



## Course Syllabus LI 805XR

### Management and Information Organizations 2/1-2; 4/5-6 & Internet

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<b>Online Course Login:</b>	<a href="https://elearning.emporia.edu">https://elearning.emporia.edu</a>
<b>Credit Hours:</b>	3.0
<b>Note:</b>	Course Syllabus May Change

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### Course Description

Students learn the foundations and basic skills necessary for the management of information organizations. Students examine and apply management skills, including planning, organizing, leading, and influencing.

### Learning Outcomes

Upon successful completion of this course, students will be able to:

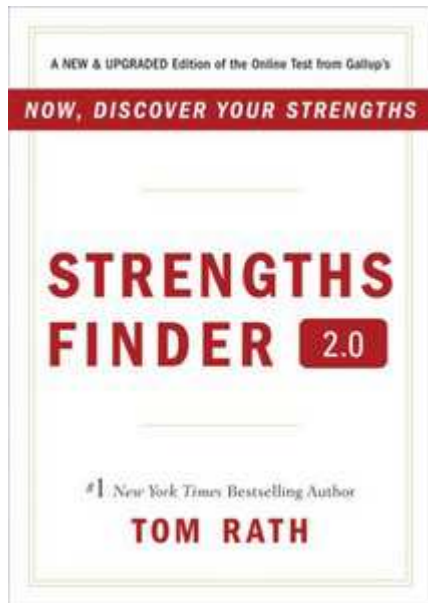
1. Demonstrate basic principles of organizational planning to guide operational decisions and effective change
2. Identify the elements of a budget and the principles of sound fiscal management to support organizational goals and decisions
3. Describe the characteristics of an organizations structure and the relationship between the structure and the organization of staff
4. Demonstrate the basic principles of human resource management and how to apply these to supervise staff in support of organizational goals
5. Define the elements of project management and the principles that support effective group- and team-work
6. Explain the elements of physical facilities management to enhance usability
7. Discuss methods of managing and evaluating relationships with constituents and

- stakeholders
8. Create a strategic plan

## Required Text

# REQUIRED TEXT

**Below is the information about the required text for this course.**



Rath, T. & Conchie, B.  
(2007). *StrengthsFinder 2.0*. New York:  
Gallup.

This book includes an access code that will enable you to take an online "StrengthsFinder 2.0 Assessment." After you complete the test, you will receive a "Strengths Insight and Action-Planning Guide" and a "Strengths Insight Guide (Brief)." The related assignment will provide you with instructions at the beginning of the course.

### **\*\*\* IMPORTANT INFO ABOUT ACCESS CODE \*\*\***

**Taking the test in this book is a required activity for this course, so you *must* have a valid access code.**

**If you buy a used book, make sure that access code that comes with the book is still sealed and not already used by the previous owner.**

**If you prefer to buy an e-book, make sure that you understand how to obtain the access code.**

## Recommended Readings

- Cameron, K. S. & Quinn, R. E. (2011). *Diagnosing and changing organizational culture*. San Francisco: Jossey-Bass.
- Drucker, P. (2005). *Managing the non-profit organization: Principles and practices*. New York: Collins.
- Drucker, P. (2006). *The effective executive*. New York: Collins.
- Edmondson, A. C. (2012). *How organizations learn, innovate, and compete in the knowledge economy*. San Francisco: Jossey-Bass.
- Frontiera, J. & Leidl, D. (2012). *Team turnarounds: A playbook for transforming underperforming teams*. San Francisco: Jossey-Bass.
- Kesler, G. & Kates, A. (2010). *Leading organization design decisions to drive the results you want*. San Francisco: Jossey-Bass.
- Schein, E. H. (2010). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Stueart, R.D. & Moran, B.B. (2007). *Library and information center management*. Colorado: Libraries Unlimited.
- Quinn, R.E., Faerman, R.E., Thompson, M.P., McGrath, M.R. & St. Clair, L.S. (2010). *Becoming a master manager: A competing values approach*. Hoboken, NJ: John Wiley & Sons.

## Course Schedule (Subject to Change)

Date	Topics	Required Readings & Assignments
Jan 16-20	Welcome and Introduction	
Jan 21-31	Organizational Theories, Management Perspectives, and Concepts	<p>Head, T.C. (2011). Douglas McGregor's legacy: lessons learned, lessons lost. <i>Journal of Management History</i>, 17 (2), 202-216.</p> <p>Rodrigues, C A. (2001). Fayol's 14 principles of management then and now: A framework for managing today's organizations effectively. <i>Management Decision</i>, 39(10), 880-889.</p> <p>Quinn, R.E., Faerman, R.E., Thompson, M.P., McGrath, M.R. &amp; St. Clair, L.S. (2010). The competing values approach to management (pp.3-10). In <i>Becoming a master manager: A</i></p>

Feb 1-2	First Face-to-Face Weekend Meeting	<p><i>competing values approach</i>. Hoboken, NJ: John Wiley &amp; Sons.</p> <ul style="list-style-type: none"> <li>• Overview of Management</li> <li>• Organizational Structure and Design</li> <li>• Organizational Planning and Decision Making</li> <li>• Financial Management</li> <li>• Managing Teams</li> </ul>
Feb 4-10	Organizational Structure and Design	<p>Gosling, J &amp; Mintzberg, H. (2003). The five minds of a manager. <i>Harvard Business Review</i>, 81 (11), 54-63.</p> <p>Kirk, T.G. (2004). The role of management theory in day to day management practices of a college library director. <i>Library Administration &amp; Management</i>, 18 (1): 35-38.</p>
Feb 11-17	Organizational Planning and Decision Making	<p>Stid, D. &amp; Bradach, J. (2010). How visionary nonprofits leaders are learning to enhance management capabilities. <i>Strategy &amp; Leadership</i>, 37(1), 35-40.</p> <p>Allio, M K. (2005). A short practical guide to implementing strategy. <i>Journal of Business Strategy</i>, 26(4), 12-21.</p> <p>Germano, M., Stretch-Stephenson, S.M. (2012). Strategic value planning for libraries. <i>The Bottom Line: Managing Library Finances</i>, 25(2), Preprint.</p>
Feb 18-24	Financial Management	<p>Singh, R. (2012). Three-s company: Leadership in the three spheres of strategic influence. <i>Feliciter</i>, 58(5), 24-26.</p> <p>Linn, M. (2007). Budget systems used in allocating resources to libraries. <i>The Bottom Line: Managing Library Finances</i>, 20(1), 20-29.</p>
Feb 25-Mar3	Managing Teams	<p>Neely, A, Bourne, M &amp; Adams, C. (2003). Better budgeting or beyond budgeting? <i>Measuring Business Excellence</i>, 7(3), 22-28.</p> <p>Holtzman, Y. &amp; Anderberg, J. (2011). Diversify your teams and collaborate: because</p>

great minds don't think alike. *Journal of Management Development*, 30(1), 75-92.

Mar 4-10	Managerial Strengths	<i>StregthsFinder 2.0: p. 3-30, 37-171.</i>
Mar 11-17	Communication and Organizational Culture	<i>Pors, N. O. (2008). Management tools, organisational culture and leadership: an explorative study. Performance Measurement and Metrics, 9(2), 138 -152.</i>
Mar 18-24	Human Resource Management	<i>Walker, S. (2011). Determining and navigating institutional culture. The Bottom Line: Managing Library Finances, 24 (2), 113-117.</i> <i>Chapman, C. (2009). Retention begins before day one: Orientation and socialization in libraries. New Library World, 110(3), 122 - 135.</i>
		<i>Kieserman, R.H. (2008). People matters: Issues in library human resources management. The Bottom Line: Managing Library Finances, 21(3), 101-104.</i>
Mar25-Apr 4	Work on Assignment 2.	
Apr 5-6	Second Face-to-Face Weekend Meeting	<ul style="list-style-type: none"><li>• Human Resource Management</li><li>• Managing Organizational Performance</li><li>• Leadership and Organizational Culture</li><li>• Strategic Plan Presentations</li></ul>

Apr 8-14	Leadership and Influence	<p>Kent, T W. (2005). Leading and managing: It takes two to tango. <i>Management Decision</i>, 43 (7/8), 1010-1017.</p> <p>Staninger, S. W. (2011). Identifying the presence of ineffective leadership in libraries. <i>Library Leadership &amp; Management</i>, 26(1), 1-5.</p>
Apr 15-30	Managing Organizational Performance	<p>Bowlby, R. (2011). Living the future: Organizational performance assessment. <i>Journal of Library Administration</i>, 51(7-8), 618-644.</p> <p>Duffy, J.S., Jaggars, D.E. &amp; Smith, S. E. (2008). Getting our priorities in order: are our service values in line with the communities we serve? <i>Performance Measurement and Metrics</i>, 9(3), 171-191.</p> <p>McMenemy, D. (2007). What is the true value of a public library? <i>Library Review</i>, 56(4), 273-277.</p> <p>Reid, M.M. (2011). Is the balance scorecard right for academic libraries? <i>The Bottom Line: Managing Library Finances</i>, 24(2), 85-95.</p>
May 1-10	Wrap Up	

**Course Assignments, Due Dates and Points in Relation to Final Course Work (Subject to Revision)**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
1. Managerial Strengths Profile	Jan 25	20
2. Strategic Plan Project		50
Part 1 Team Progress Update	Mar 3	5
Part 2 Strategic Plan Document	Apr 3	30
Part 3 Strategic Plan Presentation	Apr 6	10
Part 4 Team Participation	Apr 8	5
3. Management Journey Blog	As assigned.	18
4. In-Class Participation	Face-to-Face Weekend Meeting	12

**Further information about assignments will be available at the beginning of the course. All assignments must be submitted through Blackboard by 11:59pm your local time on the respective due dates. You will lose one point per day for late submission of your assignment unless prior approval has been granted by the instructor.**

### **SLIM Grading Scale\***

96 - 100 A	77 - 79 C+
90 - 95 A-	74 - 76 C
87 - 89 B+	70 - 73 D
84 - 86 B	0 - 69 F
80 - 83 B-	

*\*The SLIM Grading Scale does not apply to pass/fail courses. Instead, each pass/fail course instructor will determine the number of points that must be earned to pass the course successfully.*

### **SLIM Attendance Policy**

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](#) (PDF).

### **SLIM Grade Policy**

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

## **SLIM Incomplete Grade Policy**

**SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to:**

**<http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).**

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

## **Faculty-Initiated Student Withdrawal Procedure**

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon



receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence.

*[Policy and Procedures Manual 43.11]*

## **Academic Dishonesty**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

## **Disabilities Policy**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

### **Contact information for the Office of Disability Services:**

Office of Disability Services  
211 S Morse Hall  
Emporia State University  
1200 Commercial Street / Box 23  
Emporia, KS 66801  
*Phone* : 620/341-6637  
*TTY*: 620/341-6646  
*Email*: [disabser@emporia.edu](mailto:disabser@emporia.edu)

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