



**DALHOUSIE
UNIVERSITY**

FACULTY OF MANAGEMENT
School of Information Management

**School of Information Management
INFO 5570 Organizational Management and Strategy
Winter 2022**

Course Type: Hybrid – Start Online, Face to Face as soon as we can

Instructor name/title: Sandra Toze (she/her)

Office: 4014

Contact info (Telephone/E-mail): email - stoze@dal.ca; Phone 902 494-2488. Email is typically the most efficient way to contact me. I typically reply to emails within 24 hours, except on weekends.

Office hours: In person Friday's from 9:30 to 11:30 and by appointment. Virtual also available by appointment.

Course website: <https://dal.brightspace.com/d2l/home/202870>

COURSE DESCRIPTION

This required course addresses the premise that all information management positions require managerial awareness and skills and leadership. 'Management' is a fascinating field of enquiry, scholarship and practice. This course encourages students to become proactive professionals, keen to develop effective management skills, no matter what type of information work they choose to do. There are many organizational challenges (and opportunities) inherent in current and evolving social, technological and political environments. Effective information professionals initiate and manage change, are involved in policy making and in advocacy for their organizations, effectively evaluate their programs and lead in ensuring equity, diversity and inclusion 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.

The course introduces management theories and practices for organizational functions occurring in any type of information setting. We shall examine all 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 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 for how to manage your own career.

The intention of the culminating INFO 5570 capstone is to bring synthesis to the whole of the MI experience. Students in their final year of the program 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, MGMT 5000

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 an 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 in particular
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

This course has no required textbook. Weekly readings from the journal literature are provided.

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 [SIM Grading Policy](#).

Please note: There will be occasional small group and paired in-class exercises. These will not require prior preparation outside class time and they will contribute to the assessment for participation.

	COMPONENT	DETAILS	DUE DATE	VALUE/WEIGHT
1	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.	April 8th	40%

	COMPONENT	DETAILS	DUE DATE	VALUE/WEIGHT
2	Management Paper	Students will pick from 3 different assignment options including 1) considering a management theory, 2) creating a policy, 3) creating a plan for a new service	March 17th	40%
3	Participation	In-class (oral and short written exercises)	Ongoing	20%

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 in class or within the virtual space and no unexcused absences.

INTEGRATION OF [MI Competencies](#)

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Information Management Leadership	Objectives 1, 2, 3, 4	1, 2, 3
User-centred Information Services	Outcomes 3, 4	1, 3
Management of Information Technology	Objective 1	1, 2, 3
Research and Evaluation	Outcomes 2, 5	1, 2
Risk Management	Objective 3	1, 2

Change Management	Objective 3	1, 2,
Workplace Skills & Attributes:		1,2
Collaborate & communicate	Outcomes 3, 4	1,2,3
Organize, Plan & Manage	Outcome 1	1,2,3
Develop Personally & Professionally	Outcome 5	1,2,3

CLASS POLICIES

Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style

SIM 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

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

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 **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

SIM 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

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

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 plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm 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 Academic Dishonesty](#) contained in the 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 on demand. 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 cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

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 based on the course delivery changes, and availability of guest speakers. Any changes will be announced in Brightspace.

Date of Class	Topics & Assignments	Required Readings and Resources
Week 1 Jan 6	Review Brightspace and Syllabus	
Week 2 Jan 13	Explanation of syllabus & assignments Introduction to course: What does Organizational Management and Strategy have to do with me?	Gosling, J. and H. Mintzberg. 2003. The five minds of a manager . <i>Harvard Business Review</i> 81 (11): 54-63. Leebaw, D. (2019). Participatory and ethical strategic planning: What academic libraries can learn from critical management studies . <i>Library Trends</i> 68(2), 110-129. doi:10.1353/lib.2019.0033 . 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.
Week 3 Jan 20	Navigating the “Buzzwords” – Key theories and concepts that can help me.	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.

		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
Week 4 Jan 27	Leading in the Information based Professions - Our Ethics and Professional Values in Action. Translating ethics to policies.	Weyman, J. (2015). Developing meaningful IM policies. Blogpost available at http://www.systemscope.com/information-management/developing-meaningful-im-policies/ Adams, H. (2014). Revisiting the ALA Code of Ethics . <i>School Library Monthly</i> , 30(4), 33-34. Ahmed, N.H., Edwards-Johnson, A. (2013). Should librarians friend their patrons? <i>Reference & User Services Quarterly</i> , 53(1), 9-12. Barsh, A. & A. Lisewski. (2008). Library managers and ethical leadership: A survey of current practices from the perspective of business ethics . <i>Journal of Library Administration</i> 47(3-4): 27-67. Muller, K. (2016). Preserving our values . <i>American Libraries</i> , 47(6), 82-83.
Week 5 Feb 3	Strategic Planning Primer	Brenner, A., Kear, R., & Wider, E. (2017). Reinvigorating strategic planning . <i>College and Research Libraries News</i> , 78(1): 28-31. Price, L. 2010. On the vital importance of strategic planning . <i>Public Libraries</i> 49(2): 25-7. Staley, S.J., Seaman, S. & Theodore-Shusta, E. (2012). Futuring, planning, and shared awareness: An Ohio University libraries case study . <i>Journal of Academic Librarianship</i> 38(1): 1-5. Dole, W. 2013. What's all this I hear about core competencies for library planning and assessment? <i>Journal of Library Administration</i> 53(7-8): 472-481.
Week 6 Feb 10	Managing Change – something new or just strategic planning?	Bartlett, J. A. (2020). New and noteworthy: Basic leadership competencies—Change management . <i>Library Leadership & Management</i> , 34(3). Fox, R.E. Jr. & Keisling, B.L. 2016. Build your program by building your team: Inclusively transforming services, staffing and spaces . <i>Journal of Library Administration</i> , 56:5, 526-539, DOI: 10.1080/01930826.2015.1105548 Matesic, G. 2009. Every step you change: A process of change and ongoing management , <i>Journal of Library Administration</i> , 49(1-2), 35-49, DOI: 10.1080/01930820802310668

		<p>Schachter, D. 2009. Change and resiliency: The role of librarians. <i>Information Outlook</i>, 13(8), 43-44.</p> <p>Smith, I. 2006. Achieving successful organizational change: Do's and don'ts of change management. <i>Library Management</i> 27 (4/5): 300-306.</p> <p>Vakola, M. and I. Nikolaou. 2005. Attitudes towards organizational change: What is the role of employees' stress and commitment? <i>Employee Relations</i> 27 (2):160-174.</p>
<p>Week 7</p> <p>Feb 17</p>	<p>Managing People</p> <p>Ensuring Equity, Diversity and Inclusion.</p>	<p>Chamberlain, C. & Reece, D. (2014). Library reorganization, chaos, and using the core competencies as a guide. <i>Serials Librarian</i>, 66(1-4), 248-252.</p> <p>Henricks, S. & Henricks-Lepp, G.M. (2014) Desired characteristics of management and leadership for public library directors as expressed in job advertisements. <i>Journal of Library Administration</i>, 54:4, 277-290, DOI:10.1080/01930826.2014.924310</p> <p>Kandiuk, M. 2015. Promoting racial and ethnic diversity among Canadian academic librarians. <i>College Research Libraries</i> 75(4): 492-556.</p> <p>Kreitz, P. 2008. Best practices for managing organizational diversity. <i>Journal of Academic Librarianship</i> 34(2): 101-120</p> <p>Lin, G. (2016). Building equity from the ground up. <i>Library Journal</i> 141(20): 38-40.</p> <p>Martin, J. (2016) Perceptions of transformational leadership in academic libraries. <i>Journal of Library Administration</i>, 56:3, 266-284, DOI: 10.1080/01930826.2015.1105069</p> <p>Smith, J. 2010. The art and science of library management: Six lessons I didn't learn in library school. <i>AALL Spectrum</i>, 14(6): 8-11.</p> <p>Staninger, S. W. (2012). Identifying the presence of ineffective leadership in libraries. <i>Library Leadership & Management</i>, 26(1), 1-7.</p>
Reading Week		
<p>Week 8</p> <p>Mar 3</p>	<p>Planning – Budgets, and Finance oh my...</p>	<p>Canepi, K. (2007). Fund allocation formula analysis: Determining elements for best practices in libraries.</p>

		<p><i>Library Collections, Acquisitions, and Technical Services</i> 31(1): 12-24. doi:10.1016/j.lcats.2007.03.002.</p> <p>Cross, R.L. 2011. Budget allocation formulas: Magic or illusion? <i>The Bottom Line</i>, 24(1): 63-67.</p> <p>Heaney, M. 2004. Easy as ABC? Activity-based costing in Oxford University library services. <i>The Bottom Line</i> 17 (3): 93-97.</p> <p>Holley, R.P. (2014) Library planning and budgeting: A few underappreciated principles. <i>Journal of Library Administration</i>, 54:8, 720-729, DOI: 10.1080/01930826.2014.965102</p> <p>Smith, A.A. and S. Langenkamp. 2007. Indexed collection budget allocations. <i>Public Libraries</i>, 46 (5): 50-54).</p>
Week 9 Mar 10	Innovation and Entrepreneurship and Advocacy	<p>McClelland, T. (2014) What exactly do you do here? Marketing-related jobs in public and academic libraries. <i>Journal of 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> <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>
Week 10 Mar 17	Assessment and Evaluation Primer	<p>Guest Speaker</p> <p>Readings to be confirmed</p>
Week 11 Mar 24	Embracing Lifelong Learning	<p>Barr-Walker, J., Werner, D. A., Kellermeyer, 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>
<p>Week 12 Mar 31</p>	<p>Reflections from the Field – Panel Discussion</p> <p>Case Studies</p> <p>Capstone Event</p>	