School of Library and Information Science  
University of Kentucky  

LIS 603 201 Management in Library and Information Science – Spring Semester 2011  
Dates of Semester: January 12 – May 6, 2011  
Course to be Conducted Online  

Instructor: Bradley Wade Bishop  
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Officer: 352 Little Library Building  
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Course Syllabus

Classroom sessions: LIS603 201 is an online course and includes no classroom sessions. However, I invite students 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 wade.bishop@uky.edu. If you wish to meet with me, I require you to make an appointment, and you should use e-mail to make the appointment. My office address is 352 Little Fine Arts Library building. My office hours are 8:00am -12:00pm on Tuesdays. My goal is to respond to student communications sent to me via e-mail within twenty-four hours of receipt of the e-mail.

Course Format: This is an online course, but I require asynchronous class discussion via Blackboard to facilitate a sense of community.

Course Requirements
You will need access to an appropriate computer with a broadband Internet connection. NOTE that it is YOUR responsibility to ensure you have a reliable computer for use during the course. Ongoing “computer problems” will not be considered a legitimate excuse for missing course activities. If you have a computer that is known to be unreliable, you should rectify that situation. 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 (859.257.1300; http://www.uky.edu/IT/CustomerService/).

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; http://www.uky.edu/IT/CustomerService/). 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 always follow up if you have not had a response from me within a reasonable period (I usually will respond within 24 hours).

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) 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  
There is other information, including a link to the process to request document delivery and/or interlibrary loan.

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, 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 two textbooks, additional readings, and discussion boards. The Stueart and Moran 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. The Hernon textbook provides ample background on leadership and the related ethics in library management. Other readings are designed to supplement these textbooks.

**Course objective:** The current (Fall 2010) Bulletin of the School of Library and Information Science includes the instructional objectives of the master’s program and this course attempts to realize this instructional objective:

Apply management concepts, including effective problem solving and decision-making, to the management of information and information services.

**Student learning outcome:** In both the course description and the instructional objective 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 textbooks:**


Stueart and Moran is arranged in seven sections, the first is the Introduction and the next five sections 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; however, section five, leading, is significantly supplemented with the Hernon text.

**Additional readings:** There will be additional readings to the textbooks, principally journal articles.

**Course grade = two essays + leadership interview assignment + participation:**
The student’s grade in the course will be determined by the aggregate of grades from two essays, the leadership interview assignment, and class participation via Bb discussion boards. The date that each assignment is due appears in the course schedule, below. At the end of the semester a student’s total points on the assignments will be converted to a percentage scale, in which, 300 points (total value of the assignments) = 100 percent. The two essays, leadership interview assignment, and participation will weigh equally in the course grade. I will grade the essays and leadership interview assignments comparatively. Details on the criteria for grading those assignments and participation are discussed below, but an overview of the grading is provided here:

- Essay 1 75 points (25%)
- Essay 2 75 points (25%)
- Leadership interview assignment 75 points (25%)
- Participation on Bb discussion boards 75 points (25%)
At the end of the course I will convert the points earned into a percentage:

- 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.**

When I say that I will grade the essays and leadership interview assignment comparatively, I use the following criteria for both the essays and the leadership interview assignment:

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

The length of each essay and the leadership interview assignment are not to exceed 3,000 words, but should be over 2,500 words to give enough content to adequately respond to the assignment directions; references and bibliography will not be included in the 3,000-word limit. Each assignment 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 the second portion of the course (second essay).

For the third portion of the course, the leadership interview assignment will entail (1) contact anyone you view as a leader early in the semester and scheduling an interview with them that you will conduct later in the semester; (2) **You must provide me with the name of the person you intend to interview for the leadership interview assignment by 9:00 AM Monday, February 28. If not, ten points will be deducted from the assignment;** (3) reviewing leadership literature; (4) conducting a semi-structured interview with your leader; and (5) write a report that provides analysis of the interview within the context of your leadership literature review. More details will be provided in the assignment description.

The essays and the leadership interview assignment due-dates are in the course schedule, and I will make a description of the essay and leadership interview assignments available soon after the previous assignment is turned in. The essays and the leadership interview assignment are each worth 75 points, for a total of 225 points. The remaining 75 points comes from class participation.

It is important to note that class participation is a quarter of your grade because participation is an important component of facilitating learning in this class. Participation points come from a quality post to the discussion board for each of the fifteen weeks of the semester (i.e., 5 points for a quality post X 15 weeks = 75 points). A quality post include a substantive and thoughtful contribution to each week's discussion board topics, during that week. No credit will not be given for posts that occur after the week. A quality post is both substantive (in most instances this means at least one hundred words) and thoughtful (“I agree with the author” is not a credit-worthy response). I encourage you to complete your discussion posts and other work in Word and then paste it to Blackboard. If you compose online and there is a technology-related failure, you will likely lose your work. **Please note:** discussion board prompts will be posted in the graded discussion forum each week.

**Participation on discussion boards:** Throughout the semester I will take advantage of Blackboard’s discussion boards to introduce topics for us to discuss and as stated in the course grade section, it counts for 25% of your grade.

**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).
Introduction

1. Jan 12
   Carrigan, “Introductory Remarks” and “What Is Management?”
   Review syllabus and familiarize yourself with organization of the course in Bb

2. Jan 17
   Stueart & Moran, Chapter 1 Managing in Today’s Libraries
   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).

3. Jan 24
   Stueart & Moran, Chapter 2 Evolution of Management Thought
   Lynch, Beverly. “Theory and Practice.” *Library Administration & 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”).

*Contact the person you view as a leader and schedule an interview for the leadership interview assignment.*

Planning

4. Jan 31
   Stueart & Moran, Chapter 4 Planning Information Services and Systems

5. Feb 7
   Stueart & Moran, Chapter 5 Strategic Planning – Thinking and Doing
   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](http://web.whittier.edu/academic/business/duran/588/Articles/Strategic%20Planning%20in%20Academic%20Libraries.doc) (February 6, 2010) (“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…”).

6. Feb 14
   Stueart & Moran, Chapter 6 Marketing Information Services
   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).

Organizing and Coordinating (i.e., controlling)

7. Feb 21
   Stueart & Moran, Chapter 7 Organizations and Organizational Culture

Sueart & Moran, Chapter 9 Structure of Organizations – Today and… 181-204

*Provide me with the name of the person you intend to interview for the leadership interview assignment by 9:00 AM Eastern Time Monday, February 28.*

**February**

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<thead>
<tr>
<th>Date</th>
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<th>Pages</th>
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<tbody>
<tr>
<td>8 Feb 28</td>
<td>Stueart &amp; Moran, Chapter 18 Measuring, Evaluating, Coordinating…</td>
<td>409-436</td>
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<tr>
<td></td>
<td>Covey, Denise Troll. “Using Data to Persuade: State Your Case and Prove It.” <em>Library Administration &amp; Management</em> 19 (Spring 2005): 82-89. (“Libraries continue to gather traditional input and output data to show their potential to provide service and the actual service they provide. These are meaningful data, but the more purposeful, effective data … are outcomes and performance measures that show what good libraries do…”).</td>
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<tr>
<td>9 Mar 7</td>
<td>Stueart &amp; Moran, Chapter 19 Fiscal Responsibility and Control</td>
<td>437-460</td>
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*The first essay is due 9:00 AM Eastern Time Friday, March 11.*

**March 14-19 - Spring Vacation.**

**Staffing**

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<tr>
<td>10 March 21</td>
<td>Stueart &amp; Moran, Chapter 10 Staffing the Library</td>
<td>207-234</td>
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<tr>
<td>11 March 28</td>
<td>Stueart &amp; Moran, Chapter 11 Human Resources Functions in…</td>
<td>235-266</td>
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*The second essay is due 9:00 AM Eastern Time Friday, April 1.*

**Leadership**

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<tr>
<td>12 April 4</td>
<td>Stueart &amp; Moran, Chapter 13 Motivation</td>
<td>299-320</td>
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<tr>
<td>13 April 11</td>
<td>Hernon, Chapters 1-4</td>
<td>3-68</td>
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<tr>
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<td>Stueart &amp; Moran, Chapter 14 Leadership</td>
<td>321-345</td>
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<tr>
<td>14 April 18</td>
<td>Hernon, Chapters 9-11</td>
<td>135-199</td>
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<td>Stueart &amp; Moran, Chapter 15 Ethics</td>
<td>346-362</td>
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<td>15 April 25</td>
<td>Stueart &amp; Moran, Chapter 16 Communication</td>
<td>363-384</td>
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<td>Stueart &amp; Moran, Chapter 17 Participative Management and Teams</td>
<td>385-406</td>
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*The leadership interview assignment is due 9:00 AM Eastern Time Friday, April 29.*

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<tr>
<td>16 April 30</td>
<td>Stueart &amp; Moran, Chapter 20 Managers: The Next Generation</td>
<td>463-475</td>
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