Contact information: I prefer that you contact me via e-mail; my address is carrigan@uky.edu. If you wish to meet with me, please make a prior appointment and do so via e-mail. My office phone number is 859.257.3316 and 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 7:00am-4:00pm.

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.

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.

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 especially relevant to this course; they 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.”

Format: This will be primarily a lecture course. However, I encourage relevant discussion and have learned that student discussion adds to the value of the course for everyone, including the instructor.

Blackboard: Although this will be a conventional classroom-format course, certain materials will be available via Blackboard.

Student learning outcome: In both the course description and the second of the instructional objectives above 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.

Readings: There will be readings in addition to the textbook, principally from journals. However, I often discuss newspaper articles in class. Newspapers serve up, daily, a rich variety of management-related fare that will permit me to introduce the real world of management to the class. I am required to cover the functions of management, and the textbook will serve to do that. I want to introduce the real world of management, and the textbook does not do that very well. There may be a small number of additional readings assigned as we proceed through the course. 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.

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 and time that each essay is due appear in the course schedule, below, and I will not accept an essay after the due date and time. Anyone who does not submit the essay by the due date and time will receive zero points for the assignment, which will be included in calculating grade for the course. 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. Letter grades will be assigned on the basis of this scale:

\[
\begin{align*}
90 – 100\% & = A \\
70 – 80\% & = C \\
80 – 90\% & = B \\
\text{below 70}\% & = E
\end{align*}
\]

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.

When I grade essays, in addition to grading them comparatively, I take a return-on-investment approach: the student makes an investment in reading for and writing the essay, and the grade is the return on the student’s investment. To my way of thinking, an essay that represents a low, modest, or high investment merits an appropriate return, i.e., grade. The length of an essay is not to exceed 2,500 words; references and bibliography will not be included in the 2,500-word limit. Each essay must be submitted as a Word file attached to e-mail. 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.

General course policies of the School of Library and Information Science: During academic year 2008-2009 faculty of the School devoted considerable time to discussing and agreeing on our general course policies. Here are several of the policies:

Academic integrity According to Senate Regulation 6.3.1: “All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.” For specific information regarding the University’s code and regulations on plagiarism and cheating, visit:

http://www.uky.edu/StudentAffairs/Code/
http://www.uky.edu/StudentAffairs/Code/part2.html

---

2 I have written and make available a discussion, “What Is Management?” Notice the many references to newspaper articles in it.
**Incompletes** Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2 [http://www.uky.edu/StudentAffairs/Code/part2.html](http://www.uky.edu/StudentAffairs/Code/part2.html). Note the reference to “only in extreme circumstances”; I rarely agree to grant an Incomplete.

**Academic accommodations due to disability** If you have a documented disability that requires academic accommodations please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

The complete set of General Course Policies is available at [http://www.uky.edu/CIS/SLIS/academics/policies.pdf](http://www.uky.edu/CIS/SLIS/academics/policies.pdf)

**Course schedule:** There follows an outline of course content by major topical areas for each week of the semester, with course assignments (readings, essays due). Section and chapter refer to the Stueart and Moran textbook.

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins</th>
<th>Reading or Lecture</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1: Introduction</strong> (Section and chapter refer to the Stueart and Moran textbook.)</td>
<td></td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Week 1 June 10</td>
<td>Carrigan, “Introductory Remarks”</td>
<td>3-18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carrigan, “What Is Management?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 1 Managing in Today’s Libraries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2 June 14</td>
<td>Mintzberg, Henry. “The manager’s job: folklore and fact.” <em>Harvard Business Review</em> 53 (July-August 1975): 49-61. (Mintzberg suggests not five functions, but rather 10 roles, are at the heart of management; Stueart and Moran refer to Mintzberg and the roles in chapter 1)</td>
<td>9-102. (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></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>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 2 Evolution of Management Thought</td>
<td>19-40</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 3 Change – The Innovative Process</td>
<td>41-61</td>
<td></td>
</tr>
<tr>
<td><strong>Section 2: Planning</strong></td>
<td></td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Week 3 June 21</td>
<td>Chapter 4 Planning Information Services and Systems</td>
<td>65-92</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Birdsall, 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> (“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>
<td>93-117</td>
<td></td>
</tr>
</tbody>
</table>
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.)

**July 1 Thursday – first essay due at the start of class**

**Section 3: Organizing**

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, I’m not aware of it.)

**Week 4 June 28**

Chapter 7 Organizations and Organizational Culture 131-155


Chapter 8 Structuring the Organization – Specialization… 156-180


**Week 5 July 5**

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

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

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

**July 8 Thursday – Midterm of the 8-week session**

Chapter 12 Other Issues in HR Management 267-295

**Section 5: Leading**

Chapter 13 Motivation 297-298

Week 6 July 12


Chapter 14 Leadership 321-345


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.”)

Chapter 15 Ethics 346-362

**Week 7 July 19**

Chapter 16 Communication 363-384


Chapter 17 Participative Management and Teams 385-406

**July 22 Thursday – second essay due at the start of class**

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

Week 8 July 26  
Chapter 18 Measuring, Evaluating, Coordinating…  
409-436

Holt, Glen, Donald Elliott, and Christopher Dussold. “A framework for evaluating public investment in urban libraries.” *The Bottom Line* 9 (Number 4 1996): 4-13. (“… 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.”)

Week 9 Aug 2  

Chapter 19 Fiscal Responsibility and Control  
437-460

**Section 7: Managing in the Twenty-First Century**

Chapter 20 Managers: The Next Generation  
461


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

**August 5 Thursday – third essay due at the start of class**

**Aug 5  Thursday – end of the 8-week session**