>
<td>- Semester summary and take-aways</td>
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<tr>
<td>- Evaluation</td>
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<tbody>
<tr>
<td>• 10-minute group presentations</td>
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<tr>
<td>• Summary of semester learning</td>
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<tr>
<td>• Course evaluation</td>
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<tr>
<th>Readings for class</th>
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<tr>
<td>• TBA</td>
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**Assessment due**

- **REFLECTION #9**

- **GROUP PRESENTATIONS (SIGN UP ON BB IN ADVANCE)**

- **REFLECTION #10 (SPECIAL WRAP-UP)**

- **GROUP PRESENTATIONS (SIGN UP ON BB IN ADVANCE)**