LIS 603 201 Management in Library and Information Science – Spring Semester 2010  
Dates of Semester: January 13 – May 7, 2010  
Course to be Conducted Online

Instructor: Dennis Carrigan  
e-mail: carrigan@uky.edu

Course Syllabus

Classroom sessions: LIS603 201 is an online course and includes no classroom sessions. However, I invite a student who would like to discuss the course with me to make an appointment for that purpose. (See contact information.)

Contact information: I prefer that you contact me via e-mail; my address is carrigan@uky.edu. If you wish to meet with me, I require a prior appointment, and you should use e-mail to make the appointment. My office address is 317 Little Fine Arts Library building. The School’s general phone number is 859.257.3317 and address is 320 Little Fine Arts Library building. I do not have office hours as such, because I am in my office most of the time, Monday-Friday 7:00 am - 4:00 pm. My virtual office hours are Monday-Friday 8:00am-4:00 pm, with the exception of those weekdays on which UK classes do not meet, e.g., Labor Day, Thanksgiving break. My goal is to respond to student communications sent to me via e-mail within two hours of receipt of the e-mail or arriving at my office.

Course Format: This is an online “lecture” course in which I encourage discussion via Blackboard. In the way I go about the course, I make considerable material available to students, including what could be thought of as my “lectures.” I think of it as making available to students the notes they would take during lectures in a classroom.

Course Requirements
1. You will need access to a Wintel computer with a broadband Internet connection. Required software includes a reasonably current copy of Office Professional that includes Word, Excel, PowerPoint, and Access. Note that all UK students are eligible for a one time free download of Office from the UK download site (https://download.uky.edu); you can get help with this process from the UK helpdesk. You currently should also use the Firefox browser with BlackBoard to access all our course materials. If you use Internet Explorer, you should be sure to have the latest version (ver 8), but note that there were problems with IE after the upgrade to BB9 last semester, so Firefox is still recommended. We make extensive use of Flash audio/visual materials, so you will also need the Flash media player configured for Firefox. If you are using IE and have problems with our Flash content, you will have to switch to Firefox.

Blackboard
We will use the Blackboard course management system to facilitate the class. Please visit http://www.uky.edu/Blackboard/ to learn about this system and the login requirements. You should be automatically added to the Blackboard roll; if this goes as expected, you will not have to sign up manually for the course. BlackBoard help is available online through the BlackBoard wiki website (http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx), and from the UK helpdesk (859.257.1300). The helpdesk is also able to assist with all general computing issues (file download, browser updates, etc.)

Email
It is vital that we can depend on effective email communication. Unfortunately, many personal email accounts can run into problems with the UK mail spam filtering system. For instance, some services like hotmail have been blocked at various times from receiving UK mail. Therefore, I ask that you consider using your University of Kentucky Exchange mail account for all course related activities. If you choose not to use UK email you will be responsible to ensure there are no communication failures that may result from that choice. Regardless of your choice about email, it will be our primary one-to-one communication channel and I expect you to check your email frequently (ideally at least once a day).

1 Material “Course Requirements” through “Email” provided by Professor Joe Miller.
Distance Learning Library Services: At UK, students in online courses have available Distance Learning Library Services. The link to DLLS is: [http://www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS) Here is some of the information at that site:

Phone: (859) 257-0500, ext. 2171; 2nd Phone: (800) 828-0439; Fax: (859) 257-0505
E-mail: dllservice@email.uky.edu ; Location: 2-2, north wing, William T. Young Library 0456
Distance Learning Librarian: Carla Cantagallo

Course description: LIS603 is one of four core, or required, courses in the School of Library and Information Science master’s-degree program. The course description reads:

An introduction to the basic elements of management and how these are applied to the effective administration of information systems. Focus will be placed on two major roles in a system, the person who is supervised as well as the manager or supervisor. Examination of the functions of planning, organization, staffing and controlling as well as the theories of management and the effective use of these in an information system.

Course overview: The course description is general, as course descriptions usually are, which gives the instructor discretion. However, even though the description is general, it refers to certain things that are to be covered in the course, e.g., “the functions of planning, organization, staffing and controlling as well as the theories of management….” Today, it is generally accepted there is a fifth function of management, leading, and it, too, will be covered in the course. We will make use of a textbook, readings, and discussion. The textbook is organized around the five functions of management and includes theories of management, and that organization will determine how we proceed through the course.

Course objective: The Bulletin of the School of Library and Information Science includes the instructional objectives of the master’s program, a list introduced with the statement, “Upon completion of the master’s program in library and information science, graduates will:” Two on the list are: “Be able to develop, manage and effectively use information systems, sources and services to serve clients.” and “Be familiar with the functions of management in organizations, and be able to apply management concepts and methods in effective problem solving and decision-making.” Stated broadly, the objective for LIS 603 is realization of those instructional objectives.

Student learning outcome: In both the course description and the second of the instructional objectives in the preceding paragraph there is reference to the functions of management. They – the functions of management – are the core of LIS603, and at the conclusion of the course the student will understand and be able to discuss them and will appreciate their place in organizations, whether for-profit or not-for-profit.

Required materials: A textbook is required for the course, and it is: Stueart, Robert E, and Barbara B Moran. Library and Information Center Management, 7th ed. Westport, CT: Libraries Unlimited, 2007. The book is arranged in seven sections, the first and last of which are Introduction and Managing in the Twenty-First Century. The five sections between the first and last are the functions of management. Each section comprises two or more chapters. The table of contents in the textbook constitutes an accurate outline of the content to be covered in the course, and the content described conforms to the course description published in the University Bulletin.

Additional readings: There will be readings in addition to the textbook, principally from journals. Also, at times I come across newspaper articles that I call to the attention of the class. Newspapers serve up, daily, a rich variety of management-related fare that permits me to introduce the real world of management to the class. I’ve written an introductory piece for the course, “What Is Management,” and newspaper articles figure prominently in that.

The functions, challenges, difficulties, and frustrations of management are generic. The context – for-profit firm, not-for-profit entity, governmental agency – influences management, but I believe the similarities outweigh the dissimilarities, and it is because I believe that to be the case I also believe it is instructive to look at management in the real world, whether it be in the for-profit firm, the not-for-profit entity, or the governmental agency. To that end, the major newspapers are a readily available resource.

Discussion and case studies: Throughout the semester I will take advantage of Blackboard’s discussion forum to introduce topics for us to discuss. In addition, the textbook has a companion Web site, and case studies available on the Web site provide a focus for discussion. Also, I’ve written a case study, “Ken Dowlin at San Francisco Public Library,” that we will discuss. To discuss the case studies, I divide the class into teams.

---

Course grade; three essays: The student’s grade in the course will be determined by three equal-weight essays, each of which will have a value of 100 points. The date that each essay is due appears in the course schedule, below. At the end of the semester a student’s total points on the three essays will be converted to a percentage scale, in which, obviously, 300 points (total value of the three essays) = 100 percent. The three exams will weigh equally in course grade. I will grade the essay exams comparatively. At the end of the course I will convert the points earned on the three exams to course grade on the basis of:

- 90% and above = A
- 80% to 90% = B
- 70% to 80% = C
- below 70% = E

I assign the grade of I (incomplete) only when I am convinced the student’s circumstances warrant it.

I will grade the essays comparatively, i.e., in comparison with one another, on the basis of these criteria:

- number and appropriateness of sources consulted;
- insights into the literature of the subject;
- depth of coverage of topic;
- level of analysis;
- insights on subject;
- clarity/focus/organization of writing.

The length of an essay is not to exceed 3,000 words; references and bibliography will not be included in the 3,000-word limit. Each essay must be submitted as a Word file attached to e-mail. For each essay, all students will write on the same topic, which will have to do, generally, with the course material covered since the start of the course (first essay) or since the immediately prior essay. Essay due-dates are in the course schedule, and I will make each essay assignment available a month before it is due.

Course schedule: There follows an outline of course content by major topical areas for each week of the semester, with course assignments (readings, essays to be submitted). “Chapter” refers to the Stueart and Moran textbook.

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins</th>
<th>Read</th>
<th>Pages in Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 13</td>
<td>Carrigan, “Introductory Remarks”</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carrigan, “What Is Management?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section 1: Introduction (Section and chapter references are to the Stueart and Moran textbook)</td>
<td>1-2</td>
</tr>
<tr>
<td>2</td>
<td>Jan 18</td>
<td>Chapter 1 Managing in Today’s Libraries</td>
<td>3-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Katz, Robert L. “Skills of an Effective Administrator.” Harvard Business Review 52 (September-October 1974): 90-102. (Stueart and Moran briefly discuss Katz and this article in chapter 1, but the article itself is so much better than their summary. I don’t know why the title uses “Administrator,” when it’s clear in the article Katz is discussing managers. When I taught the course fall 2009 I became conscious of the many time I referred to this article.)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 25</td>
<td>Chapter 2 Evolution of Management Thought</td>
<td>19-40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lynch, Beverly. “Theory and Practice.” Library Administration &amp; Management 18 (Winter 2004): 30-34. (“…while new management theories have developed, not much change seems to have occurred in the practice of management in libraries.”)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 3 Change – The Innovative Process</td>
<td>41-61</td>
</tr>
</tbody>
</table>
Section 2: Planning

4 Feb 1 Chapter 4 Planning Information Services and Systems 65-92

5 Feb 8 Chapter 5 Strategic Planning – Thinking and Doing 93-117
Birdsall, Douglas G. “Strategic Planning in Academic Libraries: A Political Perspective.” http://web.whittier.edu/academic/business/duran/588/Articles/Strategic%20Planning%20in%20Academic%20Libraries.doc (December 20, 2008) (“Library administrators … when engaged in strategic planning. often skirt around anything deemed political in academe, preferring to place their faith in a ‘rational’ order of organizational goals, objectives, and strategies. Such an approach will not have lasting success if it ignores the pluralistic character of modern universities…”)
Wilson, Stu. “Saint Paul’s Strategic Plan.” Library Journal, September 15, 2005, 34-37; Wilson, Stu. “Saint Paul’s Strategic Solution.” Library Journal, October 1, 2006, 32-35. Strategic planning at Saint Paul Public Library, MN. (It’s rare for there to be such a good discussion of real-world strategic planning at a library.)

Chapter 6 Marketing Information Services 118-126
Fleming, Helen Ruth. “Library CPR: Savvy Marketing Can Save Your Library.” Library Journal, September 15, 1993, 32-35. (An especially good article about marketing at one public library. If there is a more recent article on the subject, that is as good as this article, I’m not aware of it.)

Section 3: Organizing

6 Feb 15 Chapter 7 Organizations and Organizational Culture 131-155

The first essay is due Monday, February 22.

7 Feb 22 Chapter 8 Structuring the Organization – Specialization… 156-180

Chapter 9 Structure of Organizations – Today and… 181-204

Section 4: Human Resources (i.e., staffing)

8 Mar 1 Chapter 10 Staffing the Library 207-234
Oder, Norman. “MLS: Hire Ground?” Library Journal June 1, 2009, 44-46. (Changes in public libraries’ staffing due to changes in user behavior, technology, and tight budgets.)

Chapter 11 Human Resources Functions in… 235-266

9 Mar 8* Chapter 12 Other Issues in HR Management 267-295
*Mar 8 is the mid-point of the semester.

10 Mar 15 Spring break is this week; no assignments.

Section 5: Leading

11 Mar 22 Chapter 13 Motivation 299-320
Nohria, Nitin, et al. “Employee Motivation: A Powerful New Model.” Harvard Business Review 86 (July-August 2008): 78-84. (“Getting people to do their best work ... is one of managers’ most enduring and slippery challenges.”)

The second essay is due Monday, Mar 29.

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Mar 29</td>
<td>Chapter 14 Leadership</td>
<td>321-345</td>
</tr>
<tr>
<td>13 Apr 5</td>
<td>Chapter 15 Ethics</td>
<td>346-362</td>
</tr>
<tr>
<td>14 Apr 12</td>
<td>Chapter 16 Communication</td>
<td>363-384</td>
</tr>
<tr>
<td>15 Apr 19</td>
<td>Chapter 17 Participative Management and Teams</td>
<td>385-406</td>
</tr>
</tbody>
</table>

Section 6: Coordinating (i.e., controlling)

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Apr 26</td>
<td>Chapter 19 Fiscal Responsibility and Control</td>
<td>437-460</td>
</tr>
</tbody>
</table>

The third essay is due Monday, Apr 26.

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Apr 29</td>
<td>Chapter 20 Managers: The Next Generation</td>
<td>461</td>
</tr>
<tr>
<td>18 Apr 26</td>
<td>Chapter 21 Fiscal Responsibility and Control</td>
<td>463-475</td>
</tr>
</tbody>
</table>


Mintzberg, Henry. “Rounding our the Manager’s Job.” Sloan Management Review 36 (Fall 1994): 11-26. (An especially appropriate final article.)