School of Library and Information Science
University of Kentucky

LIS 603 201 Management in Library and Information Science – Spring 2012
Dates of Semester: January 11 – May 4, 2012

Instructor: Bradley Wade Bishop
e-mail: wade.bishop@uky.edu
Phone: (859) 257-3970 Office: 331 Little Library Building

Course Syllabus

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 331 Little Fine Arts Library building. My office hours are 8:00am - noon 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 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 text (Stueart and Moran) is organized around the five functions of management and includes theories of management, and that organization will determine how we proceed through the course. Other readings are designed to supplement the textbook.

Course objectives:

- Students will examine and evaluate the principles and functions of management, including planning, budgeting, organization, human resource development and controlling, and how they are integrated into the broader ethical framework.

- Students will examine the role of leadership in effectively posturing library and information within the evolving national and global information society.

Required textbook:


The table of contents in the textbook constitutes an accurate outline of the content to be covered in the course.

Additional readings: There will be additional readings to the textbooks, principally journal articles.
Course grade: An overview of the grading is provided here:

- *Leadership Paper 30 points (10%)
- *Strategic Plan (Part 1 and 2) 180 points (60%)
- Peer Evaluation 30 points (10%)
- Participation on Bb discussion boards 60 points (20%)

*Core course artifacts

Leadership Paper (10%):
Watch Gail Kennedy’s speech *A Call to Leadership* available via Bb. In the context of course readings and current literature, write a paper in which you address the following:

1. Elaborate on the heightened urgency for professional leadership in librarianship today?
2. Discuss at least two changes since Gail began working and how management of them has changed?
3. Provide at least two paragraphs on how you could hone your leadership skills.

Here is information about writing, submitting, and grading the essay.

Length: The response is not to exceed 1,500 words.
Format: Please submit your essay double-spaced, with 1” margins top, bottom, and both sides.
Citations: Use APA citation style.
Sources: If you rely heavily on one or two sources, such as the Stueart and Moran text, it will count against you. Please locate other literature to support your paper.
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.

Please review the schedule for the due date. Late papers will receive zero points.

The Leadership paper will require students to:
1) Describe the role of leadership in librarianship today based on review of the literature, and
2) Discuss how to improve their own leadership skills.
Strategic Plan (60%):

“Strategic planning is necessary for libraries. It is important to set clear direction, acknowledge all facets of competition, utilize all resources towards the main focus of the organization and understand what aspects of the competitive environment need greater attention. The plan must continually be updated and evaluated”

(Feinman, 1999, p.19).

You will form a group to serve as a professional consulting group providing comprehensive strategic services to a real libraries and/or information centers of your choice. You will email me the library type or information center you prefer by the date indicated in the schedule. Groups will be formed based on the type of library you prefer. Groups will select a real library to consult for. Building upon the concepts covered in the course; prepare a strategic plan. You are required to work with your group to evolve a comprehensive single, shared response using the following guidelines in Part 1 and 2 of this assignment:

Strategic Plan Part 1 (30%)

1. Describe the library in terms of its overall process and organization, specifying:
   a) its mission, vision, goals and objectives
   b) how it creates and delivers value to patrons in terms of programming and other initiatives designed to achieve these missions, goals and objectives (Concepts covered: Planning, Leading, Organization, Control)
2. Describe how resources are allocated to implement the policies, plans, projects and programs, and identify any constraints and opportunities with the present resource allocation model (Concepts covered: Human Resources, Budgeting, Environmental assessment, SWOT analysis)

NOTE: DO NOT PLAGIARIZE WHAT THE LIBRARY ALREADY HAS FOR ANY DOCUMENT. CREATE YOUR OWN NEW STRATEGIC PLAN.

Strategic Plan Part 2 (30%)

3. Identify and describe the challenges being experienced in this library, focusing on causes and effects
4. Propose strategies that will help mitigate the negative outcomes resulting from these challenges, detailing an action and evaluation plan based on clearly defined initiatives

The objective of this assignment is to develop your ability to critically evaluate how specific libraries and information centers are managed, present findings in a logical, well-structured report, and apply what you have learned in this course to solve challenges being experienced by the respective institution. Your document must demonstrate your understanding of the concepts and principles identified within the textbook, and course information and activities. While it is acceptable to use the textbook as foundational material, you must conduct independent academic quality research to find information that supports your findings and conclusions.

*Additional considerations:
1. You may NOT select a library that you or another member of your group is employed at.
2. Select a library that at least one member of your group has physical access to (This means can visit).
3. Your deliverable must comprise original work created by your group. If evidence to the contrary is found, the necessary disciplinary action in accordance with the university honor code will be meted out.

Note: Part 2 will address the specific items identified in (3) and (4) above. However, your final document must incorporate the deliverables from Part 1 and 2 so that a comprehensive strategic plan containing all the required elements is submitted for grading.

The Strategic Plan assignment will require students to:
1) critically examine and evaluate the functions for a specific library or information center within the broader management and ethical context,
2) apply the principles learned in the course to perform resource allocations and assess constituent needs, and,
3) apply the concepts learned in the course to propose initiatives to effectively posture the library within the evolving national and global information society.
Peer Evaluation (10%):
You will provide a document that scores the performance for each member of your group. The score should reflect the overall contributions to the strategic plan (assignments 2 & 3). Rate each member of your group on a scale of 1 to 10, where 1=contributed far less than acceptable, 5=contributed enough to pass, and 10=contributed an exceptional amount to the group. Please use whole numbers and justify your answers for each group member. You must provide specific examples to back up your evaluation and please be honest.

Participation (20%)
It is important to note that class participation is twenty percent of your grade because participation is an important component of facilitating learning in this class. Participation points come from both quantity and quality posts to the discussion board for each of the fifteen weeks of the semester (i.e., 4 points for a quality post X 15 discussion boards = 60 points). A quality post includes a substantive and thoughtful contribution to each week’s discussion board topics, during that week. To get full participation in a week; however, please also react to at least one other student’s post. The week starts on Sunday and ends on Saturday at midnight. 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). Please note: discussion board prompts will be posted in the graded discussion forum each week.

At the end of the course, I will convert the points earned into a percentage:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% and above</td>
<td>A</td>
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<td>80% to 90%</td>
<td>B</td>
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<td>70% to 80%</td>
<td>C</td>
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<td>below 70%</td>
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I assign the grade of I (incomplete) only when I am convinced the student’s circumstances warrant it.

Directions for each assignment appear in Bb. Assignment due-dates are in the following course schedule.

Course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins</th>
<th>Read</th>
<th>Pages in Textbook</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 11</td>
<td>Syllabus</td>
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<td>2</td>
<td>Jan 16</td>
<td>Chapter 1 Managing in Today’s Libraries</td>
<td>3-18</td>
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<td>3</td>
<td>Jan 23</td>
<td>Chapter 2 Evolution of Management Thought</td>
<td>19-40</td>
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<tr>
<td></td>
<td></td>
<td>Lynch, Beverly, “Theory and Practice.” <em>Library Administration &amp; Management</em> 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>
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<tr>
<td>4</td>
<td>Jan 30</td>
<td>Chapter 4 Planning Information Services and Systems</td>
<td>65-92</td>
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<td>5</td>
<td>Feb 6</td>
<td>Chapter 5 Strategic Planning – Thinking and Doing</td>
<td>93-117</td>
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</table>

*Email me the type of library or information center you would like to consult for and I will assign groups accordingly.

*Leadership paper is due 9:00 AM EST Monday, January 30,
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 (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….”)

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


### Organizing

<table>
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<th>Date</th>
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<tr>
<td>6</td>
<td>7</td>
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<tr>
<td>Feb 13</td>
<td>Organizations and Organizational Culture 131-155</td>
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*Strategic Plan Part 1 due Monday, February 20 at 9:00 AM EST.*

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<th>Date</th>
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<tr>
<td>7</td>
<td>8</td>
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<td>Feb 20</td>
<td>Structuring the Organization – Specialization… 156-180</td>
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<td>Chapter 9 Structure of Organizations – Today and… 181-204</td>
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<td>8</td>
<td>18</td>
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<td>Feb 27</td>
<td>Measuring, Evaluating, Coordinating… 409-436</td>
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<tr>
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<td>Association of Research Libraries LibQUAL +  <a href="http://www.libqual.org/">http://www.libqual.org/</a> (August 24, 2009)</td>
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<td></td>
<td>Covey, Denise Troll. “Using Data to Persuade: State Your Case and Prove It.” Library Administration &amp; Management 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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**March 12-17 - Monday through Saturday - Spring Vacation - Academic Holidays**

### Staffing

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<th>Date</th>
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<td>10</td>
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<tr>
<td>Mar 19</td>
<td>Staffing the Library 207-234</td>
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<td></td>
<td>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.)</td>
</tr>
<tr>
<td></td>
<td>Chapter 11 Human Resources Functions in… 235-266</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
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<tr>
<td>Mar 26</td>
<td>Other Issues in HR Management 267-295</td>
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</table>
Leadership 297-298

12 Apr 2 Stueart & Moran, Chapter 13 Motivation 299-320

13 Apr 9 Hernon, Chapters 1, 3 & 4 3-16; 35-68

14 Apr 16 Stueart & Moran, Chapter 14 Leadership 321-345
Stueart & Moran, Chapter 15 Ethics 346-362

15 Apr 23 Stueart & Moran, Chapter 16 Communication 363-384


*Strategic Plan Part 2 due Monday, April 30 at 9:00 AM EST.

16 Apr 30 Stueart & Moran, Chapter 20 Managers: The Next Generation 463-475

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.).

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.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.