

School of Information Management

INFO521 MANAGEMENT IN INFORMATION SERVICES

Trimester 2, 2016

COURSE OUTLINE

Prescription

Introduces the key concepts of management and organisation theory necessary for the effective management of information services.

Course Learning Objectives

At the end of this course, students will be able to:

1. Explain a core set of management concepts and show how these are applied in the organisational context.
2. Explain how research on management practice and theory is applied in the body of management literature and can be applied in practice.
3. Analyse the impact of organisational structure and culture on specific organisations.
4. Identify the key concepts in organisational decision-making and strategic planning, and demonstrate the effective use of these in practice.
5. Explain how change and innovation can be effectively managed in an organisation.
6. Identify the key principles of organisational communication, leadership, and organisational effectiveness and control, and incorporate these in an applied project.

Course Content

INFO 521 is the study of effective and efficient management of libraries and information centres, examining such aspects as organisational theory and design, organisational environments and cultures, organisational communications, group and individual behaviour and motivation, decision-making, planning, leadership, organisational effectiveness and control, and change management.

Week	Date	Topic
1	12/07/2016	Management basics
2	19/07/2016	Organisational structures
3	26/07/2016	Organisational cultures
4	02/08/2016	Strategic planning
5	09/08/2016	Project management
6	16/08/2016	Change management
MID TRIMESTER BREAK		
7	06/09/2016	Communication
8	13/09/2016	Human resource management
9	20/09/2016	Organisational behaviours
10	27/09/2016	Motivation
11	04/10/2016	Leadership
12	11/10/2016	Performance management

Trimester Dates

From Monday 11th July to Sunday 16th October 2016.

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016.
2. The standard last date for withdrawal from this course is Friday 23rd September. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

Class Times and Room Numbers

Classes for INFO 521 will be online via Saba on Tuesdays between 5.00 – 6.30 p.m.

Names and Contact Details

Course Coordinator and Lecturer: Professor Anne Goulding

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Course Delivery

Weekly tutorials

See "Class times and room numbers", above

Course materials

Study guides, readings and other materials will be made available on Blackboard.

Online discussion

The Blackboard online discussion board will be used to discuss course topics.

IST programmes information

Information relating to the Information Studies Programmes will be found in the Blackboard Community Information Studies, and through the IST-students email list.

iConferencing

iConferencing sessions are conducted using the interactive Saba Classroom platform, you will need an Internet-connected device, microphone, headphones/speakers (webcam is optional). Further information about using the iConferencing software and the platform requirements are available in the Information Studies Community on Blackboard.

Expected Workload

To achieve satisfactory grades, you will need to spend approximately 12.5 hours per week on INFO521, including time spent in class and the iConferencing sessions. Some aspects of the course will require less time, whereas others will require slightly more, depending on your previous knowledge of the topic.

Before each session, please read the material for the week's topic on Blackboard, and be ready to discuss the readings and other set work prepared for the class.

Readings

The required textbook is **Robbins, S. P., Bergman, R., Stagg, I. & Coulter, M. (2014).** *Management* (7th ed.). Frenchs Forest, NSW: Pearson Education Australia.

The recommended text is available from Vic Books, PO Box 12-337 (or Ground Floor, Rutherford House), Wellington, ph. (04) 280 6200 or freephone 0800 370 370, email enquiries@vicbooks.co.nz. It is also possible to order texts through the Vic Books' online book ordering service. You can use any of these methods to place an order.

Other indicative readings

As well as set chapters from the textbook, students will be required to read journal articles and/or other resources each week. Readings may be substituted or supplemented by other key texts as the course progresses. All changes will be communicated via Blackboard.

Module 1

Ly, P. (2015). Young and in charge: Early-career community college library leadership. *Journal of Library Administration*, 55(1), 60-68.

Module 2

Cottrell, T. (2011). Great profits from great teams. *The Bottom Line: Managing Library Finances*, 24(4), 221-226.

Koizumi, M. (2014). Transitions in public library management: From the international perspective of strategy, organizational structure, and operations. *Journal of Library Administration*, 54(8), 659-690.

Sowell, S. (2014). Building a new paradigm: Analysis of a case study in organizational change in collection management using Bolman's and Deal's four-frame model. *Collection Management*, 39(2-3), 211-226.

Module 3

Currie, L., & Shepstone, C. (2012). Mining the cultural evidence: Situating planning and leadership within the academic library culture. *Evidence Based Library and Information Practice*, 7(3), 51-70.

Svard, P. (2014). The impact of information culture on information/records management: A case study of a municipality in Belgium. *Records Management Journal*, 24(1), 5-21.

Welch, E. W., & Feeney, M. K. (2014). Technology in government: How organizational culture mediates information and communication technology outcomes. *Government Information Quarterly*, 31(4), 506-512.

Module 4

Cervone, H. F. (2014). Improving strategic planning by adapting agile methods to the planning process. *Journal of Library Administration*, 54(2), 155-168.

Williams, J., Dearie, T. N. and Schottlaender, B. (2013). Bottom-up strategic planning: the UC San Diego Libraries experience. *Library Leadership & Management*, 27(3), 1-12.

Te Kauroa - Future Directions 2013 -2023. Available at:

<http://www.aucklandlibraries.govt.nz/EN/About/plansandpolicies/futuredirections/Pages/futuredirections.aspx>

Module 5

Feeney, M., & Sult, L. (2011). Project Management in Practice: Implementing a Process to Ensure Accountability and Success. *Journal of Library Administration*, 51(7/8), 744-763.

Maddox Abbott, J. A., & Laskowski, M. S. (2014). So many projects, so few resources: Using effective project management in technical services. *Collection Management*, 39(2-3), 161-176.

Module 6

Carter, T. M. (2014). Assessment and change leadership in an academic library department: A case study. *Reference Services Review*, 42(1), 148-164.

Maggs, P., & Chelin, J. (2013). Scenario planning for an uncertain future?: Case study of the restructuring of the academic services team at UWE library. *Library Management*, 34(8-9), 664-676

Million, A. J., & Bossaller, J. (2015). Strike while the iron is hot: Change management in the context of a new political administration. *Journal of Library Administration*, 55(2), 92-113.

Module 7

Burns, C. S., & Bossaller, J. (2012). Communication overload: A phenomenological inquiry into academic reference librarianship. *Journal of Documentation*, 68(5), 597-617.

Del Bosque, D. (2013). Will you be my friend? Social networking in the workplace. *New Library World*, 114(9-10), 428-442.

Dobbie, A., LaHatte, L. and Morgan, G. (2012). Getting the word out - internal communication and culture change at Auckland Libraries. LIANZA Conference 2012. Available at: http://www.lianza.org.nz/sites/lianza.org.nz/files/allison_dobbie.pdf

Module 8

Barthorpe, G. (2012). Trends and issues affecting workforce planning in New Zealand university libraries. Available at: <http://oatd.org/oatd/record?record=handle%5C:10292%5C%2F4747> (Chapter 2 only)

Auckland Council Libraries and Information workforce place 2013-2016 (supplied).

Module 9

Kont, K., & Jantson, S. (2014). Organizational commitment in Estonian university libraries: A review and survey. *New Review of Academic Librarianship*, 20(3), 296-319.

Mallon, M. N. (2014). Stealing the limelight? Examining the relationship between new librarians and their supervisors. *The Journal of Academic Librarianship*, 40(6), 597-603

Morgan, C. (2014). Craft and librarianship: A reconsideration of the sources of librarian job satisfaction. *Journal of Library Administration*, 54(8), 637-658.

Shupe, E. I., Wambaugh, S. K., & Bramble, R. J. (2015). Role-related stress experienced by academic librarians. *Journal of Academic Librarianship*, 41(3), 264-269.

Module 10

Cushing, A. L. (2010). Career satisfaction of young archivists: A survey of professional working archivists, age 35 and under. *The American Archivist*, 73(2), 600-625.

Thomas, J. R., & Holley, R. P. (2012). Management versus repetitive tasks -- avoiding "working for the weekend": A crash course in motivating library staff faced with seemingly endless tasks. *New Library World*, 113(9-10), 462-473.

Module 11

Graybill, J. O. (2014). Millennials among the professional workforce in academic libraries: Their perspective on leadership. *The Journal of Academic Librarianship*, 40(1), 10-15.

Harris-Keith, C. (2015). The relationship between academic library department experience and perceptions of leadership skill development relevant to academic library directorship. *Journal of Academic Librarianship*, 41(3), 246-263.

McKeown, A. and Bates, J. (2013). Emotional intelligent leadership: findings from a study of public library branch managers in Northern Ireland. *Library Management*, 34(6/7): 462-485

Module 12

Hufford, J. R. (2013). Can the library contribute value to the campus culture for learning? *The Journal of Academic Librarianship*, 39(3), 288-296.

Mengel, E., & Lewis, V. (2012). Collaborative assessment: North American academic libraries' experiences using the balanced scorecard to measure performance and show value. *Library Management*, 33(6-7), 357-364.

Neshat, N., & Dehghani, M. (2013). Review of the current gap between clients' expectations and perceptions of received service in national library by using gap analysis model. *Performance Measurement and Metrics*, 14(1), 45-60.

Stroobants, J., & Bouckaert, G. (2014). Benchmarking local public libraries using non-parametric frontier methods: A case study of Flanders. *Library & Information Science Research*, 36(3-4), 211-224.

Assessment

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>. Full details of the assignments, including explanatory notes and marking criteria, are available under 'Assessment' on Blackboard.

Assignment	Date due	Value	Length	Objective
1. Manager interview report and analysis	31 st July 2016	30%	1500 words max	1, 2, 6
2. Strategic planning report	11 th September 2016	40%	2000 words max.	1, 2, 3, 4
3. Essay	16 th October 2016	30%	1500 words max.	1, 2, 5, 6

Penalties

Word count

Each submitted assignment MUST contain a word count, easily available from your word-processing program. The penalty for not including your word count, or going over the word count, will be 5%.

Late assignments

Assignments submitted after they are due will have a 10% penalty imposed unless an extension has been granted by the course coordinator. Assignments submitted more than one week after they are due will not be accepted unless there are exceptional circumstances and the late submission has the prior approval of the course coordinator.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must submit all assignments by the deadlines specified in the course outline.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat. Any student who is concerned that they have been, or might be, unable to meet any of the mandatory course requirements because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

Class Representative

The IST programmes have a student committee which provides a communication channel to liaise with the Programmes Director and course coordinators on behalf of students.

Communication of Additional Information

Further details about the course, and additional information, will be made available through Blackboard.

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to general information

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
