# LIS 603: Management in Information Organizations
## Summer 2020

College

**University of Kentucky School
of Information Science**

## INSTRUCTOR INFORMATION:

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## OFFICIAL COURSE DESCRIPTION

LIS 603 is one of four core, or required, courses in the library science master's degree program. The course description reads:

> Students learn and apply the basic elements of management and leadership within the context of information organizations.

## COURSE OVERVIEW

There are 15 modules in this eight-week session. Modules run Thursday-Sunday or Monday-Wednesday (alternating). The definitive schedule is on Canvas. There is a required group project that necessitates good, frequent, and professional communication with other classmates.

**Contact Information:** My preferred method of contact is through email: theodore.walter@uky.edu. As a general rule, I will respond to course-related email correspondence within 24 business hours (it may be longer over weekends and during holidays). Please include the course number in brackets [603] in the subject line for all messages. I am happy to meet face to face or via technology with students, but you should set up the appointment in advance via email. Please note that **class communication is done via your official UK email address and Canvas messages.** You must check these frequently.

## STUDENT LEARNING OUTCOMES
After successful completion of this course:

- 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.

| Program Learning Objectives | Course Objectives | Assignment that ties in |
|---|---|---|
| Describe how communities & individuals interact with/in information ecosystems. | Describe an information organization and its connection to its community | Strategic Plan |
| Analyze the major tenets of information practice and apply them in multiple contexts | Create a strategic plan for an information organization | Strategic Plan |
| | Operate successfully as a team member and team leader | Leadership Paper |
| Connect diverse communities & individuals with appropriate resources | Plan an approach to engage with a diverse element in the community | Strategic Plan |

**Diversity:** The School of Information Science defines diversity as "embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community." In this course, we address diversity in several ways. Part of the semester-long project incorporates a diversity related goal. Readings which are especially relevant to the theme of diversity are marked with a ☝ symbol.

**Technology:** The School of Information Science emphasizes the importance and centrality of technology in today's society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology across multiple readings. Readings that are particularly relevant to the theme of technology are marked with a 🖱 symbol.

## COURSE MATERIALS

Required textbook: Velasquez, D. L. (Ed.). (2013). *Library management 101: a practical guide*. American Library Association.

Additional readings are included in the schedule below. Most articles are available through UK Libraries' provision of academic databases; if you do not know how to access these articles, contact the instructor promptly. You can also find PDFs of all articles in Canvas.

## ASSESSMENT & GRADING

**Assignments & Grading** (total grade = 100 points)
- **Strategic Plan (Part 1, 2, 3, and 4)**          60 points (60%)
- **Leadership Paper**                               20 points (20%)

- **Participation**                                  20 points (20%)

**Final Grading Scale:**

| | | |
|---|---|---|
| 90% and above | = | A |
| 80% to 89% | = | B |
| 70% to 79% | = | C |
| Below 70% | = | E |

## ETHICS & POLICIES

**Excused Absences and Verification:** Please refer to Student Rights and Responsibilities, Part II, Section 5.2.4.2 (http://www.uky.edu/StudentAffairs/Code/part2.html) for UK's policy on excused absences. You can request verification for excused absences.

Excused absences include (as defined at the web site above):
- Significant illness of student or serious illness of household member or immediate family
- Death of a household member or immediate family
- Trips for members of student organizations, class excursions or participation in intercollegiate athletic events
- Major religious holidays
- Any other circumstance that the instructor finds reasonable cause for nonattendance

**Academic Accommodations:** If you have a documented disability that requires academic accommodations, please let me know as soon as possible. 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, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best approach.

**Academic Integrity, Cheating and Plagiarism:** You are expected to submit your own original work for all assignments in this course. See the home page for the Office of Academic Ombud Services (http://www.uky.edu/Ombud) for a definition of plagiarism, how to avoid plagiarism and UK's new academic offense policy. Please refer to Student Rights and Responsibilities, Part II, Section 6.3 (http://www.uky.edu/StudentAffairs/Code/part2.html) for UK's policy on academic integrity.

**Classroom Behavior, Decorum and Civility:** Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please help me maintain the most courteous environment by using a little peer pressure if necessary.

More information about relevant policies is available here:
https://ci.uky.edu/sis/sites/default/files/policies.pdf

## TECHNOLOGY INFORMATION & RESOURCES

Students must have a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

**Teaching and Learning Services Center** (TASC) http://www.uky.edu/TASC/; 859-257-8272 **Information Technology Customer Service Center (UKIT)** http://www.uky.edu/UKIT/; 859-257-1300 **Library Services**
   **Distance Learning Services** http://www.uky.edu/Libraries/DLLS
   **DL Interlibrary Loan Service:**
   http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=1
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## 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 provides 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.

# COURSE SCHEDULE AND READINGS

✍: Readings that are particularly relevant to the theme of diversity
🖱: Readings that are particularly relevant to the theme of technology

## Module One: Team Dynamics (6/10-6/14)
- 🖱 Lee, H.-J., & Lim, C. (2012). Peer evaluation in blended team project-based learning: What do students find important? *Educational Technology & Society, 15*(4), 214-224.
- Pfaff, E., & Huddleston, P. (2003). Does it matter if I hate teamwork? What impacts student attitudes toward teamwork. *Journal of Marketing Education, 25*(1), 37-45.
- Hansen, R.S. (2006). Benefits and problems with student teams: Suggestions for improving team projects. *Journal of Education for Business, 82*(1), 11-19.
- Buckingham, M. (2005). What Great Managers Do. *Harvard Business Review,* 83(3), 70-79.
- 🖱 *Optional*: Siebdrat, F., Hoegl, M., & Ernst, H. (2009). How to manage virtual teams. *MIT Sloan Management Review,* Summer, 63-68.
- *Optional*: Dingel, M., & Wei, W. (2014). Influences on peer evaluation in a group project: An exploration of leadership, demographics and course performance. *Assessment & Evaluation in Higher Education, 39*(6), 729-742.

## Module Two: History & Theory (6/15-6/17)
**Note: Turn in team contract**
- Velasquez textbook: Chapter 2: Classical Theory (pp. 9-28).
- Velasquez textbook: Chapter 3: Modern Theory (pp. 29-51).
- Giesecke, J., & McNeil, B. (2004). Transitioning to the learning organization. *Library Trends, 53*(1), 54-67.
- Gosling, J., & Mintzberg, H. (2003). The five minds of a manager. *Harvard Business Review, 81*(11), 54-63. Available at: https://hbr.org/2003/11/the-five-minds-of-amanager/ar/6

## Module Three: Leadership (6/18-6/21)
**Note: Identify the organization you will study**
- Velasquez textbook: Chapter 6: Leadership and Decision Making (pp. 91-106).
- Evans, G.E. & Alire, C.A. (2013). Chapter 13: Leading. In *Management basics for information professionals (3rd edition),* (pp. 319-337). Chicago, IL: Neal-Schuman.
- Unaeze, F.E. (2003). Leadership or management: Expectations for head of reference services in academic libraries. *The Reference Librarian, 39*(81), 105-117.
- Patel, D. (2017). 11 powerful traits of successful leaders. Forbes.com. Available at: https://www.forbes.com/sites/deeppatel/2017/03/22/11-powerful-traits-of-successfulleaders/#684e43e1469f

**Module Four: Planning/ Strategic Planning (6/22-6/24)**
**Note: Turn in business letter**
- Velasquez textbook: Chapter 5: Strategic Planning (pp. 77-91).
- Evans, G.E. & Alire, C.A. (2013). Chapter 4: The Planning Process. In *Management basics for information professionals (3rd edition),* (pp. 85-105). Chicago, IL: NealSchuman.
- Wayne, R. (2011). The academic library strategic planning puzzle: Putting the pieces together. *College & Research Libraries News, 72*(1), 12-15.
- *Optional*: Aamot, G. (2007). Getting the most out of strategic planning. *College & Research Libraries News, 68*(7), 418-426.

**Module Five: Ethics (6/25-6/28)**
- Velasquez textbook: Chapter 13: Ethics and Confidentiality (pp. 209-228).
- ALA Code of ethics: http://www.ala.org/tools/ethics
- Barsh, A., & Lisewski, A. (2008). Library managers and ethical leadership: A survey of current practices from the perspective of business ethics. *Journal of Library Administration, 47*(3/4), 27-37.
- Mosley, P.A. (2014). Engaging leadership. *Library Leadership & Management, 28*(1), 17.

**Module Six: Budgeting (6/29-7/1) Note:**
**Turn in interview and peer reviews**
- Velasquez textbook: Chapter 10: Financial Management (pp. 161-176).
- Collins, T. (2012). The current budget environment and its impact on libraries, publishers, and vendors. *Journal of Library Administration, 52*(1), 18-35.
- Fitchett, T., Hambleton, J., Hazelton, P., Klinefetter, A., & Wright, J. (2011). Law library budgets in hard times. *Law Library Journal, 103*(1), 91-111.
- *Optional*: Chan, G.R.Y.C. (2008). Aligning collections budget with program priorities: A modified zero-based approach. *Library Collections, Acquisitions, & Technical Services, 32*(1), 46-52.

**Module Seven: Evaluation and Assessment (7/02-7/05)**
**NOTE: July 4th is a federal holiday**
   Velasquez textbook: Chapter 11: Assessment and Evaluation (pp. 177-194).
- Ward, J. A. (1996). Measurement management: What you measure is what you get. *Information Systems Management*, *13*(1), 59-61.
   ☞ Poll, R. (2014). Did you enjoy the library? Impact surveys in diverse settings. *Performance Measurement & Metrics, 15*(1/2), 4-12.

- Starr, S. (2014). Moving from evaluation to assessment. *Journal of the Medical Library Association, 102*(4), 227-229.
- *Optional*: Greenwood, J.T., Watson, A. P., Dennis, M. (2011). Ten years of LibQual: A study of qualitative and quantitative survey results at the University of Mississippi 20012010. *The Journal of Academic Librarianship, 37*(4), 312-318.

**Module Eight: Marketing (7/06-7/08)**
**Note: Turn in Part A of strategic plan and peer reviews**
- Velasquez textbook: Chapter 9: Marketing (pp. 145-160).
- Buschman, J. (2013). Democracy, market solutions, and educative institutions: A perspective on neoliberalism. Progressive Librarian, 41, 5-17.
- ✋ Luo, L. (2013). Marketing via social media: A case study. *Library Hi Tech 31*(3), 455-466.
- Skim: American Library Association, Libraries Transform Campaign [take a closer look at any of the resources that interest you]: http://www.ala.org/advocacy/librariestransform-campaign

**Module Nine: Development (7/09-7/12)**
- Velasquez textbook: Chapter 18: Grants and the Grant Writing Process (pp. 285-304).
- Velasquez textbook: Chapter 12: Internal and External Stakeholders (pp. 195-208).
- Danneker, J. (2011). Panacea or double-edged sword? The challenging world of fundraising in  today's academic library. *Library Leadership & Management*, *25*(1).
- Skim: ALA. Library Fund Raising Annotated Bibliography [take a closer look at any of the resources that interest you]: http://www.ala.org/tools/libfactsheets/alalibraryfactsheet24

**Module Ten: Organizational culture (7/13-7/15)**
**Note: Turn in Part B of strategic plan and peer reviews**
- Velasquez textbook: Chapter 7: Organizational Communication (pp. 107-120).
- Velasquez textbook: Chapter 8: Change Management and Organizational Culture (pp. 121-144).
- Michalak, S. C. (2012). This changes everything: Transforming the academic library. *Journal of Library Administration, 52*(5), 411-423.

**Module Eleven: Human Resources (7/16-7/19) Note: Identify stakeholders**
- Velasquez textbook: Chapter 4: Human Resources Management (pp. 53-76).
- Velasquez textbook: Chapter 14: Understanding and Resolving Conflict (pp. 229-240). Cox, A. M., & Corrall, S. (2013). Evolving academic library specialties. *Journal of the American Society for Information Science and Technology*, *64*(8), 1526-1542.

- Manjoo, F. (2013). The happiness machine: How Google became such a great place to work. *Slate*, Jan. 21, 2013. Available at: http://www.slate.com/articles/technology/technology/2013/01/google_people_operations_the_secrets_of_the_world_s_most_scientific_human.html
- DeRose, C. (2013). How Google uses data to build a better worker. *The Atlantic,* Oct. 2 2013. Available at: http://www.theatlantic.com/business/archive/2013/10/how-googleuses-data-to-build-a-better-worker/280347/

## Module Twelve: Human Resources, cont. (7/20-7/22)
- Velasquez textbook: Chapter 15: Diversity (pp. 241-252).
- ✎ Jaeger, P. T., Cooke, N. A., Feltis, C., Hamiel, M., Jardine, F., & Shilton, K. (2015). The virtuous circle revisited: Injecting diversity, inclusion, rights, justice, and equity into LIS from education to advocacy. *The Library Quarterly*, *85*(2), 150-171.
- ✎ Hill, H. (2013). Disability and accessibility in the library and information science literature: A content analysis. *Library & Information Science Research*, *35*(2), 137-142.

## Module Thirteen: Professionalism (7/23-7/26)
**Note: Turn in marketing presentation and peer reviews**
Velasquez textbook: Chapter 19: Outsourcing (pp. 305-322).
- Barriage, S. (2013). Library workers will not be shushed. *Progressive Librarian, 41*(Fall), 86-97.
- Litwin, R. (2009). The library paraprofessional movement and the deprofessionalization of librarianship. *Progressive Librarian*, 33 (Fall, 43-60).
- Hamerly, D. and Crowley, B. (2014). Sustaining professionalism in the fields of library and information studies. *Library Philosophy and Practice*, Paper 1231.

## Module Fourteen: Facilities (7/27-7/29)
- Velasquez textbook: Chapter 16: Facilities Management (pp. 253-270).
- Velasquez textbook: Chapter 17: Information Technology Management (pp. 271-284).
- K.E. Fisher, M.L. Saxton, P.M. Edwards, J.-E. Mai. (2007). Seattle Public Library as place: Reconceptualizing space, community, and information at the central library. In J. Buschman, G.J. Leckie (Eds.), *The library as place: History, community, and culture* (pp. 135-160). Westport, CT: Libraries Unlimited.
- Gisolfi, P. (2014). Designing 21st century libraries. *Library Journal*, June 16. Available at: http://lj.libraryjournal.com/2014/06/buildings/lbd/upclose-designing-21st-centurylibraries-library-by-design-spring-2014/#_

## Module Fifteen: Wrap-up, Future Trends (7/30-8/02)
**Note: Turn in leadership reflection paper**
- Velasquez textbook: Chapter 20: Future Trends (pp. 323-332).