



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓n̓əm speaking Musqueam people.

**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.**

## **Management of Information Organizations - LIBR 504 - ARST 570**

**Program:** MLIS / Dual MASLIS

**Year:** Summer 2020

**Course Schedule:**

Asynchronous

**Location:** Distance Course

**Instructor:** Peggy Lunn

**Office location:** N/A

**Office phone:**

**Office hours:**

**Email** [peggy.lunn@ubc.ca](mailto:peggy.lunn@ubc.ca)

**Learning Management Site:** <http://lthub.ubc.ca/guides/canvas/>

### **Course Goal:**

The goal of this course is to provide a foundation in the functions, principles, and theories of management and organizational behaviour, and to provide opportunity for practice, reflection and consideration of the challenges and constraints within which contemporary information organizations exist. These include an environment of ongoing technological change, evolving service expectations, financial realities, relevant legislation and human resource practices. This course will provide an introduction to the responsibilities a manager will have and the skills and tools used to execute them.

### **Learning Outcomes:**

#### **Upon completion of this course students will be able to:**

1. Describe basic management functions in information organizations [1.0; 3.2]
2. Identify the larger institutional contexts in which information organizations function [1.3]
3. Obtain working knowledge of the tools and techniques of financial management and the financial processes and systems found in information organizations [3.2]
4. Apply management theories and principles to organizational issues and decision-making using scenarios. [3.2]
5. Connect organizational culture, structure and policies to decision-making processes [5.1]
6. Create and deliver high quality reports, presentations and organizational documents that communicate organizational values, missions, and priorities to internal and external stake holders [2.1;2.2]



7. Reflect in a critical and informed manner on the role managers play in the running of information organizations.[1.4]
8. Demonstrate awareness of and the academic literature surrounding contemporary issues and practices in Management in the Information Organization.[2.1; 4.1]
9. Demonstrate graduate competencies through assigned tasks and conduct [3.1]
10. Contribute to a positive collective learning experience with classmates and instructor reflective of the interpersonal and social emotional skills required for successful workplace relationships [3.1]

**Course Topics:**

- Perceptions of Management, Professional identities
- Overview of Management theories and frameworks
- Organizational Structure and Organizational Culture
- Financial tools and resource allocation
- Decision making
- Communication
- Strategic Advocacy
- Personal professional development

**Prerequisites:**

MLIS and Dual MAS/MLIS: completion of the MLIS core MAS: students should take ARST 570 (cross listed with LIBR 504):

**Format of the course:**

Asynchronous, divided into weekly posted Topics with corresponding Modules over 6 weeks.

**Required and Recommended Reading:**

All required course readings will be posted on Course Canvas page.

**Recommended:**

Students are encouraged to seek out and integrate additional materials to support their work from reputable, authoritative sources from both within and external to the field of Information Studies; strive to support wherever possible an open access learning and information environment.

**Course Assignments:**

Full Assignment Information will be provided on Canvas site.

Assignment Name	Due Date	Weight	Graduate Competencies
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Activity #1 Course Entry Ticket - Narrative Response	July 12	Formative	1.2, 2.1
Graded Submission #1 Annotated Bibliography	July 19	20%	1.3,2.1
Activity #2 Discussion Contributions	July 26	Formative	1.3,3.1,3.2,4.1 5.1,5.2
Activity #3 Technical Writing Samples	July 26	Formative	1.4,2.1
Activity #4 Communication Samples	Aug 2	Formative	5.1
Graded Submission #2 Construct the Case	Aug 9	20%	1.4, .2.1,2.2,3.1,5.1
Graded Submission #3 Managerial Portfolio	Aug 13	25%	1.4,2.1,2.2
Graded Submission #4 Course Exit Ticket - Revised Narrative Response	Aug 13	20%	3.2,4.1
Evidence of Graduate Competencies / Contribution to a Positive Collective Learning Experience	Cumulative	15%	3.1,5.1

Course Schedule [week-by-week]:

Topic	Date / Week of
1. Welcome / Perceptions of Management; Professional identities	July 5-11
2. Overview of Management; Concepts, Frameworks & Contemporary Issues	July 12- 18
3. Organizational Structure	July 19 - 25
4. Organizational Culture	July 19 - 25
5. Communication for Managers	July 26 - Aug 1
6. Strategic Advocacy	Aug 2 - 8
7. Personal Professional Development	Aug 9 - 13
8. Course wrap up	Aug 9 - 13

**Attendance:**

Asynchronous course, attendance at designated times not applicable, however, students should strive to initiate or respond to course discussion board during designated course topic week.

**Evaluation:**

All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

Students should strive to submit work by dates indicated.

Students should note that formative assignments provide opportunities to receive valuable instructor feedback before commencing Graded Submissions.

Failure to complete formative activities may have impact on quality - and therefore grade - of Graded Submissions as well as on Grade given for Evidence of Graduate Competencies.

While individual assignments received late will not be penalized for lateness per se, a pattern of



lateness will be reflected in the Grade given for Evidence of Graduate Competencies and contribution to a positive collective experience. In keeping with graduate expectations of communicating effectively, any student deterrence from stated expectations should be handled through private communication between student and instructor initially through UBC email.

### **Required Materials:**

In keeping with UBC's commitment to expanding the open knowledge movement, Instructor will strive to have all learning materials be available from non-paywalled materials. Where not possible, Instructor will select materials from resources available through UBC Library book and serial collections.

**Academic Concession:** If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **please contact Instructor immediately** to find a solution. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate. Please note that academic concessions are different from accommodation for students registered with the Centre for Accessibility.

### **Documentation and Privacy:**

This course follows the established [UBC Faculty of Arts academic concession guidelines](#).

**Policies and Resources to Support Student Success:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

**Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#).

**Academic Accommodation for Students with Disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students](#)



[with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

**Conflicting Responsibilities:** UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request [academic concession](#). Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised. Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.