College of Computing & Information, University at Albany, SUNY
Department of Information Studies

IIST 614-0001 (3860)
Administration of Information Agencies (3 Credits)

Spring 2012 Syllabus (11 Pages), Prepared 1/19/2012

Instructor: Frank D’Andraia
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Class Meets: Thursday, 4:15PM – 7:05PM
Classroom Location: HS 106A

Office Hours: Monday: 1:00PM – 5:00PM; Tuesday: 10:00AM – 3:00PM; Wednesday: 1:00PM – 5:00PM; Thursdays: 10:00AM – 3:00PM; or by Appointment. On occasion Internship site visitations may require scheduled office hours to vary.

Teaching Schedule: Tuesday - IST 601, The Information Environment, 4:15PM-7:05PM, HS106A and IST 614 on Thursday.

For Whom Planned: The course is designed for students currently enrolled in the master’s degree program in Information Studies.

Course Description: Information administrators operate in a world of constant change. The ability to manage that change requires learning about key competencies, within the organization and in dealing with outside customers and stakeholders.

Learning Outcomes/Objectives:

- Apply management principles to the creation, administration, and promotion of information organizations and systems
- Assist participants to develop an increased understanding of organizational theory and behavior, management functions, and managerial roles and techniques
- Identify and use the major sources of information and literature pertaining to management and administration in class discussions and assignments
- Formulate personal judgments regarding management and administrative issues and develop some facility in expressing these judgments clearly and succinctly in class discussions and assignments
- Discern current ethical issues facing information agency personnel and express points of view on these challenges in class discussions and assignments
- Engage participants in common management and leadership issues, such as personnel and policy matters
• Explore, discuss, and reflect on participants attitudes, philosophies and skills related to managing personnel
• Promote participants understanding and practice of team work as a required skill for professional life

Teaching Strategies: The course will be conducted in a discussion/presentation/lecture format which will require active class participation. Students make oral reports, write short essays, create summaries, discuss case studies, and prepare presentations. Class sessions will involve discussion of the assigned readings and current issues in administration of information agencies. You owe it to your colleagues to come to class prepared to discuss assigned readings and to provide feedback on class reports.

Attendance Policy/Obligations/Expectations: Students are expected to come to class on time and remain for the entire class session. Students are expected to advise the instructor if there are any accommodations necessary due to disabilities. Absences of two (2) or more without prior permission or reasonable excuse will be considered excessive and will reduce your final grade by five (5) points. Students are to advise the instructor in advance when it is necessary to be absent from class. Class participation does not mean monopolizing class discussion, but being prepared as well as actively contributing to discussion in a reflective way.

Students are expected to adhere to the Community Rights and Responsibilities and to give proper credit in the presentation of ideas (Graduate Bulletin: http://www.albany.edu/grad/requirements_general_admissions.html#grading_graduate).

Cell Phones: Please turn off your cell phone and pagers during class.

Examinations: There are no examinations.

Note Taking: You should take good notes of lectures and discussions. I do not make copies of my lecture notes available. My experience indicates that note taking dramatically increases your recall and keeps you more involved in class deliberations.

Assignment Format: All papers should be double-spaced (12 point font), paged in the upper right hand corner, stapled in the upper left. A cover page should include your name, the title of the assignment, the course number and date. No binders, etc. please. Formal written work must be word processed or typed and reflect use of a style manual. There are style guides available in Dewey and on the University Library webpage (Kate L. Turabian, A Manual for Writers of Research Papers, Theses and Dissertations preferred).

Email Communications: The instructor will reply to student e-mail within 48 hours.


Recommended Web Sites

ALAl http://www.ala.org/
ARL http://www.arl.org/
American Management Association (AMA) http://www.amanet.org/
Fred Pryor Seminars/Career Track http://careertrack.com/site/default.aspx
Library Leadership and Management Association (LLAMA) http://connect.ala.org/llama
Libraries Unlimited and Linworth http://lu.com/index.cfm
Society for Human Resource Management (SHRM) http://www.shrm.org/Pages/default.aspx

Grading and Due Dates: Papers are due at the start of class. You are graded on weekly class participation and the completion of oral and written assignments that have specific due dates and they are as follows:

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<th>Activity/Assignment</th>
<th>Weighting</th>
<th>Due Dates</th>
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<tr>
<td>• Class Participation</td>
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<td>Speaker summaries, while not graded in themselves, will be used in determining the final assessment for the class participation component of the final grade.</td>
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<td>• Assignments</td>
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<td>1. A/B Contemporary Management Issues</td>
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<td>February 2</td>
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<td>2. Historical Essay</td>
<td>-10%</td>
<td>February 9</td>
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<td>3. Group Presentations</td>
<td>-15%</td>
<td>February 16, 23, &amp; March 1</td>
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<td>4. Reaction Essay (Bryant)</td>
<td>-10%</td>
<td>March 8</td>
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<td>5. Case Studies</td>
<td>-15%</td>
<td>March 29, April 5 &amp; 12</td>
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<td>6. Speaker Summaries</td>
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<td>April 12 and 26</td>
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<td>7. Reaction Essay (Personnel Evaluation)</td>
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Letter Grade

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Course Outline

January 19 (Week 1 of 15): Orientation
- Introductions
- Syllabus Review
- Other

January 26 (Week 2): Changing World of Today's Administrator/Managers & Position Descriptions
- Reading Assignments (required):
  --- Bryant, Adam. “Imagining a World of No Annual Reviews (Interview with Carol Bartz, chief executive of Yahoo).” New York Times, October 17, 2009

February 2 (Week 3): Contemporary Issues/New Roles & Interview Questions
- Due Today:
  --- Assignment #1: Contemporary Management Issues
- Reading Assignment (required):
- Recommended:
  --- Quinn, Introduction, pp 1-34

February 9 (Week 4): Arriving on the Scene & Mentoring
- Due Today:
  --- Assignment #2: Historical Essay
  --- Discussion, United Chemical Company: Quinn, pp 67-69
- Reading Assignments (required):
---Zimmerman, Eilene. “As a New Manager, Get to Know Your Team.” New York Times, December 19, 2009

- **Recommended:**
  --- Quinn, Module 1, pp 35-107

**February 16 (Week 5): Management and Administrative Skills & Personnel Evaluation**
- **Due Today:**
  --- Assignment #3, Group “t, u, & v” Presentation
- **Reading Assignment (recommended):**
  --- Quinn, Module 2, pp 108-177

**February 23 (Week 6): Planning**
- **Due Today:**
  --- Assignment #3, Group “w & x” Presentation
- **Reading Assignment (recommended):**
  --- Quinn, Module 3, pp 178-253

**March 1 (Week 7): Decision Making**
- **Due Today:**
  --- Assignment #3, Group “y & z” Presentation
- **Reading Assignment (recommended):**
  --- Quinn, Module 4, pp 254-328

**March 8 (Week 8): Communicating**
- **Due Today:**
  --- Assignment #4: Reaction Essay
- **Reading Assignments (required):**
  --- Bryant, Adam. “Note to Staff: Were a Team Not a Family (Interview with Linda Lausell Bryant, executive director of Inwood House).” New York Times, May 15, 2011
  --- Bryant, Adam. “Trust That Makes A Team Click (Interview with Peter Loscher, president and chief executive of Siemens).” New York Times, July 31, 2011

**March 15 (Week 9): CLASSES SUSPENDED**

**March 22 (Week 10): Equality, Equity, and Diversity**
- **Reading Assignments (required):**
March 29 (Week 11): Case Studies
- Due Today:
  --- Assignment #5: Case Study- Groups “t, u, & v”

April 5 (Week 12): Case Studies and Unions
- Due Today:
  --- Assignment #5: Case Study- Groups “w & x”
- Reading Assignments (required):
  --- http://uupinfo.org/ (UUP website) Peruse
- Guest Speaker: (speaker and date subject to change) Candace Merbler, President, UUP Albany Chapter. Merbler will talk about United University Professions and UUP/management interactions.
- Reading Assignment (required):
  --- TBD by speaker

April 12 (Week 13): “Memo Speak”
- Due Today:
  --- Assignment #5: Case Study- Groups “y & z”
  --- Assignment #6: Merbler Summary

April 19 (Week 14): Personnel Evaluation Reaction Essay
- Due Today:
  --- Assignment #7: Reaction Essay (Personnel Evaluation)
- Guest Speaker: (speaker and date subject to change) Christian Filstrup, former Director and Dean, Stony Brook University Libraries, State University of New York. Filstrup will talk about being a master manager.
- Reading Assignment (required):
  --- TBD by speaker

April 26 (Week 15): Becoming a Master Manager
- Due Today:
  --- Assignment #6: Filstrup Summary
- Guest Speaker: (speaker and date subject to change) TBD.
- Reading Assignment (required):
  --- TBD by speaker
May 3 (Week 16): Wrap-up

- **Reading Assignment (required):**

**Assignments:**

**Assignment #1, due February 2: Contemporary Management Issue**

Students are to find ten (10) articles from professional or scholarly journals on a contemporary management related theme, for example, training, performance evaluations, problem personnel, marginal employees, student employees, equality, equity, and diversity or similar topics. Seek sources published from 2008 forward. Articles selected must be three pages or more in length. Your bibliography should not exceed twelve (12) pages in length.

The purpose of this assignment is threefold: First, to allow student to become familiar with current management trends and issues; Second, to insure students become accustomed to using appropriate professional and scholarly publications; and Lastly, to develop and strengthen student intellectual and research skills and abilities. **Be prepared discuss your articles in class.**

**What is required:** Locate and record a variety of periodical citations that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your focus of choice.

In preparing your annotated bibliography remember to write a concise annotation that summarizes the central theme and scope of the article. Include one or more sentences that (a) identify the publication as scholarly or professional; (b) evaluate the authority or background of the author(s), (c) indicate if the publication applies peer review, (d) comment on the intended audience, (e) compare or contrast this work with another you have cited, or (f) explain how this work illuminates your bibliography topic.

**Evaluation:** Annotated bibliographies are evaluated on the basis of “required” elements outlined above and on clarity, organization, originality, ideas developed; composition (use of appropriate sources, grammar, spelling, punctuation, and attribution); and the level of analysis, synthesis, and interpretation and succinctness.

**Assignment #2, due February 9: Historical Essay**

Students are to prepare a three (3) page essay on a key figure in the history of management. **Students are asked to share their findings orally in class.**

**What is required:** Your historical essay must include the following about the key figure you selected: When he/she lived; What the work or management environment was like when he/she lived; What he/she contributed to our understanding of management; and How may her/his ideas be applied to the administration of information agencies.
This assignment has multiple goals and they are as follows: To conduct research, to formulate personal judgments regarding the profession; to develop some facility on expressing these judgments clearly, succinctly, and persuasively.

**Evaluation:** Your essay is evaluated on the basis of the “required” elements outlined above, and on clarity, brevity, ideas developed, sources consulted, organization, originality, and appropriate composition, as in grammar and spelling.

**Assignment #3, begins February 16 through March 1: Group Presentations**

The class shall be divided into groups; the exact number in a group depends upon the class size. Each Group is responsible for leading a ten to fifteen (10-15) minute discussion on a common management and leadership theme. The group led discussions are scheduled, throughout the term on designated dates found in the syllabus. Groups, topics, and presentation dates are randomly selected.

**What is required:** Each group is responsible for how they use their allotted time. The following web site may be of assistance in planning an approach:

presentationsoft.about.com/od/classrooms/tp/student_tips.htm

Each group presents on a single theme. The group is responsible for researching the topic and selecting content for presentation. Students are to use a variety of sources, such as the recommended text, books, on-line sources, and scholarly and professional journals. Each team must provide the class with a bibliography of sources used to develop and frame the discussion. Each team is expected to answer questions from the class. When presenting, each group member must identify one meaningful sentence or passage from a used source and explain what they found meaningful about it. You are required to clearly communicate what you read, what you learned and what you share.

“Master Managers” can easily be “buried” in information. One of the main elements of this assignment is that managers need to be able to evaluate, synthesize and communicate clearly to employees. This assignment emphasizes communication, collaboration and decision making.

The intended objectives are as follows: understanding group dynamics, encourage active learning, improving communication skills, enhancing your ability to be an effective manager, and to engender a higher level of class engagement.

**Evaluation:** Group presentations are evaluated on the sources selected; quality of the presentation discussion; ability to communicate information clearly and concisely to your peers; and Level of collaboration; appropriateness of content shared, and on the basis of “required” elements outlined above. All members of the groups receive the same grade.

**Assignment #4, due March 8:** Reaction Essay:
Students are to prepare a three (3) page essay on interviews conducted by NYT columnist Adam Bryant.

What is required: Adam Bryant is a deputy national editor of the New York Times. One of his assignments concerns conducting interviews with CEOs and other leaders for “Corner Office,” a weekly feature in the Sunday Business section and on the New York Times. He began this assignment in March 2009 and his column continues to date.

You are to write a brief reaction essay on any three (3) of Mr. Bryant’s “Corner Office” interviews. You must clearly discuss his interviews, demonstrate you read and understood the content and points made by those being interviewed by Mr. Bryant. In your essay you must briefly present the key points being made, identify management techniques or advice imparted and comment. “Reaction” means do you agree or disagree with the advice. Also, was the advice useful and did it expand your knowledge and understanding.

This assignment has multiple goals and they are as follows: To formulate personal judgments regarding administrative management; to learn from others; to compare your observations with readings (required and recommended) and class discussion, and to develop some facility on expressing these judgments clearly, succinctly, and persuasively. Be prepared discuss your essay in class.

Evaluation: Your essay is evaluated on the basis of “required” elements outlined above, clarity, brevity, ideas developed, sources consulted, organization, originality, and appropriate composition, as in grammar and spelling.

Assignment #5, begin March 29 and continue through April 12: Case Studies

The purpose of group work and case studies are as follows: To provide an opportunity to exercise leadership and team skills; and to observe and learn from the development of an intentionally unstructured group.

A case study provides students with experience of organizational problems. Cases illustrate what you have learned. Case studies provide you with the opportunity to participate in class and to gain experience in presenting your ideas to others. This assignment focuses on such principles as building consensus, working collaboratively, and taking shared responsibility.

What is required: The class shall be divided into groups; the exact number in a group depends upon the class size. Each team will analyze a case before the whole class. Each group is responsible for a fifteen to twenty (15- 20) minute presentation to the class. The presentation must cover (a) the issues involved, (b) the problems, (c) a series of recommendations for resolving the problems, and (d) reference to readings which support findings. The discussion then will be thrown open to the class and the team will need to defend their ideas. Through such discussion and presentation, you will experience how to convey your ideas effectively to others. Students are to use a variety of sources, such as the recommended text, books, and
scholarly and professional journals. Each team must provide the instructor with a bibliography of sources used to address the assigned case study.

**Evaluation:** Case studies are evaluated on the basis of “what is required,” sources used, and on clarity, organization, originality, ideas developed and presented; and the level of analysis, synthesis, interpretation, succinctness and sources. All members of the groups receive the same grade.

Also, each student is required to complete and return to the instructor a self evaluation form (electronically distributed) on the day the paper is due. The self assessment form is part of the evaluation process.

In preparing and presenting your findings, you should seek to incorporate suggestions noted by the authors of *Becoming a Master Manager: Presenting Ideas*, pp 273-283.

**Assignment #6, due April 12 and 26: Speaker Summaries**

The purpose of these assignments is a practical exercise to hone your synthesis and thinking skills while enhancing your writing abilities.

**What is required:** Students are to hand in a summary for each guest lecturer. In preparing your summary use the following structure: Provide the main points presented by guest speakers; write a simple declarative sentence for each of the main points; add supporting or explanatory sentences as needed, avoiding unnecessary technical material and jargon. The job of the summary is to present the essential facts. Summaries are limited to 2 pages. Resist the temptation to embellish. **Do not** include any biographical information about the speaker in your summary. **Summaries are due the week following the presentation.**

**Evaluation:** Summaries, while not graded in themselves, are used in determining the final assessment for the class participation component of the final grade.

**Assignment #7, due April 19: Personnel Evaluation Reaction Essay**

Students are to prepare a five (5) page reaction essay on personnel evaluations.

**What is required:** This essay may be about a book, video series, a series of articles, or web resources. You must clearly identify (provide a bibliographic citation(s)) and discuss the resource(s) you selected to review, demonstrate you read and understood the content and theme. In your essay you must present the key points being made, identify management techniques or advice imparted and comment. “Reaction” means do you agree or disagree with the advice. Also, characterize how the advice is useful and how has it expanded your knowledge and understanding. **Be prepared discuss your essay in class.**
This assignment has multiple goals and they are as follows: To formulate personal judgments regarding administrative management; to conduct research; to compare your observations with readings (required and recommended) and class discussion, and to develop some facility on expressing these judgments clearly, succinctly, and persuasively.

**Evaluation:** Your essay is evaluated on the basis of “required” elements outlined above, clarity, brevity, ideas developed, sources consulted, organization, originality, and appropriate composition, as in grammar and spelling.