COURSE DESCRIPTION

This course is the introduction to basic management theories and their applications to libraries and information centers. It highlights important management issues concerning planning, organizing, coordinating and leading an organization. Through readings, assignments, lectures and class activities, you will understand critical organizational issues, and develop important management and leadership skills necessary for workplaces.

COURSE GOAL

This course is designed to prepare you to become both an excellent manager and organizational member.

COURSE OBJECTIVES

Upon completing this course, you will be able to:

- Articulate a number of basic management theories.
- Identify the basic principles of planning and develop a strategic plan.
- Apply the theories and techniques of human resource management to work settings.
- Measure and evaluate organizational performance using a variety of methods.
- Develop and enhance a variety of management, communication and organizational skills and knowledge as a manager as well as an organizational member.
• Develop solutions to library management problems by integrating theories and practice.

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<th>Course Objectives</th>
<th>Assessment</th>
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<tr>
<td>• Articulate a number of basic management theories.</td>
<td>Discussion, class exercise</td>
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<tr>
<td>• Identify the basic principles of planning and develop a strategic plan.</td>
<td>Discussion question, reaction to response, class exercise</td>
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<td>• Apply the theories and techniques of human resource management to work settings</td>
<td>Class discussion, class exercise</td>
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<td>• Develop and enhance a variety of management, communication and organizational skills and knowledge as a manager as well as an organizational member.</td>
<td>Class discussion, case analysis, leading a discussion, governance report</td>
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<td>• Develop solutions to library management problems by integrating theories and practice.</td>
<td>Final project, case analysis</td>
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REQUIRED TEXT


ASSIGNMENTS AND COURSE POLICIES

ASSIGNMENTS

• Leading a discussion (10 points)
• Discussion questions (6 points)
• Case analysis (15 points): Choose a case among the below list
• Governance presentation (15 points)
  ○ Group presentation (5 points)
  ○ Report (10 points)
• Final paper on a management problem and presentation (34 points)
  ○ Presentation (4 points)
  ○ Paper (30 points)
• Class Participation (20 points): both in-class (10 points) and online (10 points)
A. Leading a discussion (10 %)

Plan and lead a 50 minute discussion as a team of 2-3 people – due date varies from 9/12 through 12/5. Each team may plan two separate discussion sessions based on sub-topics (25 minutes for each topic).

<table>
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<tr>
<th>Task</th>
<th>Due date</th>
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<tr>
<td>1. Sign up for a discussion topic. I will help you revise your selection if needed.</td>
<td>9/5</td>
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<tr>
<td>2. Identify 3-4 core issues based on the class readings and individual reading(s) (see item 3), and organize them for class discussion.</td>
<td>Post your outline on class Discussion on D2L by 6 PM on Tuesday before your discussion</td>
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<tr>
<td>3. Read any current library magazine, newspaper, other relevant publications or blogs* and identify two articles published within the last 6 months with a subject relevant to your topic.</td>
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<td>4. Write up a discussion outline that includes 4-6 discussion questions (2-3 questions with two sub-teams) with a paragraph of elaboration on each core issue.</td>
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<td>5. Provide the citations of two articles outside of the class readings in your outline. Select one article and provide a succinct description (a paragraph) of the article.</td>
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<td>6. Your team may discuss a relevant case in a workplace (library or other organization) that would stimulate your class discussion, instead of an article(s). If this is the case, please provide a one-paragraph description of the case.</td>
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<td>7. You may incorporate one interesting discussion question posted by your classmate(s) on the topic into your discussion plan. If this is the case, please indicate the questioner’s name.</td>
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* Newspapers & other relevant publications: New York Times, Business Week, Fortune, etc.

Your discussion leadership will be graded based on your outline and your facilitation of a class discussion:

- Outline (5 points): See the above elements of an outline.
  - Identification and analysis of core issues
  - Discussion questions
- Discussion (5 points)
  - Facilitation of a discussion
  - Time management

B. Discussion questions (6%)

You will be responsible for posting two discussion questions based on the class readings to the Discussion on D2L. Your question for each week’s readings will be due no later than 6 PM on Monday, coming immediately before the class meeting.

Your question (with a short paragraph of elaboration in approximately 100 words) must reflect your thoughtful analysis of the readings (key points of and your reactions to the readings). You need not reference all of the readings for that week, but should capture the salient points of some of the readings. Your question should not be general (e.g., Why is leadership important?). A question about experiences without an analysis of the readings is considered as a general question (e.g., Have you had an excellent boss?). You will sign up for two topics on the first day of class. You MUST NOT choose the topic about which you will lead a discussion. This assignment will be graded on a 1-3 point basis: 1= a general question/ minimal reflection of the readings, 2= a good question/ good reflection of the readings, 3= an insightful question with good reflection of the readings or a good/ excellent question with excellent reflection of the readings. There will be a between point (e.g., a general question without an analysis: 0.2) and a half or one bonus point for an outstanding job (e.g., 4 points). Be aware that this assignment contributes to a small percentage of your final grade, but can make a difference in your final grade due to the way it is graded.

All other students are expected to post reactions to the discussion questions on Blackboard, which will contribute to your participation points.

C. Governance presentation (15%): A group project

Report and presentation

This assignment will give you the opportunity to learn the governance of a library or an information center. You will select a type of library (public academic, private academic, public, school or special) for this assignment within the first three weeks of class. I will mediate your selection if needed. Then, those who select the same type of library (e.g.,
public academic library) will form a group to complete this assignment. Your group will need to find a library for this assignment and acquire the necessary information through interviewing the director, information on the web or other resources. Your group may choose two libraries and compare each other.

1. Provide a **brief background** (no more than one paragraph) of the library (major audience, collections, services, etc.).

2. Describe both macro (institution) and micro (library) levels of governance.
   - Trusteeship or the authority of the institution
     - Who are the trustees? How are they selected?
   - Tasks and responsibilities of the board(s)
   - Source of financing for both the institution and the library
     - Funding source for institution; expenditure of the library; how a library budget is funded and approved
   - Faculty status of librarians if applicable (Read the relevant readings on Oct. 10)
     - Describe their definition of “faculty status.”
   - Library faculty’s involvement in governance of the institution (e.g., university) if applicable.
   - Teaching faculty’s involvement in governance of the library if applicable
   - Describe the library organizational structure in terms of the concepts introduced in Stueart and Moran (bureaucracy, matrix, etc.; committees, teams, etc.). **You are expected to read the required readings on 10/10** to complete this element. Your description must reflect Stueart & Moran’s chapters.

3. Provide an organizational chart for the library. It should reflect the hierarchy of the institution as well.

4. Provide the instructor with a 6 to 8 page report that describes the information above. You must include the sources (citations) you used for your report.

5. Prepare for a 15 minutes presentation (a group presentation)

6. Post your presentation slides (e.g., PowerPoint slides) to the Discussion on D2L by 4 PM on 10/10.

**Due: 10/10**

**D. Case analysis (15%)**

Select a case for this assignment among the below cases which are described at [http://lu.com/management/cases.cfm](http://lu.com/management/cases.cfm). Follow the below guidelines for your written analysis. The paper should be **no longer than 5 pages**! You may team up to complete this assignment.

1. Describe the situation concisely (one paragraph)

2. Identify the main issues of the case. Do not repeat your description of the situation.

3. Identify two to three alternative courses of action, and describe the advantages and disadvantages of the alternatives and the expected consequences of each alternative. Avoid an option of doing nothing.
4. Select the best alternative and provide your rationale for the selection, including full justification for the major factors that you have considered.
5. Describe your implementation plan for the best alternative.
6. Integrate the relevant literature that supports your analysis and/or arguments. Use two to three references.

Notes:
Your approach to this assignment should be more than a common-sense or a layperson approach. You paper should reflect your professional knowledge of library and information science and/or this course (management). It would be helpful to read professional journals/magazines regarding the topic of your case.

Cases
- Is this a Public Library or a Refuge for the Homeless?
- Speak No Evil
- An Invasion of Privacy
- The incredibly bad boss

Grading criteria:
- Analysis (5 points)
- Evidence (5 points)
- Clarity of presentation (2 points)
- Coherent organizations (2 points)
- Originality of ideas (bonus)
- Citations and format (penalty)
- Overall writing (1 point)
- The completeness of each element (penalty)

- Over the page limit (penalty)

See the below grading criteria for papers for the details.

DUE: 11/21 [online submission-TBA]

E. Final paper on a management issue and presentation (34%)

Option 1: A program proposal (individual or team project)

The final assignment involves writing a 12 to 14 page proposal for improving library services or solving a management problem. I encourage you to complete this project as a team of 2-3 students. There will be a one bonus point for a team project that includes an appendix, showing a solid group process. If you complete this assignment as a team project, please keep a log to help in observing the group process. Provide a one page appendix that includes your group norms and a timeline for developing your team project. Use your team-building skills and knowledge you have obtained through this course.
For this assignment, you will need to identify a problem (or potential problem) for a specific type of library or information center. You may conduct interviews with staff and/or library users and/or examine relevant documents. The proposal should address the following elements:

I. Problem (or Need) identification statement
Identify as clearly as possible the nature of the problem or need to be addressed. Your statement should demonstrate:

- Background information about your library or agency (one paragraph)
- The problem statement
  - Describe a problem or a situation(s) in which there is the need for a new program or resolving that problem. Integrate some relevant literature into your problem statement.
- Describe the importance of your proposal
  - You should convince the reader that your proposed program or solution is important.
  - Describe the benefits of your proposed program (solutions). Discuss some relevant literature.
- Goals of your proposed program
  - What do you want to achieve through your proposed program?

II. Relevant research (literature review)
- Provide a review of pertinent literature. Has someone else tried to solve a similar problem? Is there research on this topic that would shed light on how it might be solved or answered? What are the major issues that have been discussed in the literature? I expect you to read at least 14 articles. However, cite only relevant articles that form the base from which your proposal is building.
- If you have no experience in writing a literature review, take a look at the literature review of a scholarly article in professional journals. Some exemplary journals in LIS are as follows, but not limited to: College & Research Libraries (C&RL), Information Processing and Management (IPM), Information Systems Research (ISR), The Journal of Academic Librarianship (JAL), Journal of the American Society for Information Science and Technology (JASIST), Library and Information Science Research (LISR), the Library Quarterly (LQ). Library Trends (LT) and Reference and User Services Quarterly (RUSQ).

III. Resources
Outline the resources needed to implement your new proposed program
Personnel: provide an explanation of proposed personnel arrangements. You should specify how many persons, what percentage of time and what qualifications of the persons will be required for completing the program.

Budget: describe a budget summary (tabular budget) with justification. Typical categories are personnel, equipment, travel and indirect costs.

Relevant library or institution resources: detail other resources available to your program (e.g., any supportive services or infrastructure of the library, any facilities available to the program, etc.)

IV. Timetable
Describe the sequence of activities necessary to complete your program and the time necessary to complete each activity.

Your final paper (12-14 pages) should include:
- An abstract of your proposal (200 words)
- Background information about your library (one paragraph)
- Problem identification and significance and goals of your program
- A literature review
- Resources (personnel, budget and other facilities)
- Timeline
- Bibliography
- Appendix (only for a team project)

Option 2: An essay on a management issue (NOT a technical report)
This option involves writing a 10 to 12 page essay on a management issue. This assignment should be done individually. Read professional journals or magazines and identify a critical management issue. Your essay should address a clear issue, different perspectives on that issue and your arguments that are supported by literature. You are expected to write an issue paper (not a technical report). Alternatively, you may discuss a management problem of a workplace (or any case you know), your analyses and recommendations to top management on how best to resolve the problem at hand. Read at least 14 articles. See also the section of literature review in Option 1. Include an abstract (200 words) in your paper.

Note: It is likely to produce a good quality of a paper if you use a high quality of sources. You are expected to write an academic paper (NOT an opinion article) for this assignment. Magazine or newspaper articles can provide new ideas/insights and you may cite such articles. However, the majority of your references should be academic work.

Grading criteria for a conceptual paper (30 points)
- Analysis (12 points)
- Evidence (12 points)
- Clarity of presentation (2 points)
- Coherent organizations (2 points)
- Originality of ideas (bonus)
- Citations and format (penalty)
• Overall writing (2 point)
• Completeness of each element for proposal (penalty)

See the below Grading Criteria for Papers for the details.

Presentation (duration-TBA): 12/12 & 12/19
Paper due: 12/19

F. Class participations (20 points)

Online participation points (reaction to postings before each class, 10 points)

- 10 or more topics: 10 points
- 8-9 topics: 9 points
- 6-7 topics: 8.5 points
- 3-5 topics: 8 points
- 1-2 topics: 7 points
- No reaction: 0 point

Notes: I will also consider the quality of reactions (e.g., a half or one bonus point of thoughtful reactions throughout the semester). A reaction should be more than a simple agreement or disagreement (e.g., I agree or I disagree) for this assignment.

In-class participation points (10 points)
- Regular attendance, frequent contribution or thoughtful and insightful ideas: 10 points
- Regular attendance and often contribution: 9.5 points
- Dubious contribution: 8 or lower points
- Three or more absences: 4 or lower points

ASSESSMENT

Grading Scale
- A: 95-100%, Excellent
- A-: 90-94%, Good, Need a few work
- B+: 87-89%, Need some work
- B: 83-86%, Need significant work
- B-: 80-82%, Poor
- C: 70-80%, Unacceptable for graduate work
- F: Below 70%, Fail

Grading criteria for papers
- Substantive analysis: Do you considerably analyze the arguments you examine and seriously engage with alternative arguments? Are the ideas or arguments developed sufficiently?
- Evidence: Are you clear about what the evidence is in the case you consider? Are you clear about the breadth of applicability of the evidence you cite? Do you cover the relevant literature sufficiently? Are your information sources credible? Do you provide an assessment of evidence quality as appropriate?

- Clarity of presentation: Are your ideas clearly expressed? Is your paper focused or does it wander? Are your main points clearly presented? Are terms defined? Does each paragraph have a central idea that a reader can easily identify?

- Coherent organizations: Is your paper organized effectively? Is the sequence of points made logical and clear?

- Originality of ideas: Do your own views and voice come through clearly?

- Citations and format: Have you cited ideas and facts that are not your own? There should be few spelling and grammatical errors. Your paper should have the format below.

The above grading criteria apply to the case analysis and final paper.

All assignments are expected to have:
- Your name, date submitted, and assignment title
- Page numbers
- An original title for the assignment if any
- 1” margins
- 12 point Times New Roman or a similarly readable font style
- Double-space
- Subheadings with the document (if more than 4 pages)
- APA citations of works cited
  - If you are not familiar with APA format, visit the CSC Library website at [http://www.stkate.edu/library/guides/style.html](http://www.stkate.edu/library/guides/style.html)

COURSE AND GRADING POLICIES

1. Regular class attendance is expected of all students. Attendance means that (1) students are expected to arrive at class on time and stay for the duration of the class; and (2) students, whether present or not, are responsible for in-class content. First day attendance is required. It is very difficult to keep up without attending every class. If you know you have to miss class, you should notify me in advance. If you miss more than two classes, your attendance will affect your grade through your participation points. If this is the case, you would not be able to obtain more than 40% of participation points.

2. Class participation is critical in your learning process. Your participation grade will be based on the quality and quantity of your contributions to course discussions. You are fully expected to complete the readings and to participate in both online and in-class discussions.

3. All assignments are due on the specified dates. Absence from class is not an excuse for a late assignment. In the event of an emergency that prevents you from submitting an assignment on the specified date, you should contact me and get my
permission in advance. Without my permission, there will be a penalty for a late assignment (a 5% reduction in grade for each day or hour late).

4. In case of an excused absence, make-up course requirements (e.g., presentation, case analysis, etc.) must be scheduled at a mutually convenient time. It is the student’s responsibility to arrange a make-up schedule with me. In case of an unexcused absence, make-up of course requirements that were missed must be completed by the student within three school days of their original date. If not completed within this timeframe, the total point value of this course requirement is forfeited.

5. INCOMPLETE GRADE: A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade form (available online) no later than the last day of the term in which course requirements are due. You must be making satisfactory progress in the course and you must have completed 75% of the course at the time the petition is filed. Incompletes are awarded at my discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or sub-session in which the course is offered. I may establish a due date after the normal deadline if you request it and special circumstances warrant it. I will submit an alternate grade that will automatically be recorded if you do not complete the requirements for the course by the deadline. If you complete the course requirements in the time allotted, I must submit the final grade by the deadline. Extensions to the due date originally agreed to by you and I must be approved by the appropriate academic dean.

6. Writing is one of the most important skills in your graduate education. You are expected to understand the elements of good formal writing at the graduate level, and you should work hard to improve your writing skills. If you need some help with your writing, St. Catherine University provides writing assistance through the O’Neill Writing Center (room 21) in the Coeur de Catherine building.

7. You are responsible for checking your St. Kate’s email account for messages from me. Check your email at least once a day.

8. You are expected to conduct yourself in accordance with the highest standards of academic honesty and integrity. Appropriate credit must be given to original creators of all works used. Please see the college’s Academic Integrity Policy at http://minerva.stkate.edu/academiccatalog.nsf/web_retrieve/mina-7lgbze?OpenDocument.

STUDENTS WITH DISABILITIES

Saint Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University’s goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact me and the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O’Neill
Center at 651-690-6563 to discuss academic adjustments or accommodations (http://minerva.stkate.edu/offices/academic/oneill.nsf).

CONGRUENCE WITH UNIVERSITY MISSION

Management of Libraries and Information Centers, LIS 7700 advances the vision and mission of St. Catherine University and the University “Goals of Liberal Arts Education.” Specific arts goals addressed in the course include Leadership and Collaboration, Ethics and Social Justices, Critical and Creative Inquiry, Discipline-Based Competence, and Effective Communication.

DESIRE2LEARN

There is a D2L web site for this course. I will post course materials on the site.

COURSE OUTLINE AND SCHEDULE

(Note: Schedule and Readings Subject to Change)

**Week 1, September 5**
Topics: Course overview and requirements; and introduction to management

Read:
- Stueart & Moran, Chapters 1 & 20

Prepare for introducing yourself to everyone and sign up for discussion questions and discussion leadership.

**Week 2, September 12**
Topic: Leadership

Read:
- Stueart & Moran, Chapter 14

Optional reading
Week 3, September 19
Topic: Team-Building
Read:
- Stueart & Moran, Chapter 17

Sign up for governance presentation

Week 4, September 26
Topic: Planning
Read:
- Stueart & Moran, Chapters 4 & 5

Week 5, October 3
Topics: Budgeting and issues around budgeting
Read:
Week 6, October 10
Topics: Organizational structure and governance

Required readings for the governance assignment:
- Stueart & Moran, Chapters 7 (Skip pp. 147-153), 8 & 9

Suggested readings
The Issues of faculty status of academic librarians

Due: Presentation on Governance

Week 7, October 17
Topic: Hiring
Read:
- Stueart & Moran, Chapter 10

**Optional readings**


### Week 8, October 24

**Topics: Performance appraisals**

**Read:**

- Stueart & Moran, Chapter 11
- Optional reading:

### Week 9, October 31

**Topics: Personnel issues and motivation**

**Read:**

- Stueart & Moran, Chapter 13

**Week 10, November 7**
Topics: Organizational communication and conflict management
Read:
- Stueart & Moran, Chapter 16

Optional reading:

**Week 11. November 14**
Topic: Organizational culture
Read:
- Stueart & Moran, Chapters 7(Only pp. 147-153).

Optional readings:
○ Locke, L. (2006, February 20), In search of the real Google, *Time*, 167(8), 36-49. Available at [http://www.time.com/time/magazine/article/0,9171,1158961,00.html](http://www.time.com/time/magazine/article/0,9171,1158961,00.html)

**Week 12. November 21 (No Class)**
Happy Thanksgiving!

**Due: Case Analysis  [online submission by 6 PM-TBA]**

**Week 13, November 28**
Topic: Assessment of organizational performance

Read:
- Stueart & Moran, Chapters 18

Optional reading

**Week 14, December 5**
Topic: Ethics
- Stueart & Moran, Chapter 15

- Recommendation
  - Justice with Michael Sandel at http://justiceharvard.org (View the videos/lectures when you have time to spare!)

**Week 15: December 12**
Topic: Final project presentation

**Week 16: December 19**
Topic: Final project presentation

**Due: final paper**