The University of Western Ontario
Faculty of Information and Media Studies

GRADLIS 9005A 001 – Managing and Working in Information Organizations
https://owl.uwo.ca

Synchronous on Tuesdays, FNB 3220
Cohort 1:   Last name A-L, 1:30pm – 2:30pm
Cohort 2: Last name, M-Z, 3:20pm - 4:20 pm

Course Outline – Fall 2021
DRAFT 8.18.21

Instructor Information
Name: Alissa Centivany
Office: FNB 4093
Office Hours: Tuesdays, FNB 3220, 2:30pm-3:20pm
Phone: 519.661.2111 ex. 88510
Email: acentiva@uwo.ca

Teaching Assistants
TBD

Course Description
This course offers a critical perspective on issues involved in managing and working in contemporary information organizations. Students will be introduced to theory and practice in organizational design and culture, strategic planning, financial management, human resources, labour-management relations, policy and ethical challenges, leadership, and communication.

Enrollment in this course is restricted to graduate students in the MLIS program, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Upon completion of this course, students will be able to:
1. demonstrate a critical awareness of contemporary administrative and organizational principles with reference to the information workplace (Program-level learning outcomes 1,2,5);
2. communicate and work cooperatively and effectively with others, including users, colleagues, employers, and members of the community (Program-level learning outcomes 4,9);
3. demonstrate an awareness of professional values and standards (Program-level learning outcomes 3,7);
4. respond to change in a spirit of intellectual inquiry (Program-level learning outcomes 1,2,3,5).

Course Materials

Textbooks used in this course include:
- Ross, Catherine Sheldrick and Kirsti Nilsen. 2013. Communicating professionally. Chicago: NealSchuman.

- Todaro, Julie. 2014. Library Management for the digital age. Lanham, MD: Rowman & Littlefield.
- Moran, Barbara, Robert D. Stueart, and Claudia J. Morner. 2018. Library and Information Center Management. Westport, Connecticut: Libraries Unlimited, 9th edition.

These textbooks and all other required readings are available online and/or are on reserve in the FIMS graduate Library, FNB 3020.

Course Policies

Email correspondence: You may email the instructor or TA with course-related questions but in either case, please CC the other (unless the matter is personal/confidential, e.g. you are requesting an accommodation). Please include "9005" in the subject line for all emails related to this course. You can reasonably expect a response to email within 48 hours.

Respect and collegiality: I am committed to the idea of the classroom as a place for respectful engagement across difference and a chance to learn from colleagues from a variety of backgrounds and value systems. Students are expected to behave collegially and professionally at all times.

Attendance: Attendance at and timely arrival to all synchronous sessions is required. See the MLIS Student Handbook for details. Students needing to negotiate legitimate absences need to inform the instructor in advance in order to arrange for make-up work. In case of emergency absences, students must contact the instructor as soon as possible afterwards. Students should expect absence or lateness without permission or legitimate explanation to be reflected in their participation grade. MLIS guidelines for participation are available at http://intra.fims.uwo.ca/students/handbooks/mlis/mlis-handbook-04.htm#P251_25303

Academic Integrity: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Assignment submission: Unless otherwise specified, assignments are due at the beginning of class in the week they are due per the course syllabus. All assignments should be submitted via the assignments tab on OWL. Please make sure that all written assignments are clearly labelled with the course name and number, assignment title, instructor's name, your name and date. While there is no official style manual for this course, please make sure that you choose and consistently use a style that is appropriate to the assignments required in this course. Poor grammar, style or spelling will result in a lower grade. *Except in cases of excused absences, late assignments will be reduced at the rate of 5% per day or part thereof. Assignments that are 7 or more days late will not be accepted.*

Academic Accommodation: Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic

program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Western University and FIMS policies on accommodation are as follows:

Medical Accommodation: For Western University policy on accommodation for medical illness, see:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Student Medical Certificate (SMC):
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or **assignments worth 10% or more of their final grade** must apply to the Academic Counselling office of their home Faculty and provide documentation. It will be the Dean's Office that will determine if accommodation is warranted.

For **work worth less than 10% of the final grade**, the instructor will consider requests for academic accommodation on medical grounds made in a timely manner in writing or by appointment in office hours. Such requests need not be accompanied by documentation. The instructor may, however, decide to require documentation be submitted to the appropriate Academic Counselling office.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons. All documentation must be submitted to the Academic Counselling office of a student's home Faculty.

Compassionate Accommodation: Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.), or emergency situations. Documentation is required.

Religious Accommodation: Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance.
http://multiculturalcalendar.com/ecal/index.php?s=c-univwo   Further specific information is given in the Western Academic Calendar.

Support Services
Students who are in emotional/mental distress should refer to Mental Health@Western
http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help. Other support services on campus:

Office of the Registrar: www.registrar.uwo.ca

Methods of Evaluation

- Reflection Paper – Change & Information Organizations   15%

- Team Assignment   25%
  Consisting of:
  1) a presentation (in class or via zoom, covid-depending),
  2) presentation materials (slides and speaking notes) submitted via OWL,
  3) brief report (5 single-spaced page maximum) submitted via OWL

- Professional Communication Portfolio   25%
  Consisting of:
  1) Cover Letter & Resume with relevant job posting/description
  2) External communication

- Planning & Budgeting Case Study   25%

- Participation   10%

Reflection Paper – Change & Information Organizations, due week 3, Sept. 28, via OWL prior to class

This assignment asks you to reflect on the broader sociotechnical contexts within which information organizations function and consider the role of change in the information professions. For this assignment you will select one of the readings listed below and, in 2 single-spaced pages, do the following:

1) Identify the author's core argument(s) and, in particular, the role of change (technological, social, political, economic, etc.) on author's perspective, and
2) Critically reflect on whether you, as an emerging information professional, find the author's arguments and recommendations compelling and/or convincing. Is there something missing in the author's argument? If so, what or who? Did the reading influence your own thinking about change and information organizations? About your role in the change process as a future information professional? Explain why or why not.

Select one of the following chapters:

Palfrey, John. BiblioTech: Why libraries matter more than ever in the age of Google. Basic Books, 2015. Chapter 6, "Networks: The Human Network of Librarians."

Crawford, Alice, ed. The meaning of the library: a cultural history. Princeton University Press, 2015. Chapter 11, "Meanings of the Library Today," by John P. Wilkin.

Team Assignment, due week 6, October 26, presentations will be during the synchronous session, presentation materials and report will be submitted via OWL prior to class

Objectives/outcomes of team assignment:
- team work: identifying strengths of team members, appropriate and equitable division of labour, regular meetings;
- learning about an important issue to information organizations: searching for relevant literature, statistics, policies;
- summarizing and synthesizing for specific audiences;
- oral communication: making a presentation
- written communication: brief report

Scenario: You work in an information organization. Your manager is revisiting the organization's *strategic plan* and needs information on several issues of importance. Based on your selected topic, each team is responsible for researching the topic and presenting your findings and recommendations to your manager and co-workers in support of the development of a revamped strategic plan. The presentation should be no more than 15 minutes long with an additional brief Q&A/discussion period following of no more than 5 minutes. Each team shall also upload a report that includes: 1) presentation materials (slides and speaking notes) and 2) a brief report (5 single-spaced pages maximum) that summarizes existing research on your topic, key findings and recommendations.

Topics: sign up for one during our first synchronous session
- Staffing in libraries: part-time workers, contract workers, outsourcing, volunteers, interns
- Innovation & Outreach in libraries
- Library Partnerships and Consortia
- Library Equity, Diversity, and Inclusion

Resources
Ross, Catherine Sheldrick and Kirsti Nilsen. 2013. Communicating professionally. Chicago: NealSchuman, Chapter 7, Working in groups (Sections 7.1-7.5 and 7.7); Chapter 9 (9.11 Written Communications for Committees); Chapter 8, Making Presentations (sections 8.1 and 8.3).

This assignment will be graded based upon: 1) how effectively, thoroughly, critically, and concisely the group presents summaries of the core concepts, findings, and arguments of the readings, 2) synthesis across readings, 3) the engagement, creativity, and effectiveness of the discussion questions and/or in-class activity. The grade for this assignment is a group grade; all members receive the same score.

Communication Portfolio, due week 9, Nov. 23, submit as a single file via OWL prior to class
Over the course of the term you will develop a professional communication portfolio oriented around a particular organization and consisting of the following elements:
1. Cover Letter & Resume: For this assignment you will write a cover letter and prepare a resume for a real-world job listing you've identified. The resume should be well-organized and professional. The cover letter should assist the reader in understanding your qualifications and competencies, and should paint a picture of why you are the best person for the position. Submit the job listing, cover

letter and resume via OWL. NOTE: we will have a synchronous workshop for this assignment on Nov. 9, so prepare drafts to share on that date for peer feedback. You might find this or other resources informative:

> Newlen, Robert R. 2006. Resume writing and interviewing techniques that work: a how-to-do-it manual for librarians. Chicago: ALA Neal-Schuman. Pt. I Writing a winning resume; Chapter 10: Write the cover letter that gets the interview.

2. External Communication: Your organization has experienced a minor crisis! The immediate situation is being dealt with but now you need to decide who needs to be informed and how. Choose one of the following scenarios:

> a. You've invited a speaker to the library to discuss one side of a controversial question or issue (you get to choose the speaker and the topic – make sure you specify it in your communication). A group of concerned citizens have complained and asked you to cancel the talk. You have made your decision as to whether to grant the request.
> b. Heavy rains over the weekend have overwhelmed the city's storm sewers. There's water in the low-lying regions of your building and, because storm and sanitary sewers are combined, there may be sewage as well. Your institution faces material destruction and service disruptions but you don't yet know the extent of either.
> c. The local newspaper has just reported that a registered sex offender has moved to the neighbourhood where your institution is located, and has published the offender's picture.

For whichever scenario you choose, ask yourself the following questions:

- What internal and external stakeholders are important to notify? Immediately? Down the road? What adverse publicity might arise from this incident? What consequences might occur?
- What tough questions do you need to be prepared for?
- What kinds of external stakeholder communication are needed in this situation? What communication formats are most effective for each (e.g., face to face, telephone, social media)?

Then write and submit to OWL:

1. A brief communication plan (can be point form) that responds to the questions above, and
2. A 1-2 page communication for an external stakeholder or stakeholders (e.g., emergency announcement, letter, press release).

You may find it helpful to consult:

- Ross, Catherine Sheldrick and Kirsti Nilsen. 2013. Communicating professionally. Chicago: NealSchuman. , 9.5 Letters 322-328, 9.13 PR, Publicity, and Promotion 353-367. Thenell, Jan. 2004.
- The library's crisis communications planner: A PR guide for handling every emergency. Chicago: American Library Association, Chapter 4. Identifying library audiences and stakeholders 20-25, Chapter 7. Building positive media relationships 44-51, Chapter 8. Communicating during a crisis 52-59, 9. After the crisis: a time of opportunity.

Planning and Budgeting Case Study, due week 12, Dec. 14

Objectives/outcomes:

- Integrate and synthesize a variety of sources (e.g., professional and scholarly literature, course discussions and presentations, legislation and policy) to identify and respond to changing conditions of an information organization (Course learning outcome 4);
- Apply theory and current practices in planning and management (e.g., human resource, technology, collection, space) to make and justify cases for resources to meet organizational needs (course learning outcome 1);
- Justify plan and budget in relation to organizational and professional goals and values (course learning outcome 3) and the broader environment in which the organization operates;
- Design and create an effective and persuasive budget case and cover letter appropriate to the intended audience (Course learning outcome 2)

Scenario:
Imagine that you've been hired by the information organization you used for the Communication Portfolio assignment. Your manager calls an all-staff meeting to announces that the organization has funding resources to support one new project/program/event/etc. All staff members are encouraged to submit a proposal, including a budget and plan, for consideration. The winning proposal will receive up to $20,000 to carry out their proposal.

Your submission will need to consider things like:
- Organizational structure and culture;
- Organizational goals and vision;
- The needs and desires of existing stakeholders;
- Possible opportunities for outreach and collaboration;
- Space, location and environment;
- Resources (collection, technology, human)

In each budget, explain your categories of spending. For instance, if you need to buy specialized equipment, note what and how much/many you will need and why. Provide a justification for the number, level and hours (e.g., full-time, part-time, contract) of employees and/or volunteers you propose. Be sure to justify all of your requests in relation to the goals, values, and priorities of your parent body/board/funder and/or of the profession.

In addition to the budget, you will write a proposal to your parent body/board/funder that provides a compelling description of the plan you propose and a justification for the budgets you have requested. This proposal should succinctly highlight the budgetary requests and should summarize the relationship of your plan to the goals and values expressed in your scenario and/or to professional values. This assignment has a 6 page maximum page limit (including both the budget and proposal).

You might find these readings on planning and budgeting helpful in crafting your submission.

- Moran, Stueart, and Morner, Chapter 4: Strategic planning – decision making and policy 79-109, Chapter 5: Planning and maintaining library facilities 111-124, Chapter 19: Library finance and budgets 467-490, Chapter 20: Library fund-raising (development) and grant writing 491-510.
- Todaro, Chapters 15. New budgeting with (mostly) classic budgeting issues, pp. 193-205; 11. New managers in classic and new facilities and environments, 124-141; 7. Managing new services and resources, 85-96.
- Velasquez, Diane L. 2013. Chapter 17, Information technology management. In Diane L. Velasquez, ed. Library management 101: a practical guide. Chicago: ALA editions.

Timeline, Topics, Meetings, Due Dates (see schedule of assigned readings in next section)

Week	Date	Lecture	Synchronous	Due
1	Sept. 14	Overview	Concept mapping exercise	
2	Sept. 21	Approaches to management	"The Game"	
3	Sept. 28	Ways of understanding management & work		Reflection Paper: 15%
4	Oct. 5	Organizational structure & governance	Org. Chart literacy	
5	Oct. 19	Organizational communication & culture	Communication exercises	
6	Oct. 26	Equity & diversity	Team assignment presentations	Team Assignment: 25%
7	Nov. 9	HR - Staffing	Cover letter and resume workshop	
8	Nov. 16	Working with colleagues, team work, conflict resolution	Team work exercise	

9	Nov. 23	Working with stakeholders & building partnerships		Communication Portfolio: 25%
10	Nov. 30	Planning, budgeting, assessing outcomes, & measuring impact	Planning & budgeting workshop	
11	Dec. 7	Motivation & leadership	Reflection exercise	
12	Dec. 14	Wrap-up		Planning & Budgeting Case Study: 25%

Lectures will be available on OWL one week prior to the scheduled class time. For example, "Week 1_Overview, Sept. 14", will be available on OWL beginning on Sept. 7. You are expected to come to class (synchronous via F2F or zoom, covid-dependent) having viewed the lecture in advance.

Synchronous time will be F2F to the extent we can safely do so. If circumstances change, our synchronous sessions will move to zoom. If there is nothing listed in the synchronous column of the table above, it means we will not have meet that week. To enable greater social distancing, students will be split into 2 cohorts for our synchronous meetings. **Cohort 1:** Students whose last names start with A – L, will meet on Tuesdays from 1:30 – 2:30. **Cohort 2:** Students whose last names start with M – Z, will meet on Tuesdays from 3:20 – 4:20. I will be available for office hours in our classroom on Tuesdays from 2:30 – 3:20.

Due every week prior to class are: complete the readings and view the lecture online. Due every week during class: show up, participate, and complete the synchronous activity (often as part of a group). In the table above I have only listed due dates for assignments that are submitted via OWL. Your participation in synchronous sessions counts for 10% of your final grade.

Weekly Schedule of Assigned Readings:

Week 1: Overview and Introductions
No assigned readings.

Week 2: Approaches to Management
Readings:
- Young, Arthur P. 2006. Library Quarterly management literature, 19312004. Library Quarterly 76(1): 58-80.
- Todaro, Chapters 1. Classic management vs. new management, 3-17; and 12. New "landscapes" for library and information settings, 142-154.
- Storey, Colin. 2015. And the walls came tumbling down… the library profession confronts all-invasive new managerialism. In Steve O'Connor, ed. Library management in disruptive times: skills and knowledge for an uncertain future. London: Facet Publishing.

- Buschman, John. 2003. Co-opted or rolling over? Follow-the-leader library management and the new public philosophy. Dismantling the public sphere. Westport, CT: Libraries Unlimited, 85-108.

Week 3: Ways of Understanding Management and Work
Readings:
- Lester, June and Wallace C. Koehler, Jr. 2007. Fundamentals of information studies: understanding information and its environment. New York: Neal-Schuman. Chapter 7. The information professions, 149-186.
- Mintzberg, Henry. 1990. The manager's job: folklore and fact. Harvard Business Review. 68(2): 163-176.

Week 4: Structure and Governance of Information Organizations
Readings:
- Todaro, Chapters 5. New managers designing new organizations, 58-67; 10. New managers within classic and new organizations, 114-123; and 8. Managing those outside the "sphere," 97-102.

Week 5: Communication and Organizational Culture
Readings:
- Schraeder, Alvin M. 2012. School to work transitions: hitchhiking across cultures. The future is now: responses to the Canadian library human resources study. Ottawa: 8Rs/Canadian Library Association, 4-28.
- Ross, Catherine Sheldrick and Kirsti Nilsen. 2013. Communicating professionally. Chicago: Neal-Schuman, 1. Nonverbal Behavior 3-20, 2. Listening 21-29.

Week 6: Equity and diversity in the workplace
Readings:
- McIntosh, Peggy. 1988. White privilege and male privilege: a personal account of coming to see correspondences through work in women's studies. Wellesley College Center for Research on Women, working paper 189. Http://www.odec.umd.edu/CD/GENDER/FMCKIN.PDF
- Crosley-Corcoran, Gina. 2014, 2016. Explaining white privilege to a broke white person. Huffington Post Blog. http://www.huffingtonpost.com/gina-crosleycorcoran/explainingwhite-privilege-to-a-broke-white-person_b_5269255.html
- Alabi, Jaena. 2016. "This Actually Happened": An Analysis of Librarians' Responses to a Survey about Racial Microaggressions. Journal of Library Administration, 55:179–19

Week 7: Staffing: cover letters, resumes, unions, giving and receiving feedback
Readings:
- Todaro, Chapter 3. "Managing" new employees/staff/human resources/stakeholders, pp.34-48
- Harrington, Marni R. and Natasha Gerolami. 2014. Highs and lows: an examination of academic librarians' Collective Agreements. In solidarity: academic librarian labour activism and union participation in Canada, eds Jennifer Dekker and Mary Kandiuk. Sacramento, CA : Library Juice Press. pp. 151-170.
- As you like from the CAPAL student chapter Collective Agreement collection: https://uwocapal.wordpress.com/collections/collectiveagreement-project/ Plus readings for assignment.

Week 8: Working with colleagues; team work; conflict management
Readings:
- Ross, Catherine Sheldrick and Kirsti Nilsen. 2013. Communicating professionally. Chicago: Neal-Schuman. Chapter 3. Skills: Speaking, 3161, Chapter 9. Applications: Writing, sections 9.1-9.5; 9.7-9.9, pp. 307329, 342-346. 6.6 Coping with Special Situations 165-178, 6.7 Problematic Behavior 178-182.

Week 9: Working with stakeholders; building partnerships
Readings:
- Todaro, Chapter 13 Managing the balance to meet new constituent/ customer expectations, pp. 155-167.
- Moran, Stueart, and Morner Chapter 6: Marketing information services 125-140.
- Ross and Nilsen, 9.13 PR, Publicity, and Promotion 353-367.
- Thenell, Jan. 2004. The library's crisis communications planner: A PR guide for handling every emergency. Chicago: American Library Association, Chapters 4. Identifying library audiences and stakeholders 20-25, 7 Building positive media relationships 44-51, 8. Communicating during a crisis 52-59, 9. After the crisis: a time of opportunity.

Week 10: Planning and budgeting; assessing impact
Readings:
- Todaro, Chapters 15. New budgeting with (mostly) classic budgeting issues, pp. 193-205; 11. New managers in classic and new facilities and environments, 124-141; 7. Managing new services and resources, 8596.
- Velasquez, Diane L. 2013. Chapter 17, Information technology management. In Diane L. Velasquez, ed. Library management 101: a practical guide. Chicago: ALA editions.
- Todaro, Chapter 14. Accountability, measurement, and assessment in new management organizations, pp. 168-192.

Week 11: Motivation and leadership
Readings:
- Fraser-Arnott, Melissa. 2013. Library and information science (LIS) transferable competencies. Partnership: the Canadian journal of library and information science practice and research 28(2), n.p. https://journal.lib.uoguelph.ca/index.php/perj/article/view/2595/2987
- Delong, Kathleen, Marianne Sorensen, Vicki Williamson. 2015. 8Rs REDUX executive summary. Carl Libraries Human Resources Study. [Ottawa] : Canadian Association of Research Libraries.
- As you like from the full report (FIMS RES Z675.U5D469 2015) and 10 years' worth of other 8Rs reports: http://www.ls.ualberta.ca/8rs/

Week 12: Wrap-up
No assigned readings.