

Course Syllabus for LIS 7004

Site: [Welcome to LSU Moodle!](#)
Course: 2021 Fall LIS 7004 for Tao Jin
Book: Course Syllabus for LIS 7004

Printed by: Tao Jin
Date: Thursday, September 16, 2021, 3:30 PM

Description



This is the official syllabus for this course. Read it carefully! Click on any of the chapters to jump to the section you want to read.

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Welcome to the Course!

This course is designed to introduce basic functions of management and their applications to the operation of information organizations.

It will expose you to the basic concepts and principles of management in the context of information organizations.

Here in this course the term *information organization* or *information agency* is loosely defined as an organized body of professionals and paraprofessionals with a particular purpose of overseeing, governing, or providing services in storage, access and/or exchange of information based on some nationally or internationally recognized standards, or of producing and trading information products/services in a national or international scope. Based on this working definition,

- an information organization/agency can be a public library, academic library, school library, or a special library in a corporate, non-profit, or governmental setting (e.g., *Library of Congress*, *New Orleans Public Library*, *LSU Libraries*, and the *Walton Oaks Information Center at Pfizer*);
- an information organization/agency can be an archive, museum, or any other cultural heritage institutions managing special collections and providing information services (e.g., *John F. Kennedy Presidential Library and Museum*, and the *Metropolitan Museum of Art*);
- an information organization/agency can also be part or whole of a privately or publicly held company offering information or database products/services, media services, or records and information management services (e.g., *Access Sciences Corporation*; *Bloomberg L.P.*; *Dow Jones & Company, Inc.*; *EBSCO Information Services*; *LexisNexis Group*; *ProQuest LLC*; *Records and Enterprise Content Management of Chevron Corp.*, and *Thomson Reuters Corporation*).

In this course, I operationalize the concept of *information organization/agency* to include information and data service companies that actively play a part in the information industry. In this way I convey a message that, we'd better not conceptualize *information organizations/agencies* merely as libraries, archives, and museums (LAMs). Instead, given the ubiquity of the term *information* in this digital age, defining the concept of *information organization* or *information agency* only in a sense of LAMs would be incomplete and inaccurate. In my view, *information science* is always broader than *library science*, considering their distinct connotations and denotations. Information is a highly versatile notion. It can be both tangible and intangible, persistent and ephemeral; while the term library may often let people associate a physical building. While the term information does not always show its private or public ownership, the term library usually gives people a sense of public institution unless it's otherwise indicated (e.g., corporate libraries, libraries in law firms, medical libraries).

Nowadays, people witness how information technologies influence, transform, and even control their life. To survive, numerous traditional LAMs are transforming, too. People also realize how their behaviors have changed to interact with more electronic information than ever before. For instance, how much time do you spend with your smart devices everyday?

In this mobile and digital era, the boundaries of *information organizations/agencies* become increasingly vague. Depending on how you define the concept, it would be difficult for you to argue that Google is not an information organization. Regardless of business forms, for-profit or not-for-profit, all information organizations are managed by humans. With a MLIS degree that you are going to earn, in the future you may land a job at [a Presidential Library](#) or [the MET in New York City](#). It's also possible that you're offered a position at [Dow Jones](#), [EBSCO](#), [Lexis-Nexis](#), or [ProQuest](#), vendors of various information products/services to thousands of universities and companies across the globe. Therefore, you need a full spectrum of general management skills that will help you quickly understand your managerial environment and handle a variety of problems and challenges. This is what this course attempts to offer for you.

In other words, this course aims to provide you with knowledge about principles and accepted theories in general management, and to train you for leadership and management competencies, all of which will be necessary when you become a manager in an information organization/agency.

What do managers do? Managers usually plan, organize, lead, and control. Therefore, we structure the course with these pillars. Specifically, we will examine management of information organizations from the following five perspectives/modules:

- Management fundamental
- Planning
- Organizing
- Leading
- Controlling

Assistance and Communication

Requests for support should be directed to the appropriate resources depending on the nature of the support requested. Please review the options below when requesting support for your course.

1. Content and assignment questions. If you have questions about the course, please post them on those weekly Q & A forums provided or directly email me at taojin@lsu.edu to seek for help. I will respond as quickly as I can.
2. Personal progress questions. If you have questions regarding your course progress, grades, or other issues of a personal nature, you should send me an email.
3. Technical questions or issues. If you have any technical problems or questions, email the ITS Help Desk at servicedesk@lsu.edu or call them at (225) 578-3375. Be sure to include your name, course number, and section in your contact.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes (CO)

When you complete this course, you will be able to:

1. Recognize key concepts and principles associated with management of information organizations;
2. Examine the development of LIS professionals who will assume a leadership role in providing services and collections proper for the communities they serve;
3. Distinguish major approaches to managing various resources (e.g., human, technological, financial, and informational resources) in the context of information organizations;
4. Develop solutions to cope with important issues related to management of information organizations.

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: Management Fundamentals

1. Define concepts of management, organization, and information organization (CO1, CO2)
2. Distinguish major milestones in the evolution of management theories (CO1, CO2, CO3)

Module 2: Planning

1. Describe major concepts and principles related to planning (CO1, CO2, CO3)
2. Identify problems in a given situation in an information organization (CO1, CO2, CO3, CO4)
3. Illustrate the principles that diverse constituencies have differing information needs and information services must reflect and respond to the differing information needs (CO1, CO2, CO3, CO4)
4. Appraise complex problematic situations in an information organization (CO1, CO2, CO3, CO4)

Module 3: Organizing

1. Define major concepts and principles related to organizing and change management (CO1, CO2, CO3, CO4)
2. Demonstrate an adequate understanding about power, authority, and delegation (CO1, CO2, CO3, CO4)
3. Discuss key issues of human resources management in information organizations (CO1, CO2, CO3, CO4)

Module 4: Leading

1. Distinguish major theories related to leadership (CO1, CO2, CO3, CO4)
2. Appraise complicated situations related to leadership, change management, motivation, communication, and other interrelated issues in a given information organization (CO1, CO2, CO3, CO4)
3. Demonstrate sufficient knowledge about ethical issues in the field of library and information science (CO1, CO2, CO3, CO4)

Module 5: Controlling

1. Outline major concepts and principles related to controlling (CO1, CO2, CO3)
2. Evaluate a budget in a given situation (CO1, CO2, CO3, CO4)
3. Distinguish major approaches to assess a given information service (CO1, CO2, CO3, CO4)

Materials and Resources

Required Materials

The following textbooks are required for this course:

1. *Library and Information Center Management (the 9th edition)* by Moran, B. & Morner, C. 2018. Santa Barbara, CA: Libraries Unlimited.
2. Two chapters of *Management Basics for Information Professionals (the 3rd edition)* by Evans, G.E. & Alire, C. 2013. Chicago, IL: Neal-Schuman. [will be provided]

Technical Information

Moodle runs on Windows, Linux, iOS, Android, or any device with a web browser. For information on browsers, please visit the LSU [ITS Web Browser Recommendation](#) page.

Google Chrome and Firefox are the recommended browsers for Moodle 3.7 at LSU. We also recommend that you have Adobe Flash installed and enabled, and that Javascript is enabled.

Printing Your Course Material

Use one of the following methods to print module content:

- See [printing options using Firefox](#)
- Use the print commands in Moodle to print full books.
- Embedded PDFs contain printing functionality.
- Select Ctrl + P from your computer's keyboard.
- If you have added a print icon shortcut on your browser's toolbar, click the icon to print content.

Grading Scale and Course Work

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions! Please note that all due dates and times are in **Central Standard Time (CST)**.

In terms of credit hours, this course is designed to deliver the same amount of material as an equivalent 3-credit brick-and-mortar class. For each credit hour, you should expect to put in two to three hours of outside work per week. In other words, you will be expected to spend around **nine** hours in total in this course per week.

Grade Breakdown and Grading Scale

There are **six** components to your course grade. The grade breakdown is shown as follows:

- Class Discussion Forums (five in total)
- Case Study (four in total)
- Mid-term Exam (one in total)
- Term Paper (one in total)

Total = scores weighted by the following predetermined percentages.

Grade Breakdown

Item	Weight
5 Class Discussion Forums (6% for each)	30%
4 Case Studies (10% for each)	40%
Mid-term Exam	15%
Term Paper	15%
Total	100%

Grading Scale

As aforementioned, because this course is a core course required by the MLIS degree, you must earn a grade of "B" or better. In a numerical sense, you need to earn at least 83 points out of 100 to succeed in this course. The following grading scale applies:

Numeric Bracket	Grade
98%–100%	A+
93%–97.99%	A
90%–92.99%	A-
87%–89.99%	B+
83%–86.99%	B
80%–82.99%	B-
77%–79.99%	C+
73%–76.99%	C
70%–72.99%	C-
67%–69.99%	D+
63%–66.99%	D
60%–62.99%	D-
0%–59.99%	F

Class Discussion Forums

I will post a series of class discussion forums, which prompt you to analyze the given scenarios, connect them with what you have learned/read from the course, and practice your problem identification and solving skills. Therefore, you should finish your assigned readings prior to engaging in these forums.

The class discussion forums are a highly interactive component of this course. You will have chances to respond to anyone's postings if you will. Disagreement and challenge are allowed, but I hope if a controversy arises, all parties involved should proceed nicely. To maintain a healthy and professional discussion atmosphere, everybody is expected to keep the conversations civil, constructive and respectful of all class members at all times.

In many, if not most cases, a good discussion post will address the discussion prompts fully, draw on relevant literature, and incorporate personal reflections, experiences and constructive suggestions if applicable. Such a post should be at least **350** words. Short comments, such as “this looks great”, “I agree”, or “me too”, do not count as a fully fleshed out post/response. If within one post the 350 words requirement cannot be fulfilled, the student can make multiple responses to meet the minimum.

A student is **not** required to respond to other students’ post(s). The discussion grading will primarily be based on the student’s original post(s). But responses to other students’ posts are encouraged and will be seen as positive contribution to this class activity, which may possibly deserve bonus points awarded to the final grade of the course.

Overall, I am more interested in the quality than the quantity of your postings. When I assess your performance on a class discussion forum, I will use the following grading rubric unless otherwise specified:

	Excellent: Exceptional Achievement	Good: Extensive Achievement	Satisfactory: Acceptable Achievement	Poor: Minimal Achievement	Not Acceptable: Inadequate Achievement
1. Number of Words: What the student contributes fulfills the word-count requirement set in the syllabus (>=350 words)	What the student contributes is significantly beyond the minimum requirement and also keeps a concise manner.	What the student contributes is significantly beyond the minimum requirement.	What the student contributes is above the minimum requirement.	What the student contributes just fulfills the minimum requirement.	What the student contributes is below the minimum requirement.
2. Completeness: Have all the required elements in the original discussion prompt been addressed?	All of the required elements in the original discussion prompt are fully and efficiently addressed in a balanced way.	All of the required elements in the original discussion prompt are fully addressed in a balanced way.	All of the required elements in the original discussion prompt are adequately addressed.	All of the required elements in the original discussion prompt are superficially addressed.	Not all of the required elements in the original discussion prompt are addressed.
3. Comprehension about topics: The student’s posts are demonstrative of her or his comprehension about the topic(s) under discussion.	The student’s posts reflect that she or he has comprehensively understood the topic(s) under discussion, and provided relevant insights.	The student’s posts reflect that she or he has comprehensively understood the topic(s) under discussion.	The student’s posts reflect that she or he has adequately understood the topic(s) under discussion.	The student’s posts reflect that she or he has superficially understood the topic(s) under discussion.	The student’s posts do not reflect that she or he has understood the topic(s) under discussion.

	Excellent: Exceptional Achievement	Good: Extensive Achievement	Satisfactory: Acceptable Achievement	Poor: Minimal Achievement	Not Acceptable: Inadequate Achievement
4. Critical thinking: The student's posts are demonstrative of her or his critical thinking ability.	The student's posts reflect that she or he has done a sufficient, objective, and balanced analysis and/or evaluation on the question(s) in the original discussion prompt.	The student's posts reflect that she or he has done a meaningful analysis and/or evaluation on the question(s) in the original discussion prompt.	The student's posts reflect that she or he has done an adequate analysis and/or evaluation on the question(s) in the original discussion prompt.	The student's posts reflect that she or he has done a minimal but superficial analysis and/or evaluation on the question(s) in the original discussion prompt.	The student's posts do not reflect that she or he has done any analysis and/or evaluation on the question(s) in the original discussion prompt.
5. Quality of writing: Do the student's posts have minimal number of grammatical errors, a well-organized structure, and coherent flows of ideas?	The student's posts have no grammatical errors spotted, are well structured, and with cohesive and coherent flows of ideas.	The student's posts have minimal grammatical errors spotted, are well structured, and with cohesive and coherent flows of ideas.	The student's posts have a number of grammatical errors spotted, are with an acceptable structure and flows of ideas.	The student's posts have quite a few grammatical errors spotted, and are with a loosely designed structure and flows of ideas.	The student's post(s) have numerous grammatical errors, an obvious structural problem, and badly presented flows of ideas.

Case Study

Case study is a typical teaching method in the management field. A business case could be a story about individuals and/or organizations. It provides rich descriptions about what happened. It can be a successful story to highlight a best practice. Or, it can be a distinguished failure to bring attention to some particular challenges or difficulties posed to an individual or an organization, so that some good lessons can be learned from these failures. Hence, case study is an excellent tool to practice and sharpen your problem-identification and problem-solving skills.

Throughout the semester, you will be presented with four cases to analyze. All of them deal with problems facing the managers in a given information organization. The cases are based on real situations and raise issues that are related to what we discussed in this course. Each case will prompt you to analyze the issues in a logical, systematic, and comprehensive manner. Additional information regarding the cases will be given when they are officially distributed.

The four cases take up 40% of the whole final grade of the course. Each case will worth 10 points.

Mid-term Exam

In the week of October 4, you will need to finish writing an online Midterm Exam, which will be based on the materials covered to this point in the class. The online exam will be available for you to access between October 4 and 10. By 23:59 of October 10, 2021 (Sunday), your finished Midterm Exam must be turned in.

You can take this exam with only one attempt. Once you open the exam, you're expected to finish and submit it within 60 minutes. When the time (60 minutes) expires, any open attempts will be submitted automatically by the Moodle system.

The Midterm Exam is an open-book, open-notes test in a multiple-choice format, taking up 15% of the final grade.

Term Paper

In this assignment, you will write up a literature-review-based research paper on a self-selected topic. The topic must be **contextualized in an information organization setting**, and be related to **management**. Often times, the topic takes a form of question. For example, "what are the differences between unethical behavior and malpractice in a public library setting?" "What are different approaches to staff development on a shoestring budget in a museum?" "Why should information professionals understand cultural diversity?" Such central research questions will give you clear directions on your research and produce meaningful takeaways.

Quite frequently, a literature review can be written as an independent, complete paper in itself. To finish this assignment successfully, you first identify and define the topic. Then, you justify why the topic matters or is worthwhile for an exploration. Next, you are expected to go to search for relevant scholarly publications (e.g., book chapters, journal articles, magazine articles, conference papers, etc.) about the topic within a reasonable timeframe (e.g., between 2015 and 2020, or last 10 years). After a number of relevant literature items are located, you will read through and understand each of them. Next, you summarize the ideas of these works and synthesize them into different themes or facets. Based on what have been reviewed, some unique insights or perspectives related to the topic may emerge, which can help conclude the term paper.

If you are not familiar with how to write a literature review, you might want to visit this [website](#) for some clues. Also, here is [an example literature-review-based research paper](#) that I published with a visiting scholar years ago (Jin, T., & Chen, M. 2019. Exploring Underlying Causes of Cross-national Differences in Intellectual Property Ethics: A Concept Map. In E. Tomé, F. Cesário, & R.R. Soares, Proceedings of the 20th European Conference on Knowledge Management, pp. 584-592. Reading, UK: Academic Conferences and Publishing International Limited). More sample literature review articles can be found in the [Annual Review of Information Science and Technology](#), which is an authoritative but discontinued periodical in information science and technology.

The assignment should have a title, and you can title it as whatever you wish.

In this work you are expected to review a minimum of 10 different scholarly literature items.

The length of the main body of the paper (excluding title page, abstract, table of contents, figures and tables, bibliography, and appendices, if applicable) should be 8 to 10 pages, 1.5 spaced, 12 font size, with a 1-inch margin on all sides.

The paper must be sourced and cited properly. When citing sources in text and in the reference list, [the APA citation format](#) is preferred.

While evaluating your work, I'm going to use the following criteria:

Criteria	Evaluation
Topic selected	
Relevance of the topic: Does it relate to management?	
Relevance of the topic: Has it been contextualized in an information organizational setting?	
Relevancy of the literature reviewed and/or cited	
Sufficiency of the literature reviewed and/or cited (n>=10)	
Depth of thinking	
Critical thinking: To what extent has this work demonstrated the student(s)' critical thinking ability?	
Insights provided: Is a central research questions developed to guide this review? Has the work generated any insights or take-aways? (Or, has the work addressed the "so what" question?)	

Utilization of managerial theories: To what extent have any managerial theories (e.g., concepts and principles in the management field) been connected and utilized to explain or support the student(s)' point(s)?	
Quality of synthesis and writing	
Minimum of grammatical errors: To what extent does this work have incorrect spellings, grammatical and punctuation errors?	
Flow of ideas: To what extent are the flows of ideas presented in a cohesive and coherent way?	
Structure/organization: To what extent is this work well organized/structured?	
Citation, format, and stylistic issues: To what extent are there any citation, format, and stylistic issues?	
Completeness and clarity of the presentation: To what extent is this work presented in a complete and clear manner?	
Total Score	/15

Course Policies

The following policies apply throughout your enrollment in this course. For specific questions about these policies, please contact either me or the appropriate office listed in the subchapters.

Minimum Requirement for the Performance in this Course

LIS 7004, Management of Information Organizations, is a core course for the MLIS degree at SLIS. All core courses must be completed with a grade of **B** or higher (*note that a B- is not a satisfactory grade for these courses*). If you do not receive at least a B, you must repeat the course and may repeat the course only once. Failure to pass the course with a B or higher will result in expulsion from the program. Remember that you must maintain a 3.0 average every semester in order to remain in good standing with the Graduate School.

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. Your active engagement in discussion forums or other required class activities plays an important role in succeeding in this course.

Timely communication is an e-learning best practice. Check your LSU email and the News and Announcements Forum on the course front page daily to make sure you do not miss any communications from your instructor or classmates. Contact the instructor in advance if you are going to miss an assignment or turn in work late. This will give the instructor sufficient time to allow for discussing an alternative schedule.

Incomplete Work and/or Zero Grades

Written assignments are due by the due dates announced each week. Assignments are turned in online and are due at midnight of the due date. In general, late assignments should always be avoided.

If you encounter a situation and foresee that you may not be able to submit the assignment on time, you should contact me as early as possible. I will assess the situation and see how I can help. I will accommodate those students with valid reasons in such a way that they retain an equal opportunity for success in class and are not penalized for having a late submission. The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the late submission. For those students who have valid reasons, I will consider alternative options for them, including granting a reasonable extension of the assignment deadline.

If I am not notified in advance, the work submitted late without an excuse acceptable will be downgraded, and a late submission deduction of one (1) point per day will be assessed up to two (2) calendar days. [Note: The total numerical grade of this course is 100 points.] Work submitted late without an acceptable excuse after two calendar days will be graded as a permanent zero for that assignment. Late submission of the Term Paper will not be accepted.

Academic Integrity

Academic Misconduct

Students in LSU Online courses must comply with the LSU Code of Student Conduct. *Academic misconduct* includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. Preventing academic misconduct requires learners to take ownership of their individual work for individual assignments and assessments. Learners who violate the LSU Code of Student Conduct will be referred to Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

To read more, please visit the [LSU Code of Student Conduct page](#).

Plagiarism and Citation Method

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructors or ask in a discussion forum. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

If you notice that your course contains material that is not accessible, please contact your instructor directly to discuss accommodations.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.

☰ Online Etiquette Guide.pdf

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100%



Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

Class Schedule

Here is a Class Schedule to list out weekly readings and assignment, as well as the due date of each assignment.



LIS 7004 Fall 2021 Class Schedule

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90%



Class Schedule

- August 23: Management Fundamentals
Readings: Moran & Morner (2018): Chapters 1 and 2
Warming-up Exercises/Assignments (not going to be graded)
- August 30: Planning (I): Problem Solving and Decision Making
Readings: Moran & Morner (2018): Chapters 4 and 5
Class Discussion/Exercise #1 distributed and to be due at 23:59 of Sept. 5
- September 6: Planning (II): Planning Processes and Environmental Scanning
Additional Readings: Evans & Alire (2013): Chapters 2 and 4
Case Study #1 distributed and to be due at 23:59 of Sept. 12
- September 13: Organizing (I): Power, Authority and Delegation
Readings: Moran & Morner (2018): Chapters 7, 8 and 9
Class Discussion/Exercise #2 distributed and to be due at 23:59 of Sept. 19
- September 20: Organizing (II): Human Resources Management
Readings: Moran & Morner (2018): Chapters 10, 11 and 12
Class Discussion/Exercise #3 distributed and to be due at 23:59 of Sept. 26
- September 27: Organizing (III): Managing Change
Readings: Moran & Morner (2018): Chapters 3
Students prepare Mid-term Exam
- October 4 – 10: Mid-term Exam (to be due at 23:59 of Oct. 10)
- October 11: Leading (I): Motivation and Leadership
Readings: Moran & Morner (2018): Chapters 13 and 14
Class Discussion/Exercise #4 distributed and to be due at 23:59 of Oct. 17
- October 18: Leading (II): Ethics and Communication
Readings: Moran & Morner (2018): Chapters 15 and 16
Case Study #2 distributed and to be due at 23:59 of Oct. 24
- October 25: Leading (III): Organizational Behavior and Marketing
Readings: Moran & Morner (2018): Chapters 17 and 6
Case Study #3 distributed and to be due at 23:59 of Oct. 31
- November 1: Controlling (I): Financial Control
Readings: Moran & Morner (2018): Chapters 19 and 20
Case Study #4 distributed and to be due at 23:59 of Nov. 7
- November 8: Controlling (II): Measuring and Evaluation
Readings: Moran & Morner (2018): Chapter 18
Class Discussion/Exercise #6 distributed and to be due at 23:59 of Nov. 14
- November 15: Course Wrap-up
Students prepare their *term paper*
Readings: Moran & Morner (2018): Chapter 21
- November 29: Term Paper due at 23:59