Welcome to INFM 612, Management of Information Programs and Services! Information programs are broadly defined to include archives, records management, library programs, special libraries, IT, knowledge management, information services programs, and other information programs.

There has probably never been a more exciting time to be a manager of an information program. Our profession brings to its management responsibilities a deep-seated concern for service, social responsibility, access, cost-effectiveness, adaptation of technology, and an ability to change with the times. We will cover several aspects of the topic and provide you with opportunities to explore issues of particular interest.

Please read the entire syllabus at the beginning of the course. It provides a roadmap for how the course is organized and how it will proceed. The Syllabus is organized as follows:

1. Introduction
2. Course Overview
3. Discussion Board Forums
4. Readings
5. Assignments
6. Grading
7. Course Units

Please also access the course web site and become familiar with the material under each heading.

1. Introduction
Getting started with an online course. This course is offered online via the University’s Enterprise Learning Management System (ELMS), asynchronously. ELMS is based on the Blackboard electronic system. *It is user-friendly and very easy to use!* Please use the ELMS Assignments Tool (linked from the course menu) for submitting your weekly assignments and research paper. All assignments are due by midnight on the due date.

Working through ELMS gives us the ability for online discussions in a number of forums, described below. You should have plenty of time to carry out all the work, particularly given the fact that you don’t have to travel to class or spend time in classroom sessions, but you need to complete the work in the timeframes specified.

Teaching and learning via ELMS will be a rich and rewarding experience. Before you begin, if you’re not familiar with ELMS, which uses the Blackboard system, there are three places to get a quick orientation:

- University of Maryland Office of Technology/Academic Support: [http://www.courses.umd.edu/](http://www.courses.umd.edu/)
- Blackboard’s web site: [http://www.blackboard.com](http://www.blackboard.com)
- The *Introduction to ELMS* on the course web site

If you have problems with ELMS, please call 301-405-1400, Monday through Friday, 8:00 A.M. through 5:00 P.M. or e-mail: elms-support@umd.edu. If you have other questions or problems, please let me know. You can reach me via e-mail from the course web site. I will also be in touch frequently with assessments of your written and online discussion work.

**Code of Academic Integrity.** In all of the work for the course, students must abide by the University’s Code of Academic Integrity. It is particularly important to follow appropriate rules for quoting, citations, and footnoting. Please review this before the course begins at: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html).

**Course evaluation.** You will have an opportunity to evaluate the course and the professor formally at the end of the term. However, if you have *any* questions, suggestions, or feedback during the course, please e-mail me via ELMS.

**Getting started.** We’d like to get to know you! Please begin by writing a one-page mini-biography with information that you are willing to share with your colleagues in class: your name, where you are in the program, career goals, subject area interests, the type of program that most interests you (e.g., chief information officers, information technology, records management, knowledge management, libraries, other) and what you hope to get out of this course. This will help me and your colleagues in class get to know you. It will also help me develop the group project assignments. Please post to the *Class Bio*
Forum by Feb. 6.

2. **Course Overview**

Administration of information programs, services, and projects, including the role of leadership in management; developing mission, vision, and goals; providing effective management for results; managing professionals; financial management; and professional conduct and ethical issues.

3. **Discussion Board Forums**

We will use five discussion board forums, in the course. The first forum will need your continual attention. The second will be used for report and discussion of group project reports toward the end of the course. *The last three are informal, for information sharing.*

1. **Weekly Discussion Forums.** For most weeks, there is a weekly discussion topic related to the theme of the week. These are discussed below.

2. **Group Project Forums.** Group projects, discussed below, will be assigned to teams of students, selected by Feb. 14, based in part on the expressions of interest you indicate in your posting to the Class Bio forum (discussed above and also at no. 4, below). The size of enrollment in the course will determine the number of projects. Each team will analyze the problem presented, carry out research, prepare a report or proposal and post it by the specified date in Units 13 and 14. The rest of the class will discuss, analyze, and critique their report during the following week. The number of group projects will depend on the size of the class. I will let you know as soon as the course gets started.

3. **Course Information Forum.** We have set up a Course Information Forum where you can post questions about the course and assignments; ask other students’ opinions (for instance, about your research project if you wish); raise management questions you have or challenges you face where you’d welcome suggestions from your colleagues in class; provide suggestions for additional readings; and otherwise keep in touch. I hope you will make use of this Forum. *I will use the Announcements tool to disseminate information to the class, including information about the course schedule, syllabus or assignments. It will appear on the front page of the course each time you log into ELMS.*

4. **Class Bio Forum.** As noted above, please begin by writing a short mini-biography with information that you are willing to share with your colleagues in class: your name, where you are in the program, career goals, subject area interests, type of program that most interests you, and what you hope to get out of this course. This will help me and your colleagues in class get to know you and
will also give me a basis for making the team assignments for the group projects. Please post by Feb. 6.

5. **Management Issues News Forum.** We will maintain an informal *Management Issues News Forum.* This is a forum for us to share information on management topics in the news or other new developments that may be of interest. Topics may include (but are not necessarily limited to) management issues in the news; developments in the information field which relate to management and administration; and books, web sites, blogs, or other sources of particular interest. Please post as often as you wish, but you must post *at least once* during the semester. I suggest you check this forum at least once a week.

### 4. Readings

**Books**

The three books required for the course are available at the University Book Store or you may purchase them via Amazon.com or in any other way that is convenient for you. They are also on reserve in McKeldin Library.


**Booklet**

One booklet is also required, and is available in the Bookstore or may be purchased online:


**Articles and other readings**
Articles are available online and can be accessed via the University Library’s access port. Accessing the articles is easy:

Click on the web site for McKeldin Library: [http://www.lib.umd.edu/MCK/mckeldin.html](http://www.lib.umd.edu/MCK/mckeldin.html)

In the top line, click on “Research Port” (you may want to bookmark this for convenience)

Select “University of Maryland, College Park”

Enter your Directory ID and Password

You can select databases by subject or name. These databases may be particularly helpful:

- Quick Search
- Article First
- Academic Search Premier
- Business Source Complete
- Emerald
- Google Scholar

It is to your advantage to become familiar with these and other University databases; you’ll need them for your research paper in this course and for your other courses here at CLIS. Try various databases to identify those that work best for you. (I find that Business Source Complete and Academic Search Premier are particularly helpful for topics of interest to us.)

For each article in the syllabus, I’ve suggested one database to bring up the article most directly (usually, Business Source Complete). I suggest typing in the full title of the article, that seems to work better in some cases than entering the author’s name.

If you have any problems, contact the Library (a good place to start is their Ask Us! page: [http://www.lib.umd.edu/help.html](http://www.lib.umd.edu/help.html)), or let me know

Other items are available on the web by clicking on the URL noted in the syllabus.

You may wish to explore some of the topics further on your own, or after the course ends. There is a section on the course web site for Additional Information which lists books, journals, web sites, and a few blogs. You may also find this helpful as you begin your research paper.
5. Assignments

Course assignments fall into three categories: (1) weekly assignments; (2) group projects; and (3) an individual research paper. Please note that there are no exams in this course.

All assignments must be submitted by the established deadlines. Please note that late assignments are not acceptable. However, if there are extenuating circumstances, such as illness or other problems, which make it impossible to meet a deadline, please let me know.

1. Weekly Assignments

A. Read unit lecture notes. Please read the unit lecture notes posted in the Course Content folder, linked from the Course Menu. My notes for each unit provide information, orientation, and insights. Usually, reading the lecture notes is the best introduction to the unit material. In some cases, the notes parallel the readings in Managing Records and Information Programs; in others, they compliment those chapters. The notes should also provide a partial basis for your weekly online discussions.

No grade for this assignment

B. Read unit material and (for most of the units) submit a short Unit Written Assignment. Please read the assigned material each week. You need to submit a short essay (no more than 6 pages, double spaced) via the Assignments Tool for several of the weekly units.

Each week, there will be one of two types of assignments:

A short essay based on a topic selected from the readings or the lecture notes

OR

Reading Reflections based on the readings. For the Reading Reflections, please address this question:

What are the author’s main points and thesis?

And as many of the following questions as possible:

How does the reading deepen or broaden your insights?

How does your personal experience confirm or refute what the author is saying?
What did you agree with, disagree with, and why?

Any topics that are not clear, or where there is insufficient (or too much) detail?

What other questions or issues does the material raise but not address?

If there are multiple readings in a particular week, you may focus on two of the readings which you find particularly interesting and useful. (Please note: multiple chapters from a book that are assigned in a given week count as one reading.)

For some units, you have the choice of either of these assignments.

Please submit using the Assignments Tool on the course web site.

The answers are due on Wednesday, midnight, of each week assigned.

I will read your answers and assign a grade and provide you with a written response each time.

This assignment will count for 25% of the course grade.

C. Participate in weekly online discussions. There is a required weekly online topical discussion for some of the units. Depending on class size, we may have more than one discussion forum on the same topic each week.

The online discussion takes place continuously for four days: from Wednesday, 8:00 AM each week through Saturday, midnight.

The objective is to have an informative online discussion – an exchange of opinions, insights, observations, and other thoughts that broaden and deepen our insights about the topic. It is intended to demonstrate, and provide you with experience in, online discussion and problem-solving, a technology-based approach that is used increasingly in organizations. Your postings should address the question at hand, and provide commentary based on the lecture notes, the readings, and your own experience, work, or observations. If you wish, you may bring in an additional source such as a book or article and base one post on that, identifying the source, e.g., author, title, title of journal, web address, etc. The postings need to reflect your opinions, analysis, and insights.
I monitor the discussions and, occasionally, join them, usually to summarize some of your major points and to suggest questions or issues for further discussion. I will also provide assessments of your online work as the course moves along.

You are encouraged to log on to the discussions as often as possible during this period, and to participate as fully as possible. The following are minimum requirements:

- You need to post to each of these weekly discussions at least three times; more are welcome but not expected or required.

- Please post at least once the first day (Wednesday). This initial post must reflect your own insights or perspectives, based on your experience and observations and the week’s readings and lecture notes, rather than being based on an outside article or a reaction to someone else’s post.

- One of the other posts may be based on an outside article, report, news item, or other source that you access if you wish—something beyond the assigned readings. Please provide a citation (author, title, publication, date, pages if appropriate), a link if appropriate, summarize the item, and, most important, provide your perspective on it, and integrate it into the discussion.

- One of the other posts may be a response to what another student has posted if you wish. But the response needs to go beyond just indicating agreement or disagreement; it needs to add to the discussion by indicating the reasons for your position, thereby continuing the discussion.

- Please post during the appropriate week; early or late postings will not count and won’t benefit your colleagues in class.

- Your postings should be clear, focused, and proofread before you post them.

- All discussion postings must use appropriate, respectful language even if you are registering disagreement with someone else’s point.

I have made some additional suggestions in Informal Suggestions for Online Discussions, available on the course web site.

Your full participation in the weekly discussions is a requirement of the course and will count for 20% of the grade

2. Group Project Reports
We will divide the class into teams, based on class size and in part on the interests you express in the Class Bio forum. Each of the teams will be given a problem to solve or an issue to address in management of information programs. The objective is to give you an opportunity to collaborate in addressing an information management problem, propose a solution, and present it, working in an online environment. To the degree practicable, I will try to tailor the group assignments and the group projects to meet your interests as expressed in the Class Bio forum, and to release the group project assignments by Feb. 14.

Each team will be assigned collaborative workspace in ELMS, you need to select a team chair, and you may organize and proceed as you wish. You may collaborate online, use e-mail, meet face-to-face, or all of the above. Each group will need to carry out some outside research, as appropriate.

The group leader, or someone else in the group, should e-mail me by March 1 indicating how the group is organized (e.g., whether it has a leader), how the work will be carried out, and whether there are any problems. As the work proceeds, please feel free to e-mail me with any questions or problems.

The group project report, no more than 10 pages, double spaced, should include references and citations to particularly helpful articles, interviews, and other sources that the group used. It should also pose, at the end, 2-3 questions or concerns to get the discussion started. The group project report will be delivered to the class as a post in the designated project report forum and should also be included as an attachment to that post.

We will devote the final two weeks of the course – Units 13 and 14 -- to discussion of the group project reports; depending on class size, there may be more than one each week. The schedule will be:

Unit 13. Discussion I.
Report(s) posted by Friday, April 23
Online discussion, April 25-May 1

Unit 14. Discussion II.
Report(s) posted by Friday, April 30
Online discussion, May 2-8

During these two weeks, the class will discuss the group project reports online, launching the discussion from the 2-3 questions that each group poses in their report.

Everyone is expected to participate in the discussion by entering the discussion at least three times with substantive comments.
• Students not on the team that developed the study may comment on strategies, raise questions, challenge the report’s approaches, identify gaps and shortcomings, suggest alternate solutions, comment on the report in light of the readings and lectures in the course, reflect on it based on their own experience, identify areas where additional research or analysis is needed, identify implementation challenges, and otherwise comment on it.

• Students on the team that developed the report may wish to elaborate on or embellish the report’s recommendations, explain alternatives that were discussed but not selected, bring in additional perspectives and sources, and respond to other students’ posts.

Preparing the project report will count for 20% of the grade for the course. The grade will be awarded to each group.

Your comments on and discussions of the project reports will count for 10% of the grade.

3. Short research paper on a management topic of interest to you

Please complete a short research paper of approximately 15 - 20 pages (double spaced) on a topic of your choice. 20 pages is the limit, please. It must relate to management and administration for information professionals and/or to the leadership and management of information programs. It must be different from the other topics we’re discussing as a class, and must be approved by me. It should be something that interests you and it needs to be precise enough that you can carry out the research in the time available during the semester and handle it in a paper of this length. The paper may cover a topic that is related to your own work situation or career interests. The paper must be well organized, clearly written, present a clear thesis or argument, include appropriate footnotes in proper form, and include a bibliography that notes sources consulted.

Please send me a proposal by ELMS e-mail by Feb. 6. The proposal can be short -- a page or less should be enough -- and should address the following:

• Your name
• Title of the topic
• A short description of it (a few sentences), including researchable questions
• Initial list of sources – titles of a few books, journals you expect to consult (you don’t need to cite specific articles for the proposal), web sites, etc. This does not need to be a long list; just enough so that it is clear that a critical mass of source material exists)

I’ll respond by e-mail with approval or suggestions for changes.
I have made some additional suggestions for your papers on the course web site, Suggestions for Your Research Papers.

I advise you to begin working as soon as you receive approval so you don’t have to rush at the end. The final version of the paper is due by May 1; late papers are not acceptable. Please be sure to put the title of the paper, your name, and INFM 612 at the top of the first page and follow the file-naming conventions posted in the Assignments folder.

The paper will count for 25% of the grade.

6. Grading

As noted above, grades will be assigned as follows.

* Unit written assignments 25% of grade
* Participating in weekly topic discussions 20%
* Group project/report 20%
* Comments on the group project reports 10%
* Research paper 25%

I will provide a response to each of your weekly reading reflections and expect to provide an informal assessment of your work sometime around the mid point of the course.

7. Course Units

The 14 weekly course units are described below. The course work takes place during the first 12, when there is either a written assignment or an online discussion or, for a few, both. The last two, nos. 13 and 14, are devoted to discussion of your group reports.

Please keep on schedule! It is essential that you keep up with the work each week and not fall behind. The work for the weekly discussions needs to be completed during that week only. Your research paper also has an established deadline.

However, sometimes there may be extenuating circumstances such as illness or other serious problems. If this happens, please let me know by e-mail. If you have any problems keeping up or have any questions, please e-mail me.

Unit 1 Managing Information Programs and Services: Issues and Challenges
Jan. 25-30

Lecture Notes: Managing Information Programs and Services: Issues and Challenges (in the Course Content folder on the course web site)
Readings: Please read any three of the following (based on your interest):

Dearstyne, *Managing Records and Information Programs: Principles, Techniques, and Tools*, Ch. 3 (challenges faced by records and information program managers)


then scroll down until you come to this article. Or, access it by registering with McKinsey at http://www.mckinseyquarterly.com (analysis of major IT trends and their impact, particularly on business)

Unit Written Assignment due Saturday, January 30 midnight (please note that in future weeks, assignments are due earlier, i.e., Wednesdays at midnight):

Based on your reading of the materials you select this week, and your own perspectives, please identify what do you believe are the most important (3-6) challenges that information programs face and indicate why you feel they are so important.

Online Discussion: None this week

Unit 2  The Information Professional as Manager   Jan. 30 – Feb. 6

Lecture notes: The Information Professional as Manager (in the Course Content folder on the course web site)

Readings:

Belker and Topchik, The First-Time Manager, Part 1 (Chs. 1-9)

Dearstyne, Managing Records and Information Programs: Principles, Techniques, and Tools, Ch. 1


Unit Written Assignment: None this week

Online Discussion (Feb. 3 – 6): Drawing on the readings and the notes, but also on your own observations and experience, please discuss what you regard as the top three management challenges that managers of information programs face, why they are so important, and what strategies managers might apply to deal with them.

Unit 3.  Characteristics of Effective Managers   Feb. 7-13

Lecture notes: Characteristics of Effective Managers (in the Course Content folder on the course web site)

Readings:
Belker and Topchik, *The First-Time Manager*, Parts 2 (Chs. 10-16) and 5 (Chs. 25-33)


*Unit Written Assignment* (due Wednesday, Feb. 10, midnight): Reading Reflections (just a reminder: when there are several readings, as there are this week, you need to select only two for your Reflections)

*Online Discussion* (Feb. 10-13): Oncken/Wass and Kotter’s articles are classics that are often cited and quoted about what managers really do. Hill’s study adds some additional dimensions and insights for new managers. Using these three articles as a point of departure, and drawing on the other readings for this week and your own experiences in observing managers or managing, please discuss the following: What should managers do? What do they actually do? What accounts for the differences between what they should do and what they actually do?

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<th>Unit 4.</th>
<th>Leadership and Management</th>
<th>Feb. 14-20</th>
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*Lecture notes:* Leadership and Program Management (in the Course Content folder)

*Readings:*


And any three of the following (based on your interests):


Unit Written Assignment (due Wed., Feb. 17, midnight). Your choice:

4.A. Reading Reflections (just a reminder: when there are several readings, as there are this week, you need to select only two for your Reflections)

Or

4.B. Max DePree’s article focuses on the leader’s role in fostering innovation and bringing out the best in innovative people. The leader “makes a personal commitment to be hospitable to creative people,” “protects creative persons from the bureaucracy” and “connects creative people to the entire organization.” In your essay, please indicate how and where you agree or disagree with DePree’s analysis and whether the other readings support or are inconsistent with his insights.

Online discussion topic: None this week.

Unit 5. Strategic Planning and Development Feb. 21-27

Lecture notes: Strategic Planning and Development (in the Course Content folder)

Readings:


Dearstyne, Managing Records and Information Programs, Ch. 4. (Please also peruse Appendix A)

Unit Written Assignment (due Feb. 24 midnight). The lecture notes for this week provide references to a number of strategic plans. Please select any two of these plans OR any one of these plans plus one other plan for an information program that you select that is not on the list and other than your own program’s. Please identify it in your essay. Analyze the two plans from the perspectives of clarity of presentation; how well they array mission, goals, and strategies; whether they seem effective for their program; and what you see as their particular strengths and weaknesses.

Online discussion topic (Feb. 24-27): Based on this week’s material, your own observations, and the source you bring in from the outside (if any), please discuss the best approaches to developing a sound strategic plan for an information program. Some questions that you might address: What is an effective plan? What factors do you need to address? How would you change the list of “Traits of a Sound Strategic Plan” in this week’s lecture notes? If you’ve been part of a strategic planning effort, what went right; what went wrong? What are the best approaches for executing the plan?

Unit 6. Strengthening and Changing Programs Feb. 28-March 6

Lecture notes: Strengthening and Changing Programs (in the Course Content folder)

Readings:

Cohen, The Heart of Change Field Guide. Please read Steps 1,2,3,5,7 and 8 and peruse the rest of the book, focusing particularly on topics of interest to you.

Unit Written Assignment: None this week

Online discussion topic (March 3-6): Cohen discusses 9 steps in effecting major change in a program or organization, based primarily on the work of John Kotter. How would you use Cohen’s multi-step process to transform and strengthen a weak or
underdeveloped information program? Are there steps that he recommends that you would not follow; steps that he does not include that you believe should be included? Any ways you would modify what he recommends?

**Unit 7. Managing For Performance**

**Lecture Notes:** Managing For Performance (in the Course Content folder)

**Readings:** Please read any five of the following


**Unit Written Assignment** (due March 10, midnight). Please submit Reading Reflections for any two of these articles.

**Online discussion topic:** None this week
March 14-20  SPRING BREAK

Unit 8. Policies for Human Resources  March 21-27

*Lecture Notes:* Policies for Human Resources (in the Course Content folder)

*Readings:*

Dearstyne, *Managing RIM Programs,* Ch. 5.


*Unit Written Assignment* (due March 24, midnight): What are the most effective policies, strategies, and approaches that a program director can use to encourage and foster creativity and transform it into innovation and customer responsiveness?

*Online discussion topic:* None; consolidated with Unit 9

Unit 9. Managing People  March 28-April 3

*Lecture Notes:* Managing People (in the Course Content folder)

*Readings:*

Belker and Topchik, *The First-Time Manager,* Parts 3 (Chs. 17-21) and 4 (Chs. 22-24)

Dearstyne, *Managing Records and Information Programs*, Chs. 6,7.

*Unit Written Assignment*: None this week

*Online discussion topic* (March 30 – April 3): The readings and lecture notes for Units 8 and 9 approach the issue of “human resources management” from different backgrounds and experiences. Unit 8 is primarily concerned with motivation and encouraging people; Unit 9 deals more with the practical aspects of staff supervision. Using these two week’s readings and lectures as a starting point and basis for the discussion (and, as usual, bringing in your own experiences/observations as appropriate), please address any or all of these questions in this week’s discussion:

- What are the most effective approaches to developing employees and organizing work of the program so that employees’ skills are a good match for the work?
- What should be the goals or priorities of an information program’s personnel policies in developing its employees?
- When recruiting and hiring new staff, what mix of knowledge/skills/abilities should you look for?
- How should you deal with difficult staff?

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<th>Unit 10. Management Techniques and Tools</th>
<th>April 4-10</th>
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*Lecture notes*: Management Techniques and Tools (in the Course Content folder)

*Readings:*


Warren Bennis et al, “Creating a Transparent Culture,” *Leader-to-Leader* 50 (Fall 2008),

Dearstyne, *Managing Records and Information Programs*, Chs. 8, 9, 10

**Unit Written Assignment**: None this week

**Online discussion topic** (April 7 - 10): Focusing on any of the techniques and tools in Chs. 8 and 9 of *Managing Records and Information Programs*, discuss what you regard as their strengths, assess their limitations, and discuss how you might apply them as a manager.

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**Unit 11. Managing Fiscal Resources**

**April 11-17**

**Readings:**

Dearstyne, *Managing Records and Information Programs*, Ch. 11


Alliance for Non-Profit Management, “How Do We Prepare a Budget?,”
http://www.allianceonline.org/content/index.php?pid=161 (you will need to scroll down the page to find this) and “What Financial Reports Do Management and the Board Need?”
http://www.allianceonline.org/content/index.php?pid=163 (other advice on this web site’s section on “Basic Guide to Non-Profit Financial Management” may be of interest as well.
http://managementhelp.org/finance/np_fnce/np_fnce.htm)

http://www.ctg.albany.edu/publications/guides/roi

**Unit Written Assignment** (due April 14, midnight): Your choice:

11.A. As a manager, how would you show the value and return-on-investment for your program? What measures would you use? How would you convince decision makers and resource allocators to support your program?

**OR**
11.B. As a manager, how would you defend your information program against budgetary reductions in hard economic times?

*Online discussion topic:* None this week

**Unit 12. Project Management**

**April 18-24**

**Readings:**

Please read the following:

Dearstyne, *Managing Records and Information Programs*, Ch. 12

And any *three* of the following:


Meredith Levinson, “Project Management – When Failure is Not an Option,” *CIO* June 1, 2006. [Http://www.cio.com/article/print/21413](http://www.cio.com/article/print/21413)


*Unit Written Assignment:* Reading Reflectons (due April 21, midnight) (as usual, you need to cover only two of the readings in your Reflections).

*Online discussion topic:* None this week

**Unit 13. Group Project Discussion(s) April 26-May 2**

The report(s) and questions need to be posted by April 23. Online discussion will take place April 25-May 1.

**Unit 14. Group Project Discussion(s) May 3-9**

The report(s) and questions need to be posted by April 30. Online discussion will take place May 2-8

1/27/10