



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

**The mission of UBC iSchool is to enhance humanity's capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.**

**LIBR 504/ARST 570 Management of Information Organizations – Course Syllabus (3)**

**Program:** Master of Library and Information Studies and Master of Archival Studies

**Year:** 2018-2019

**Course Schedule:** Thursdays 6:00 p.m. to 8:50 p.m.

**Location:** Irving K. Barber Learning Centre, Room 182

**Instructor:** Adam Farrell  
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**Instructor:** Christine Middlemass  
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**E-mail address:** [christine.middlemass@ubc.ca](mailto:christine.middlemass@ubc.ca)

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

**Course Goal:** Information organizations are in a constant state of change due to budgetary constraints, changing technologies, emerging and shifting professional roles and best practices, and the service expectations of clients and communities. To effectively respond to these changes information organizations require highly-skilled managers who are well-versed in organizational theory and practice. This course will provide students with a foundation in the functions, principles, and theories of management and organizational behaviour to help prepare them to take on these important professional roles. All elements of effective management, including strategic planning, financial management, change management, and human resources are explored. This knowledge will help students understand how organizations function, the role of management in the effective and efficient running of organizations, and how information organizations relate to parent organizations and institutions. As management is often described as theory in practice, case studies and real world scenarios will provide students with the opportunity to develop and practice their management skills.

**Course Objectives:**

**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 process and systems found in information organizations [3.2]
4. Apply management theories and principles to organizational issues and decision-making using scenarios and case studies [3.2]
5. Create and deliver high quality reports, presentations and organizational documents that communicate to internal and external stakeholders organizational values, missions, and priorities [2.1; 2.2]
6. Demonstrate leadership abilities through collaborative teamwork [3.1]
7. Connect how professional ethics and values and management and leadership practices influence organizational culture and decision making processes [5.1]
8. Enhance their reflection and understanding of themselves as leaders in their profession and organizations [5.1]
9. Support team members and classmates by developing skills in providing constructive feedback through peer- and self-evaluations [3.1]
10. Reflect in a critical and informed manner on the role managers play in the running of information organizations [1.4]

(each course objective is served by the iSchool Statement on Graduate Competencies in parenthesis: <http://slais.ubc.ca/programs/about-department/graduate-competencies/>)

#### **Course Topics:**

- Organizational culture
- Working with boards and sponsors
- Strategic planning
- Human resources management in information organizations
- Employee development and training
- Financial management and resources
- Change management
- Managing physical structures
- Ethical issues and decision making
- Marketing and communications

#### **Prerequisites:**

MLIS and Dual MAS/MLIS: Completion of the MLIS core MAS and Dual Students [who want the ARST credits]: Completion of the MAS core courses MLIS students: Should take LIBR 504 MAS students: Should take ARST 570

#### **Format of the course:**

This course uses a flexible learning philosophy. This means that in class, your learning opportunities will primarily be active (engaging directly in learning) versus passive (taking notes and listening). This approach will help you develop skills and abilities vital to your future careers, such as the ability to work in team settings, strong interpersonal skills, and strong written and oral communication skills.

Part of flexible learning involves independent study. You will be required to prepare for in-person classes by completing the required readings and online Unit content, which may involve watching online lectures/screencasts, YouTube videos and interviews with professionals



working as managers and leaders, and participating in online discussions (available via Canvas). You will be required to prepare pre-class activities, such as a reflection or a worksheet, to bring to class with you (which will be counted towards your professionalism mark). All pre-class activities are required and are available on Canvas.

By coming to class prepared, together we can use class time to work to develop a deeper understanding of the material. In class activities include guest lectures, small group discussion and activities, large class discussions and activities, peer- and self-assessment, student presentations, and time to work on your assignments.

**Required and Recommended Reading**

**Required:**

- Hatch, M. J., (2018). Organization theory: Modern, symbolic, and postmodern perspectives (4th ed.). Oxford, England: Oxford University Press.
- Moran, B.B. & Momer, C.J. (2017). Library and information center management (9th ed.). Libraries Unlimited: Santa Barbara, CA.
  - Publisher’s Student Resource site: [https://books.librariesunlimited.com/library-and-](https://books.librariesunlimited.com/library-and-information-center-management)

[information-center-management](#)

- Additional readings, which includes but is not limited to those sources listed in the Course Schedule below.

**Recommended:**

- Ray, L. & Hauton, M. (Eds.) (2017). Management skills for archivists and records managers. London, UK: Facet Publishing.

**Course Assignments:**

Assignment	Component	Due Date	Weight	Graduate Competencies
Management Portfolio Total = 50%	Environmental Scan	31 Jan 2019	15%	1.1; 1.3; 1.4; 3.1
	Vision and Mission Statements	7 Feb 2019	5%	1.1; 3.1; 4.1; 5.1; 5.2
	Strategic Plan Presentation and Report (includes budgets)	28 Feb 2019	30%	1.1; 1.3; 1.4; 2.1; 2.2; 3.1; 3.2; 5.1; 5.2; 5.3
Reflective Assignment Total = 20%	Self-preparation		5%	
	Reflective Tweets	7th March 2019	15%	1.3; 1.4; 2.1; 2.2; 3.1; 3.2; 5.1; 5.2;



				5.3
Team Assessment Total = 20%	Group Terms of Reference	17 Jan 2019	10%	3.1; 3.2
	Team Assessment	4 April 2019	10%	3.1; 3.2; 5.1
Professionalism 10%		Ongoing	10%	2.1; 2.2; 5.1

- All written assignments must use APA style format (6th Edition).
- All submitted files should be labelled following professional practices
  - For example: Lastname(s)\_Assignment1\_TermsOfReference\_DateMonthYear
- For group work, only one student needs to submit the file.
- Requests for extensions must be agreed to by the instructor prior to the due date; extensions will be granted at the discretion of the instructor based on the particular circumstances discussed.

### **APA Guidelines**

This course follows the *Publication Manual of the American Psychological Association (APA)*, 6<sup>th</sup> ed. All assignments must be submitted with the correct APA formatting and all sources cited according to APA standards. The UBC Library provides resources and reference materials for students to utilize in order that their work meets APA standards.

### **Course Schedule:**

Unit	Topic	In-person Class	Items Due
1	Introduction to the course, core management functions & professionalism	January 3	
2	Introduction to organization theory	January 10	
3	Introduction to organizational structure	January 17	Group Terms of Reference
4	Organizational environments and planning	January 24	
5	Introduction to organizational culture	January 31	Environmental Scan
6	Financial management	February 7	Vision and Mission Statements
7	Human resources: hiring and termination; diversity in the workplace	February 14	
<b>Mid-term Break</b>			
8	Human resources: performance appraisal, training and development	February 28	Strategic Plan
9	Organizational decision making	March 7	Reflective Assignment



	and management ethics		
10	Change management; managing physical structures	March 14	Strategic Budget
11	Advocacy	March 21	
12	Board Presentations	March 28	Presentation
13	Board Presentation and course wrap	April 4	Presentation Self and team assessments

**Attendance:** Attendance is required in all class meetings. If you know you are going to be absent, you must inform us beforehand if possible as per professional practice. One (1) excused absence is allowed with prior notification, but further absences could result in a lower mark due to the nature of the course. Additional absences will require a note from a health professional or Access and Diversity. Failure to provide this documentation could result in a lower course mark. Any penalties imposed for excessive absences are at the discretion of the instructor.

**Evaluation:** All assignments will be marked using the [evaluative criteria](#).

All assignments will be marked using the evaluative criteria given on the SLAIS web site. Rubrics for assignments will provide guidance on how work will be evaluated. Please familiarize yourself with the rubrics and pursue clarification well before an assignment is due. In the case of the reflective exercise and the participation requirement, we will provide feedback and advice on your progress twice during the course.

While these criteria are stated at the level of course marks they also apply to the marks awarded to assignments. Please note that based on these criteria, if on a given assignment you do a good job of meeting ALL the required elements the mark will typically be in the range of B to B+. In order to achieve a mark in the overall "A" range [A-, A, A+] you must demonstrate excellence that goes considerably beyond the basic requirements of an assignment.

Assignments will not be accepted late unless prior arrangements are made with us. Consideration will be given to legitimate emergencies. If an extension is granted, a late penalty may be imposed at our discretion; this will be discussed when you request an extension.

**Written & Spoken English Requirement:** Written and spoken work may receive a lower mark if it is, in the opinion of the instructor, deficient in English.

**Group Projects/Work:** There will be group assignments/work in this course. Group assignments/work cannot be completed or submitted by individual students working outside the group. In instances where there is a non-contributing group member(s), a different mark be awarded and/or that non-contributing group member(s) may be required to complete the assignment independently. It is the responsibility of the group to keep the instructors informed of any issues that may affect the groups' performance and/or ability to complete the assignment.

To meet the Learning Outcomes of this course, all students are required to work on their group work skills. Most significantly, every student is required to demonstrate leadership skills and write reflectively about themselves as leaders. Therefore, it is useful for student learning to note that the two main sources of conflict within academic working groups are 1) differing time



management strategies and 2) uneven quality of work produced. You will find useful resources on Canvas.

**Electronics in the Classroom:** It is expected that students will engage in respectful use of electronics during class. This means that your use of computers in class is to be restricted to in-class work only. Activities such as returning email, texting, and surfing the web and social media are distracting to both your fellow students and your instructors. Students engaging in these types of behaviours will be asked to put their electronic devices away. Cell phones are to be turned off or put on vibrate. If you are expecting an important call, please let us know.

**Access & Diversity:** Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [<https://students.ubc.ca/about-student-services/access-diversity>]. You must register with the Disability Resource Centre to be granted special accommodations for any ongoing conditions.

**Religious Accommodation:** The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

## Academic Integrity

### Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here:

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [<http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>]

The bulk of plagiarism falls into this category. Reckless plagiarism is often the result of careless research, poor time management, and a lack of confidence in your own ability to think critically. Examples of reckless plagiarism include:

- Taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together into an essay (piecemeal plagiarism);
- Taking the words of another author and failing to note clearly that they are not your own. In other words, you have not put a direct quotation within quotation marks;



- Using statistical findings without acknowledging your source;
- Taking another author's idea, without your own critical analysis, and failing to acknowledge that this idea is not yours;
- Paraphrasing (i.e. rewording or rearranging words so that your work resembles, but does not copy, the original) without acknowledging your source;
- Using footnotes or material quoted in other sources as if they were the results of your own research; and
- Submitting a piece of work with inaccurate text references, sloppy footnotes, or incomplete source (bibliographic) information."

Bear in mind that this is only one example of the different forms of plagiarism. Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following source on plagiarism: the Academic Integrity Resource Centre <http://help.library.ubc.ca/researching/academic-integrity>. Additional information is available on the SAIS Student Portal <http://connect.ubc.ca>.

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

Students are held responsible for knowing and following all University regulations regarding academic dishonesty. If a student does not know how to properly cite a source or what constitutes proper use of a source, it is the student's personal responsibility to obtain the needed information and to apply it within University guidelines and policies. If evidence of academic dishonesty is found in a course assignment, previously submitted work in this course may be reviewed for possible academic dishonesty and grades modified as appropriate. UBC policy requires that all suspected cases of academic dishonesty must be forwarded to the Dean for possible action.

**Course Communication:** We will use Canvas to share materials and for class communication. Students are asked to check the course page on Canvas frequently during the term to receive updates, submit assignments, and communicate with the instructors and classmates outside of class time as needed.

**Truth & Reconciliation:** As part of our shared responsibility for Truth and Reconciliation, the instructors reserve the right to add assigned readings and other curriculum materials as items become available by and about Indigenous peoples of Canada.

- TRC Call to Action 10 calls for the development of "culturally appropriate curricula."
- TRC Call to Action 63 calls for the "sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history; Building student capacity for intercultural understanding, empathy, and mutual respect; Identifying teacher-training needs relating to the above."

Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Commission of Canada: Calls to Action. Winnipeg, MB: Government of Canada  
[http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)