

INFO 5570 Organizational Management and Strategy
Fall 2024

Course Type: This course is primarily face to face; accommodations will be made for hybrid.
Instructor name/title: *Dr. Sandra Toze*

Official Land Acknowledgement

Dalhousie University operates in the unceded territories of the Mi'kmaw, Wolastoqey, and Peskotomuhkati Peoples. These sovereign nations hold inherent rights as the original peoples of these lands, and we each carry collective obligations under the Peace and Friendship Treaties. Section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights in Canada.

African Nova Scotian Acknowledgement

We recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

Office: Rowe 3034

Contact info (Telephone/E-mail): The best way to reach me is by email. During weekdays, I aim to respond to within 24 hours, unless I am travelling. Please note that I do not typically check email 18:00-06:00 on weekdays, or on the weekends or holidays, in order to maintain a healthy work-life balance. I encourage you to do the same. I will use the class Brightspace site for all key communications, and will use emails and announcements to highlight any change to class times or schedules due to illness or our unpredictable Nova Scotia weather.

Office hours: I will establish office hours based on the best time(s) for the class. In addition, I am happy to welcome you any time I am available. If my door is open, please feel free to drop in. I'm happy to chat with you about the course, the program, the profession, or life in general. You are always welcome, as well, to make an appointment in my Outlook Calendar. It is typically up to date.

Course website: <https://dal.brightspace.com/d2l/home/339762>

COURSE DESCRIPTION

This required course responds to the reality that as information professionals, you will be working in organizations and with people, which requires a set of awareness and skills related to management, strategy and leadership. Through your careers you will be asked to manage programs, people, work within and create budgets, and make decisions based on the best evidence. You will be entering organization with cultures, and frequently need to manage change, for yourself and others. In addition to the professional skills you are developing, you will require a set of skills to ensure you can manage and lead, yourselves and others.

Management' is a fascinating and evolving field of enquiry, scholarship and practice, which often seems to have its own set of values, language and assumptions. Through this course we will together examine, discuss and critically assess what it means to manage and lead in the information professions, and how we can ensure we develop professional skills that align with the values of our profession. There are increasingly a complex number of organizational challenges (and opportunities) inherent in current and evolving social, technological and political environments. As you move to the workplace you will be asked to initiate and manage change, be involved in policy making and in advocacy for your organizations, effectively evaluate programs and lead in ensuring equity, diversity and inclusion, accessibility and decolonization are incorporated in all aspects of work. The ability to work effectively in teams and with other organizations (stakeholders) is critical. Increasingly, innovation, and human centred design are critical aspects of managing information and information organizations. We will discuss how to manage and lead, while also upholding the key values of this profession, and ensuring we are incorporating principles of equity, diversity, inclusion, accessibility and decolonization.

To help you develop these skills, throughout this course we will critically consider management theories and practices for organizational functions occurring in any type of information setting, learn from the experiences of others and practice together. We will examine the elements involved in effective strategic planning, implementation, and management, including personnel, budgeting, and change management. We shall explore evaluation methods for information centre functions and for data, information, and knowledge-based programs. Some of the practical aspects of the course include techniques relevant for training and development issues, policy and procedure writing, oral and written communication, and how to manage your own career.

In addition, throughout INFO 5570 you will be asked to consider how management aligns with all aspects of your MI experience to date. Students will be encouraged to integrate their MI studies into the context of effective management practices and to reflect on the relevance and application of the MI competencies in the workplace.

COURSE PRE-REQUISITES

INFO 5500, INFO 5515, INFO 5530

LEARNING OBJECTIVES

1. To prepare information professionals to work effectively and flexibly in many contexts and to assume managerial responsibilities within their unit, department or organization as a whole
2. To encourage awareness of the complexities (and inherent interest) in management functions and the worth of a holistic approach to management
3. To introduce key theories, concepts and practices relating to effective management.

LEARNING OUTCOMES

By the conclusion of this course, students will:

1. be able to describe organizational structures, management functions and their interrelationships
2. be familiar with the literature of management generally, and LIS management with an emphasis on emerging trends
3. understand the critical importance of effective communication and analytical skills for all management functions
4. be able to research and discuss elements from internal and external environments which impact the planning process for information organizations.
5. Reflect on their own skills and competencies, and how to manage their ongoing career and learning

INSTRUCTIONAL METHODS

The methods used in this course facilitate and encourage active learning. I know that members of the class have many differing learning styles. In addition to information gleaned from required and recommended readings, students will gain insights about management from instructor and guest lectures, individual reports, role-playing exercises, class discussions and peer and self-assessment.

LEARNING MATERIALS

The course will use a mixture of chapters from the following text – which is available online through Dalhousie, and the readings and resources noted each week.

Text: Evans, G. E., & Greenwell, S. (2020). *Management Basics for Information Professionals* (4th ed.). American Library Association.

https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_proquest_ebookcentral_EBC6145896

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the [Grading Policy](#).

	COMPONENT	DETAILS	DUE DATE	VALUE
1.	Management Paper	Students will pick from 3 different assignment options including 1) examining a key management theory of interest, 2) Policy review, 3) creating a plan for a new service	Oct 22	30%
2.	E-Portfolio assignment	Students will create a mini portfolio that allows them to reflect on their learning across the program by using the MI competencies. Students will create a representation of their work that will aid them in their job search. Full details and examples will be provided and discussed in class. This assignment will directly help students create a robust CV and be prepared for the job search process.	Nov 19	40%
3.	Group Presentation	During this course we are focusing on key management topics. To help us reflect on these key issues, students will work in groups of 3-4 to prepare a brief written report of the topic, as well as lead the class discussion for the selected week.	Ongoing	20%
4.	Participation	In-class (oral and short written exercises)	Ongoing	10%

PARTICIPATION EVALUATION RUBRIC

CRITERIA	WEIGHTING	INDICATORS
Preparation	40%	The student demonstrates consistent preparation for class; readings are always completed, and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	40%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation	10%	The student is actively engaged in the class and/or discussions at all times.
Attendance/Punctuality	10%	The student is always punctual and no unexcused absences.

INTEGRATION OF [MI Competencies](#)

Your learning experiences in this course will cover the entire spectrum of the [MI competencies](#). Through our readings, discussions, exercises, and assignments, we will examine the development of information professional's **leadership** competencies in the following areas:

- Strategic planning, budgeting, and managing people requires information managers to consult and use **evidence-based practices**, based on an awareness of trends in the profession and scholarly literature, as well as their own efforts to evaluate their systems.
- a commitment to **learning** and **adaptation** is crucial to ensuring that our programs, services, and policies continue to serve their communities effectively.
- **collaboration** with local communities, and an active commitment to **equity, diversity, inclusion, accessibility, and decolonization** are essential aspects of leadership and management.
- Leaders and managers need to be based on an excellent understanding of **user-centered design**, as well as strong **digital and technological literacy** to ensure the effective and efficient operation of all programs, systems and services.

CLASS POLICIES

In the first class we will discuss together the way we can establish a learning environment that is open and supports all. I encourage you to reach out to me at any time, to discuss aspects of the class environment that could be improved. The lectures will be recorded for this class and made available, including the transcripts. I am happy to consider any other protocols that will aid learning, and increase accessibility.

Attendance

Class attendance is required in all MI courses and is included in the participation mark. I also recognize that as graduate students you are often managing a range of class, work and family obligations. All students can miss a class with no impact on their participation grade. You can let me know if there are other circumstances impacting your attendance and participation in class.

Citation Style

MI courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

Late penalties for assignments

My goal is to balance your learning, and the need to help you achieve the outcomes of the course. Deadlines have been designed in this class to give you time to work on the larger projects over the course. I am happy to meet to discuss your thoughts and progress on assignments. Please reach out to advise in advance if you have conflicts with deadlines, need extra time due to extended illness, medical, or family emergencies.

Missed or Late Academic Requirements due to Student Absence:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time. This class does not require the Student Declaration of Absence form.

GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community, and it starts with your first class at Dalhousie University. So, when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate". Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to support instructors in confirming that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal

with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Academic Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy to plagiarism detection software. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally: If you suspect a lapse in academic integrity by colleagues or a professor, you may confidentially share your concerns via DeanManagement@dal.ca.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a

reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

INTERNATIONALIZATION

At Dalhousie, “thinking and acting globally” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE

Note – there may be updates and changes to this schedule and readings over the term to accommodate guest speakers. These will be communicated through Brightspace.

Date	Topics & Assignments	Readings & Resources
Week 1 Sep 3	Introduction to course and the field - What does Organizational Management and Strategy have to do with me? Aligning Organizational Management and Strategy and our Values.	No assigned Readings

<p>Week 2 Sep 10</p>	<p>Key theories and emerging concepts that can help me.</p>	<p>Textbook – Chapters 1 to 4</p> <p>Plus 2 of the following of interest:</p> <p>Ashiq, M., Rehman, S. U., Safdar, M., & Ali, H. (2021). Academic library leadership in the dawn of the new millennium: a systematic literature review. <i>The Journal of Academic Librarianship</i>, 47(3), 102355.</p> <p>Gosling, J. and H. Mintzberg. 2003. The five minds of a manager. <i>Harvard Business Review</i> 81 (11): 54-63.</p> <p>Holley, R.P. (2015). Why don't library science students want to become managers?, <i>Journal of Library Administration</i>, 55:5, 425-434, DOI: 10.1080/01930826.2015.1047283</p> <p>Phillips, A. L. (2014). What do we mean by library leadership? Leadership in LIS education. <i>Journal of Education for Library and Information Science</i>, 336-344.</p> <p>Salmon, E., Chavez R., J. F., & Murphy, M. (2023). New Perspectives and Critical Insights from Indigenous Peoples’ Research: A Systematic Review of Indigenous Management and Organization Literature. <i>The Academy of Management Annals</i>, 17(2), 439–491. https://doi.org/10.5465/annals.2021.0132</p>
<p>Week 3 Sep 17</p>	<p>Leading in the Information based Professions - Our Ethics and Professional Values in Action.</p> <p>Translating ethics to policies.</p> <p>Ethics and leadership and you.</p>	<p>Textbook – Chapter 5 & 6</p> <p>Articles:</p> <p>Branum, C., & Masland, T. (2017). Critical Library Management: Administrating for Equity. <i>OLA Quarterly</i>, 23(2), 28-36. https://doi.org/10.7710/1093-7374.1898</p> <p>Eid, E. M. A., & Hussin, A. R. C. (2023). Library Corporate Social Responsibility: A Systematic Literature Review. <i>Journal of Library Administration</i>, 63(2), 231–270. https://doi-org.ezproxy.library.dal.ca/10.1080/01930826.2022.2159243</p> <p>Resources:</p> <p>ALA Code of Ethics</p> <p>ALA - Library Policy Development: General</p> <p>https://scholarlykitchen.sspnet.org/2022/03/03/libraries-and-the-contested-terrain-of-neutrality/</p> <p>Developing an information management policy – National Archives of Australia - https://www.naa.gov.au/information-management/information-governance/establishing-</p>

		<u>information-governance-framework/developing-information-management-policy</u>
Week 4 Sep 24	Strategic Planning Primer Strategic Planning and you	<p>Textbook - Chapter 7</p> <p>Adlerstein, S., 2023, <u>Ten Components of a Good Strategy</u>.</p> <p>Bryson, J., & George, B. (2020). Strategic management in public administration. In <i>Oxford Research Encyclopedia of Politics</i>. https://doi.org/10.1093/acrefore/9780190228637.013.1396</p> <p>George, B., Walker, R. M., & Monster, J. (2019). Does strategic planning improve organizational performance? A meta-analysis. <i>Public Administration Review</i>, 79(6), 810-819. https://doi.org/10.1111/puar.13104</p> <p>Smith, Gregory A., "Strategic Planning as Action Research: Envisioning the Future of a University Library" (2021). #LEADCC: Leading Change Conference. 2. https://commons.lib.jmu.edu/leadcc/2021/3b-strategic-change/2</p> <p>Staley, S.J., Seaman, S. & Theodore-Shusta, E. (2012). <u>Futuring, planning, and shared awareness: An Ohio University libraries case study</u>. <i>Journal of Academic Librarianship</i> 38(1): 1-5.</p>
Week 5 Oct 1	Managing Change – something new or just strategic planning? Managing Change in your own career	<p>Textbook – Chapter 10</p> <p>Bartlett, J. A. (2020). <u>New and noteworthy: Basic leadership competencies–Change management</u>. <i>Library Leadership & Management</i>, 34(3).</p> <p>Fox, R.E. Jr. & Keisling, B.L. 2016. <u>Build your program by building your team: Inclusively transforming services, staffing and spaces</u>. <i>Journal of Library Administration</i>, 56:5, 526-539, DOI: 10.1080/01930826.2015.1105548</p> <p>Leebaw, D. (2020). Critical Library Performativity: Toward Progressive Change in Academic Library Management and Organizations. <i>Canadian Journal of Academic Librarianship</i>, 6, 1-19. Available at: https://www.erudit.org/en/journals/cjalib/2020-v6-cjalib05325/1075453ar.pdf</p>
Week 6 Oct 8	Planning -Budgets, and Finance oh my...	<p>Textbook – Chapters 17 and 18</p> <p>Rafi, M., Khurshid, A., Salman, B. N., & Jianming, Z. (2020). Budget harmonization and challenges: Understanding the competence of professionals in the budget process for structural and policy reforms in public libraries. [Budget harmonization in public libraries] <i>Performance Measurement and Metrics</i>, 21(2), 65-79. doi: https://doi.org/10.1108/PMM-09-2019-0048</p>

<p>Week 7 Oct 15th</p>	<p>Managing People (Part 1)</p>	<p>Textbook – Chapters 13 and 14</p> <p>Barnett, R. M., & Witenstein, M. A. (2020). Imagining a climate of equity through a critical theory of love: Using CPAR to identify guiding principles that humanize library work. <i>The Journal of Academic Librarianship</i>, 46(5), 102176–. https://doi.org/10.1016/j.acalib.2020.102176</p> <p>Jones, E. P., Mani, N. S., Carlson, R. B., Welker, C. G., Cawley, M., & Yu, F. (2022). Analysis of anti-racism, equity, inclusion and social justice initiatives in library and information science literature. <i>Reference Services Review</i>, 50(1), 81–101. https://doi.org/10.1108/RSR-07-2021-0032</p> <p>Lee, J., Yi, J., & Kang, H. (2023). Explicating Workplace Backlash from Social Justice Perspective: A Systematic Review of Types, Consequences, and Coping Strategies. <i>Human Resource Development Review</i>, 22(3), 345-387. https://doi.org/10.1177/15344843231181445</p> <p>Zaragoza, B., & Gonzalez, T. (2022). Discrimination as Dysfunction. In Acadia, Spencer (Eds.) Title of work: Libraries As Dysfunctional Organizations and Workplaces Why do libraries have a problem with diversity, equity, and inclusion? (pp. 109-131). Taylor & Francis Group. https://ebookcentral.proquest.com/lib/dal/detail.action?docID=7119829</p>
<p>Week 9 Oct 22nd</p>	<p>Managing People (Part 2)</p>	<p>Textbook – Chapters 15 and 16</p> <p>Laurent, N., & Wright, K. (2020). A trauma-informed approach to managing archives: a new online course. <i>Archives and manuscripts</i>, 48(1), 80-87.</p> <p>Mardis, M. A., Jones, F. R., Pickett, S. M., Gomez, D., Tenney, C. S., Leonarczyk, Z., & Nagy, S. (2020). Librarians as natural disaster stress response facilitators: Building evidence for trauma-informed library education and practice. <i>Public Libraries</i>. Available at: https://www.ideals.illinois.edu/items/116447</p> <p>Nelsen, K., Peterson, K., McMillin, L., & Clarke, K. (2022). Imperfect and Flexible: Using Trauma-Informed Practice to Guide Instruction. <i>portal: Libraries and the Academy</i>, 22(1), 177-197.</p>
<p>Week 10 Oct 29th</p>	<p>Assessment and Evaluation Primer</p>	<p>Guest Speaker</p> <p>Readings to be confirmed</p>
<p>Week 10 Nov 5</p>	<p>Marketing, Advocacy, and Stakeholder Engagement</p>	<p>Textbook - Chapter 12</p> <p>McClelland, T. (2014) What exactly do you do here? Marketing-related jobs in public and academic libraries. <i>Journal</i></p>

		<p>of <i>Library Administration</i>, 54(5), 347-367, DOI: 10.1080/01930826.2014.946736</p> <p>Thorpe, A. & H. Bowman. (2013). Promoting discovery: Creating an in-depth library marketing campaign. <i>Journal of Library Administration</i>, 53(2-3): 100-121</p>
Fall Reading Week		
<p>Week 11 Nov 19</p>	<p>Innovation, Entrepreneurship and Fundraising</p>	<p>Textbook – Innovation in Libraries – Chapter 10, and Chapter 18</p> <p>McGann, M., Blomkamp, E., & Lewis, J. M. (2018). The rise of public sector innovation labs: experiments in design thinking for policy. <i>Policy Sciences</i>, 51(3), 249-267.</p> <p>Toane, C., & Figueiredo, R. (2018). Toward core competencies for entrepreneurship librarians. <i>Journal of Business & Finance Librarianship</i>, 23(1), 35-62.</p> <p>Winberry, J., & Potnis, D. (2021). Social innovations in public libraries: Types and challenges. <i>The Library Quarterly</i>, 91(3), 337-365.</p>
<p>Week 12 Nov 26</p>	<p>Beginning your Professional Career</p> <ul style="list-style-type: none"> • Imposture Syndrome • Vocational Awe • Finding Balance <p>Embracing Lifelong Learning</p>	<p>Textbook - Chapters 21 and 22</p> <p>Barr-Walker, J., Werner, D. A., Kellermeier, L., & Bass, M. B. (2020). Coping with impostor feelings: Evidence based recommendations from a mixed methods study. <i>Evidence Based Library and Information Practice</i>, 15(2), 24-41.</p> <p>Cox, A. M., Pinfield, S., & Rutter, S. (2019). Academic libraries' stance toward the future. <i>portal: Libraries and the Academy</i>, 19(3), 485-509.</p> <p>Joseph, K. (2020). The digital disease in academic libraries. <i>Canadian Journal of Academic Librarianship/Revue canadienne de bibliothéconomie universitaire</i>, 6, 1-17.</p> <p>Thomas, C., Trucks, E., & Kouns, H. B. (2019, April 17). Preparing early career librarians for leadership and management: A feminist critique. <i>In the Library with the Lead Pipe</i>.</p>