

Definition of Management

The domain of management entails the controlling of Instructional Technology through planning, organizing, coordinating and supervising (Seels & Richey, 1994, p.49). Regardless of the setting, whether it is an instructional development project or a school media center, the instructional designer must possess knowledge and skills of management and must be able to lead and control the ongoing project. Management skills include organizing programs, supervising personnel, planning and administering budget and facilities, and implementing change. In addition, the manager should be a leader who can motivate, direct, coach, support, delegate, and communicate (Prostano and Prostano, 1987). High-quality management is required from the start of any project an instructional designer takes on. Proper management will make certain that each task is accomplished on time, within budget, and according to plan (Pinto, 1998). Management knowledge and skills are required for practicing each domain (design, development, implementation, and evaluation).

Instructional designers often select a model to guide the management of a project. The Seels and Glasgow ISD Model II (1990) is based on the assumption that design and development takes place in the context of project management. The model consists of three management phases: needs analysis management, instructional design management, and implementation and evaluation management. Using all three phrases promotes the diffusion and adoption of the product.

There are four sub-domains within the management domain: project management, resource management, delivery system management and information management. A common set of tasks must be accomplished within each of these subcategories. The tasks include:

Organization

Hire and supervise personnel

Plan and account for funds

Develop and maintain facilities

Plan short and long term goals