School of Library and Information Science
University of Kentucky

LIS 603 201 Management in Library and Information Science – Fall Semester 2010
Dates of Semester: August 25 – December 17, 2010
Course to be Conducted Online

Instructor: Bradley Wade Bishop
Phone: (859) 257-3970
Office: 352 Little Library Building
e-mail: wade.bishop@uky.edu

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 strongly encourage discussion via Blackboard.

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 five 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, or-
ganization, 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, read-
ings, and discussion. The textbook is organized around the five functions of management and includes theories of ma-
agement, and that organization will determine how we proceed through the course.

Course objective: The current (August 2009) 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 effec-
tively use information systems, sources and services to serve clients.” and “Be familiar with the functions of manage-
ment in organizations, and be able to apply management concepts and methods in effective problem solving and deci-
sion-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
sections, the first and last of which are Introduction and Managing in the Twenty-First Century. The five sections be-
tween the first and last are the functions of management. Each section comprises two or more chapters. The table of con-
tents 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. At the beginning of
the course, however, a few documents Dennis Carrigan wrote are used. He taught the course for a number of years and I
feel these introductory pieces will assist in introducing the concepts that appear throughout the course. Dennis also pro-
vided notes on several of the readings that I will make available.

Discussion: Throughout the semester I will take advantage of Blackboard’s discussion boards to introduce topics for us
to discuss.

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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% and above</td>
<td>A</td>
</tr>
<tr>
<td>80% to 90%</td>
<td>B</td>
</tr>
<tr>
<td>70% to 80%</td>
<td>C</td>
</tr>
<tr>
<td>below 70%</td>
<td>E</td>
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</table>

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>
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<tbody>
<tr>
<td>1</td>
<td>Aug 25</td>
<td>Carrigan, “Introductory Remarks”</td>
<td>1-2</td>
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<tr>
<td></td>
<td></td>
<td>Carrigan, “What Is Management?”</td>
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<tr>
<td><strong>Section 1: Introduction</strong> (Section and chapter references are to the Stueart and Moran textbook)</td>
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<tr>
<td>2</td>
<td>Aug 30</td>
<td>Chapter 1 Managing in Today’s Libraries</td>
<td>3-18</td>
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<tr>
<td></td>
<td></td>
<td>Katz, Robert L. “Skills of an Effective Administrator.” <em>Harvard Business Review</em> 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>
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<tr>
<td>3</td>
<td>Sep 6</td>
<td>Chapter 2 Evolution of Management Thought</td>
<td>19-40</td>
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<td></td>
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<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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<td>Chapter 3 Change – The Innovative Process</td>
<td>41-61</td>
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<td><strong>Section 2: Planning</strong></td>
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<td>63</td>
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<tr>
<td>4</td>
<td>Sep 13</td>
<td>Chapter 4 Planning Information Services and Systems</td>
<td>65-92</td>
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<tr>
<td>5</td>
<td>Sep 20</td>
<td>Chapter 5 Strategic Planning – Thinking and Doing</td>
<td>93-117</td>
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<td></td>
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<td>Birdshall, Douglas G. “Strategic Planning in Academic Libraries: A Political Perspective.” <a href="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</a> (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….”)</td>
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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  
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 Sep 27 Chapter 7 Organizations and Organizational Culture  

The first essay is due Monday, October 4.

7 Oct 4 Chapter 8 Structuring the Organization – Specialization…  

Chapter 9 Structure of Organizations – Today and…  

**Section 4: Human Resources (i.e., staffing)**  
8 Oct 11 Chapter 10 Staffing the Library  
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…  

9 Oct 18 Chapter 12 Other Issues in HR Management  

**Section 5: Leading**  
10 Oct 25 Chapter 13 Motivation  

The second essay is due Monday, Nov 1.

11 Nov 1 Chapter 14 Leadership  

Rosener, Judy B. “Ways Women Lead.” *Harvard Business Review* 68 (November-December 1990): 119-125. (“Women managers who have broken the glass ceiling … have proven that effective leaders don’t come from one mold.”)

12 Nov 8 Chapter 15 Ethics  
Chapter 16 Communication  

13 Nov 15 Chapter 17 Participative Management and Teams  

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Section 6: Coordinating (i.e., controlling) 407-408

14 Nov 22 Chapter 18 Measuring, Evaluating, Coordinating… 409-436

Association of Research Libraries LibQUAL +  http://www.libqual.org/  (August 24, 2009)

Covey, Denise Troll. “Using Data to Persuade: State Your Case and Prove It.” Library Administration & 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….”)

Holt, Glen, Donald Elliott, and Amonia Moore. “Placing a Value on Public Library Services.” Public Libraries 38 (March/April 1999): 98-108. (“… the library’s users are receiving more than $4 in direct benefits for every $1 of tax revenues that the public is investing annually in the institution.”)

15 Nov 29 Chapter 19 Fiscal Responsibility and Control 437-460

Section 7: Managing in the Twenty-First Century 461

Chapter 20 Managers: The Next Generation 463-475


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

The third essay is due Monday, Dec 13.