



McGill

School of
Information Studies

GLIS620: Managing Information Organizations

Fall, 2018

Course Syllabus

Course Objectives: By the end of this course students should be able to:

1. Apply selected management concepts and theories to information agencies.
2. Describe managerial functions such as planning, organizing, directing, and controlling, and their implications for the delivery of information organizations.
3. Define basic concepts and issues relating to the management of human, financial, material, and information resources.
4. Use decision-making techniques for identifying and solving problems related to the management of information organizations.

Methods: Combination of lectures and group discussions based on case studies and readings.

Textbook: Recommended for purchase: Moran, B.B, Stueart, R.D. & Morner, C.J. (2012). *Library and Information Center Management*. 8th ed. Englewood, Colorado: Libraries Unlimited.

Additional readings: In addition to the textbook, students are responsible for a number of other required readings, as listed on the reading lists below. Additional readings may also be assigned during the semester.

Online Lectures

- Our course will, on occasion, post lectures on the University portal.
- As part of pre-class preparation, students will be required to download or view the corresponding week's lecture(s).
- Video lecture may be accompanied with discussion questions students are expected to answer by themselves prior to coming to class.
- During class, students will be assembled into groups and asked to discuss and come to a consensus on the answers to these questions on the group discussion sheets.
- At the end of group discussion time, each group will be asked to hand in their individual and group discussion sheets (with negotiated answers) for grading.
- No late group discussion assignments will be accepted.

Grades and Evaluation:

Deliverable	Proportion of Grade	Due Date
Class Preparation and Group Discussion Assignments	15%	Ongoing
Case Study	25%	Ongoing
Management Research Paper	40%	Part 1: Sept. 25 (5%); Final Paper: Dec. 9 (22.5%); Presentations: Nov. 27 and Dec. 9 (12.5%)
Quiz (on MyCourses)	20%	Submitted on the portal on (or before) Nov. 25

Assignments:

- 1. Management Research Paper (Group) (40%)** – In teams of 5
 - a. Assignment details are on the portal.
- 2. Case Study (Group) (25%)** – Each week one group will be responsible for presenting their “case” to the class and to lead the discussion of that case. A 6-page (double-spaced) analysis of the case and the discussion can be submitted one week later, by the start of the class. Teams will be assigned in the first two weeks of class.
 - a. Case study group members will be the same as those in the management research paper assignment
- 3. Class Preparation, Participation and Group Discussion (Individual and Group) (15%)** – students are expected to be present and participate in all classes, case/group discussions, and class exercises.
- 4. Quiz (Individual) (20%)** – The quiz will be posted and completed on the course portal. It is each student’s responsibility to complete and submit the quiz on the portal on or before the due date. Late quizzes will not be accepted.

Contact: The best way to reach me (Professor Evans) is by e-mail at max.evans@mcgill.ca. I will do my best to answer your questions within 24 hours but please allow me 48 hours to respond. If you wish to see me, please contact me for an appointment. My office is Room 202A at SIS.

Course Outline:

Week Date Topic

1 Sept. **1) Introduction to the Course**
11 **2) The History of Management Thought**

Required Readings:

Chapter 2: Evolution of Management Thought - Moran, Stueart, & Morner

Chapter 1: Managing in an Uncertain World - Bryson, J. (2011). [Managing Information Services: a sustainable approach](#). Burlington, VT: Ashgate.

Additional Readings:

Chapter 1 - Evans, G.E. & Ward, P.L. (2007). [Management Basics for Information Professionals](#) 3rd ed., London, UK: Facet.

2 Sept. **Strategic Planning, Goals and Objectives**
18

Required Readings:

Chapter 4: Strategic Planning - Moran, Stueart, & Morner

Chapter 3: Strategic Planning - Bryson, J. (2011). [Managing Information Services: a sustainable approach](#). Burlington, VT: Ashgate.

Additional Readings:

Bryson, J. M. (1999). [Strategic Planning in Smaller Nonprofit Organizations](#). Western Michigan University, April 1999: Reference Source: Bryson, J. M. (1995). *Strategic planning for public and nonprofit organizations*. San Francisco: Jossey-Bass Publishers. (See also: Bryson 1988. [A Strategic Planning Process for Public and Non-profit Organizations](#). *Long Range Planning*. 21(1), 73-81.)

Rowe, G., & Nejad, M. (2009). Strategic leadership: Short-term stability and long-term viability. *Ivey Business Journal Online*, 73(5), 6-6.

8 Days of Managing - Mintzberg, H. (2009). [Managing](#). California: Berrett-Koehler.

3 Sept. **1) Motivation**
25

Required Readings:

Chapter 13: Motivation - Moran, Stueart, & Morner

Scan over the overview article and papers by Frederick Herzberg (job satisfaction) and Harry Levinson (MBO) - (January 2003). [Special issue on Motivating People](#). *Harvard Business Review*, 81(1).

Additional Readings:

Brewer, G. (2011). A symposium on public service motivation: Expanding the frontiers of theory and empirical research. *Review of Public Personnel Administration*, 31(1), 3-9.

2) Leadership

Required Readings:

Chapter 14: Leadership - Moran, Stuart, & Morner

Zaleznik, A. (1992). Managers and leaders – are they different? *Harvard Business Review*, 70(2), 126-135. Reprinted in 2004, Vol. 82 Issue 1, p. 74-81.

Additional Readings:

Introduction; Understanding the Basics; Knowing Yourself; Knowing the World - Bennis, W. (1994 or 2004). [On Becoming A Leader](#). New York: Perseus Books.

Chapter 5: On Power and Influence - Handy, C. (1999). *Understanding Organizations*. 4th ed. New York, NY: Oxford University Press.

Kotter, J. P. (2001). What leaders really do. *Harvard Business Review*, 79 (11), 85-96.

Morgeson, FD. & DeRue, E.K. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal Of Management*, 36(1), 5-39.

Huey, J. and Sookdeo, R. (1994). The new post-heroic leadership. February. Fortune Magazine.
http://money.cnn.com/magazines/fortune/fortune_archive/1994/02/21/78995/index.htm

Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 76(6), 93-102. Reprinted in 2004, Vol. 82 Issue 1, p. 82-91.

McCrimmon, M. (2009). Why emotional intelligence is not essential for leadership. *Ivey Business Journal*, 73 (1), 5-5.

Mintzberg, H. (1985) The manager's job: Folklore and fact. In B.P. Lynch (Eds). [Management Strategies for Libraries](#). New York, NY: Neal-Schuman.

***Part 1 of management research paper due.**

Required Readings:

Chapters 7, 8, 9 (Structuring the Organizing Section 3, pp. 119-188) - Moran, Stueart, & Morner

Additional Readings:

James, C.R. (2003). Designing learning organizations. *Organizational Dynamics*, 32(1), 46-61.

Leavitt, H.J. (2003). Why hierarchies thrive. *Harvard Business Review*, 81(3), 96-102.

Blenko, M., Mankins, M., & Rogers, P. (2010). The decision-driven organization. *Harvard Business Review*, 88 (6), 54-62.

***Case 1—Group 1**

5 Oct. 9 **Study Break**

6 Oct. 16 **Human Capital Management Part 1 – Supervision and Delegation**

Required Readings:

Erkkila, J. & MacKay, P. (1990). Practical supervision: The first line of management. *Journal of Library Administration*, 12(1), 103–115.

Chapter 9: On the work of the organization and it's design - Handy, C. (1999) *Understanding Organizations*. 4th ed., New York: Oxford University Press.

***Case 2—Group 2**

7 Oct. 23 **Human Capital Management Part 2 – Managing Conflict**

Required Readings:

Brahnam, S.D., Margavio, T.M., Hignite, M.A., Barrier, T.B., & Chin, J.M. (2005). A gender-based categorization for conflict resolution. *Journal of Management Development*, 24(3), 197-208.

Hinds, P.J., & Bailey, D.E. (2003). Out of sight, out of sync: Understanding conflict in distributed teams. *Organization Science*, 14(6), 615-632.

Thomas, K.W. (2006). Making conflict management a strategic advantage (White Paper). Mountain View, CA: Consulting Psychologists Press: available at http://www.cpp.com/content/conflict_whitepaper.pdf

***Case 3—Group 3**

8 Oct. 30 **1) Communication**

Required Readings:

Chapter 16: Communication - Moran, Stueart, & Morner

Additional Readings:

Argyris, C. (1994). Good communication that blocks learning. *Harvard Business Review*, 72(4), 77-88.

2) Teamwork and Collaboration

Required Readings:

Chapter 17: Use of Teams in Libraries - Moran, Stueart, & Morner

Additional Readings:

Chapter 6: On the Working of Groups - Handy, C. (1999). *Understanding Organizations* 4th ed., New York: Oxford University Press.

Kozlowski, S.W.J., & Ilgen, D.R. (2006). Enhancing the effectiveness of work groups and teams. *Psychological Science in the Public Interest*, 7(3), 77-124.

***Case 4—Group 4**

9 Nov.
6

Decision Making

Required Readings:

Chapter 5: The management of uncertainty--organizations as decision making systems - Choo, C. W. (2006). *The Knowing Organization*. New York, NY: Oxford University Press. (Also available as an e-book when logged into McGill VPN:<http://www.oxfordscholarship.com/oso/public/content/management/9780195176780/toc.html>.)

Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. *Harvard Business Review*, 89(6), 50-60.

March, J. G. (1991). How decisions happen in organizations. *Human-Computer Interaction*, 6(2), 95-117.

Additional Readings:

Section 2: Decision Making and Policy, pp. 65-96 (again, if needed) - Moran, Stueart & Morner

***Case 5—Group 5**

10 Nov.
13

Change Management and Process Innovation

Required Readings:

Chapter 3: Change – the innovative process - Moran, Stueart, & Morner

Hammer, M. (1990). Reengineering work: Don't automate, obliterate. *Harvard Business Review*, Jul/Aug, 68(4), 104-112.

Additional Readings:

Chapters 1 and 2 - Wagner, B. & Monk, E. (2008). *Concepts in enterprise resource planning*. New York, NY: Cengage Learning.

Kanter, R. M. (2000). The enduring skills of change leaders: Leaders with passion, conviction, and confidence can use several techniques to take charge of change rather than react to it. *Ivey Business Journal*, 64(5), 32-37.

Davenport, T. & Short, J. (1990). The new industrial engineering: Information technology and business process redesign. *Sloan Management Review*, 31(4), 11-27. Available at <http://sloanreview.mit.edu/article/the-new-industrial-engineering-information-technology-and-business-process-redesign/> or <http://dspace.mit.edu/bitstream/handle/1721.1/48613/newindustrialeng00dave.pdf>

***Case 6—Group 6**

11 Nov. **Financial Management**
20

Chapter 18: Measuring, Evaluating, and Coordinating Organizational Performance and Chapter 19: Fiscal Responsibility and Control - Moran, Stueart, & Morner

Additional Readings:

Chapter 20: Library Development and Fund-Raising - Moran, Stueart, & Morner

Roberts, S. (2003). Financial management of libraries: Past trends and future prospects. *Library Trends*, 51 (3), 462-493.

Required Readings: Readings for this week will be announced during the semester.

***Case 7—Group 7**

***Online Quiz due Nov. 25th**

12 Nov. **Project Management / Emotional Intelligence**
27

Readings will be announced and posted on the portal

***Management Research Paper Presentations (Part 1)**

13 Dec. 4 ***Management Research Presentations (cont.)**

***Part 2 of management research paper due Dec. 9th**

General Information:

Academic Rights and responsibilities: All students must be thoroughly familiar with the Student Rights and Responsibilities: <http://www.mcgill.ca/students/srr/>.

Written Work: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Students with Disabilities: Students with disabilities are urged to contact the Office for Students with Disabilities at 514-398-6009.

Preparedness Planning: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Use of Mobile Computing and Communications Devices in Class: The use of mobile computing and communications (MC2) devices must, in all cases, respect policies and regulations of the University:

- The Code of Student Conduct and Disciplinary Procedures:
http://www.mcgill.ca/files/integrity/Code_of_Student_Conduct.pdf
- The Policy Concerning the Rights of Students with Disabilities:
<http://www.mcgill.ca/files/secretariat/Rights-of-Students-with-Disabilities-Policy-Concerning-the.pdf>
- The Policy on the Responsible Use of McGill IT Resources:
<http://www.mcgill.ca/files/secretariat/Responsible-Use-of-McGill-IT-Policy-on-the.pdf>

Communicating Via Email and Other Channels: In line with McGill's Policy on E-Mail Communication with Students, any official McGill email sent to students will be addressed to their McGill UEA (Uniform E-Mail Address). It is the student's responsibility to ensure that time-critical e-mail is accessed, read and acted upon in a timely fashion. The E-Mail Policy applies to all McGill students and to all McGill employees, who manage official communications with students.

Please be advised that I send class-related emails to your McGill email account throughout the semester, including communications on instructions or tips for graded assignments, in-class activities, and other class-related business. Please be sure to check your email frequently.

If you have any questions, concerns, or other topics you would like to discuss, you are welcome to contact me and arrange an appointment. If you have an urgent problem, the best way to get in touch with me is via email.

Integrity

- "McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures."

- Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures. No audio or video recording is allowed in class without the explicit permission of the instructor.
- For assignments, reports, presentations, or whenever the words or ideas of others are used, sources must be properly quoted and cited. For in-text citations and reference lists for written work adopt the style conventions of the Publication Manual of the American Psychological Association (APA).

Class conduct: This class follows McGill University policies, procedures and guidelines (<http://www.mcgill.ca/secretariat/policies/students/>).

The class policies listed above are not exhaustive. Specifically, in terms of conduct, both within and outside the classroom, students are encouraged to review The Handbook of Student Rights and Responsibilities (<http://www.mcgill.ca/deanofstudents/rights/>). Further, a list of all McGill policies and guidelines that directly address teaching at McGill may be found at: <http://www.mcgill.ca/tls/teaching/policies>

Copyright of Course Materials

Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures. No audio or video recording is allowed in class without the explicit permission of this instructor.

Class Policy Statements

- Whenever you use the words or ideas of others, these should be properly quoted and cited. For in-text citations and reference lists for your written work, unless you are specifically directed otherwise, you are required to adopt the style conventions of the Publication Manual of the American Psychological Association (APA), 6th Edition, and use it consistently.
- Turn in written assignments by or at the beginning of the class on which the assignment is due.
- Late written assignments are not accepted. The only exception for written assignments is for illness (whether your own or a member of your immediate family). In that event, a physician's note is required.
- Please note that any questions concerning the grading scale or any specific grade you receive on should be discussed first with this instructor. If you remain dissatisfied, then you may refer to the appeals process in the Charter of Student Rights in The Handbook of Student Rights and Responsibilities (<http://www.mcgill.ca/deanofstudents/rights/>).