St. Catherine University
Master of Library and Information Science Program

LIS7700G02: MANAGEMENT OF LIBRARIES AND INFORMATION CENTERS
Fall 2013
Wednesdays, 6:00 – 9:00 pm., Coeur de Catherine (CDC) 017

Syllabus date: August 18, 2013

Instructor: Peggy Johnson, Adjunct Professor
Office Hours: I don’t have a campus office, but am willing to meet by appointment in person on campus, before class on Wednesday, or by phone.
Phone: 651-298-0121
Email: majohnson4@stkate.edu or m-john@umn.edu (either email address is better than phone to contact me)

COURSE
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.

STUDENT LEARNING OUTCOMES
The course addresses the following MLIS degree program Student Learning Outcomes through these assignments.

<table>
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<tr>
<th>Learning Outcome</th>
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| 2. Demonstrate critical thinking by integrating relevant models, theories, research and practices. | Reading responses  
Case Studies  
Information service design  
In class and online discussion |
| 3. Demonstrate management, interpersonal and organizational skills. | Information service design  
Speaker introductions |
| 4. Demonstrate leadership and advocacy skills. | Op Ed presentations  
Information service design |
| 8. Promote and model the professional values of ethical responsibility, intellectual freedom and universal access to information. | Reading responses  
Information service design |
| 9. Demonstrate awareness of diverse groups and how to serve them effectively. | Reading responses  
Information service design  
In class and online discussion |

COURSE OBJECTIVES
Students successfully completing this course will be able to:
1. Discuss and apply the theories, roles, functions, and activities of management in information organizations.
2. Demonstrate understanding of organizational goals, objectives, strategic plans, policies, practices, and procedures as they apply to the management of information organizations.

3. Demonstrate a familiarity with budgeting and allocation of human, material, and virtual resources.

4. Discuss the applications of human communication and organizational theory in the information workplace.

5. Learn and apply methods for measuring and evaluating library performance.

6. Develop solutions to library management problems by integrating theories and practice.

LEARNING STRATEGIES:
Lecture, guest presentations, student presentations, reading and commentary responses, large and small group discussions, field observations.

REQUIRED TEXTS


ASSIGNMENTS AND COURSE POLICIES

ASSIGNMENTS & GRADING

Weekly reading of the assigned chapter(s) in Moran et al. and Giesecke and McNeil, and the additional articles assigned each week on the syllabus are required. You are responsible for referring to the text and the additional readings in your reader response contributions to the online discussions hosted on the Desire to Learn (D2L) site. Participation in discussions—both in class and online—and referencing your reading are included in the class participation points. Students will alternate between reader response postings and follow-up commentary response postings.

Once you have completed readings for each week, you are required to post either Reading Responses (5 points) or Commentary Responses (5 points) to the appropriate week’s D2L discussion forum. Half the class will post Reading Responses no later than 6 PM on Sunday. These responses should include one to three paragraphs summarizing and showing the connections among the readings, one/two paragraphs expressing your personal reflection on the texts, and one or two questions posted for discussion. The other half of the class will post Commentary Responses no later than 6 PM Tuesday; these should include one to three paragraphs identifying and linking a reader response to your own reading of the text, one/two paragraph reflection on the reader response posting, and one paragraph in which you indicate “need to know more about” to continuing learning about the topic under discussion. Students with last names A-l should post reading responses on weeks 2, 4, 6, 8, 10, 12, 14 and post commentary responses on weeks 3, 5, 7, 9, 11, 13, with students with last names M-W doing the opposite.

In-class participation (10 points)

15 minute, prepared, oral op-ed type presentations on the topic of the week or speaker introduction (20 points) Weeks 2 through 14
Op-ed presentations:
An op-ed (abbreviated from “opposite the editorial page”) is an article published in a newspaper that expresses the views of an author unaffiliated with the newspaper. The op-ed essay is a short essay intending to inform the public about an issue and to indicate some means for its resolution. Many op-ed essays tend to follow one basic structure: lead (around a news hook), thesis (statement of argument—either explicit or implied), argument based on evidence (such as statistics, news, reports from credible organizations, expert quotes, scholarship, history, firsthand experience), a “To Be Sure” paragraph (in which the author preempts potential critics by acknowledging any flaws in the argument, and addresses any obvious counterarguments), and the conclusion (often circling back to the author's lead). In this class, you will be presenting your informed opinions on an aspect of the topic of the week. **Do not simply summarize the assigned chapter(s) or one or more of the readings – this is not a report.** Provide a brief description of the issue and then thoughtfully present your view following the basic structure described above.

Speaker introduction:
The ability to introduce a speaker effectively is an important skill. Introductions should engage the listeners, provide pertinent information, but not drone on too long. Tips for effective introductions can be found at:

- How to Introduce a Speaker: 16 Essential Tips for Success
  - [http://sixminutes.dlugan.com/how-to-introduce-a-speaker](http://sixminutes.dlugan.com/how-to-introduce-a-speaker)
- Guide on the Side—How to Introduce Speakers: Tips and Templates
- How to Introduce a Speaker—The art of Giving (and Receiving) a Great Introduction

You are expected to contact the speaker (I will provide contact information) to gather information for the introduction and to prepare at least two questions based on the speaker’s presentation to start discussion after the presentation.

Sign-up sheets for op-ed presentations and speaker introductions available during first and second class session.

Assessing outreach services (paper worth 10 points); due Oct. 9.
Kendrick defined an effective marketing plan as a plan that “will identify what drives users and build products and services around their needs; enable a highly differentiated service, not ‘one size fits all’; create value and inspiration to use the library; and do all this with as little cost as possible. It will provide a process to ensure maximum use of the public libraries by the public, attract non-users and develop loyalty behaviours in existing users, and will clearly influence attitudes towards the library—our ‘offer’ as the best, the winning offer (in terms of use of time) in the scramble for their attention.” (Terry Kendrick, *Developing Strategic Marketing Plans That Really Work: A Toolkit for Public Libraries* (London: Facet, 2006), 9.)

In this assignment, you will begin by conducting field research (through onsite visits to libraries, searching library websites, and/or interviewing librarians) and identify two or three examples of **effective outreach services**. In a paper of no more than 5 pages, you will describe each service and explain how you believe it is part of an effective marketing plan, referencing the aspects of plan as defined by Kendrick or drawing on your other readings on this topic. Do not use a library, special collection, or archive where you work.
Designing an information center, library, or archive (50 points: paper (30 points) and presentation (20 points); presentations during weeks 11, 12, 13, and 14.
You will self identify your team of four students. Teams will select an existing service (do not choose and organization where you work) to review its website, interview its director, and observe staff, clients, and services. Based on the review of an existing service, readings, presentations, and discussions, each team will design a new organization and prepare documents required for managing effective and efficient information services provided by this new organization. These documents must include: mission statement; strategic plan, governance structure, organization chart, policies, position descriptions (one professional and one staff), and a plan for one program with budget to support this program.

Each team will begin by setting project goal, objectives, tasks, due dates and task assignments. Each team will log work activities. These data should be included in the report (#4 below).

Report and presentation:
1. Describe the information service mission and goal; governance; organizational structure in terms of the concepts introduced in Moran et al. and through lecture/reading.
2. Describe programs, staffing, and funding that meet the mission, goal, and strategic plan of the organization.
3. Describe the new program and supporting staffing and budget needed.
4. Provide a 6 to 8 page report written as an annual report. Deposit the report in the D2L drop box and give a paper copy to the instructor the evening of the presentation. Include the documents developed as appendices. You must include the sources (citations) you used for your project.
5. Prepare and delivery a 40 minute PowerPoint presentation.
6. Post your PowerPoint slides to the D2L drop box on the day following your presentation.

Note: Designing effective PowerPoint presentations is a skill. A few resources to help you are:

Sign-up sheets for teams/topics and presentation week during second and third class.

COURSE POLICIES

1. Regular and timely attendance is very important. 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. Keeping up is very difficult without attending every class. Make every effort to be present and on time. If you need to miss a class, you should notify me in advance and you must keep current with discussion posts. The frequency with which you attend class as well as how you demonstrate your familiarity and mastery of the material are considered in your course evaluation.

2. Class participation is critical in your learning process. You are expected to complete the readings and to
participate in class discussions and activities and team work.

3. All assignments are due on the specified dates. Absence from class is not an excuse for a late assignment. In the event of 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 late).

4. 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 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 Coeur de Catherine building.

Equally important are public speaking and making formal presentations. Again, work to improve those skills.

5. You are responsible for checking your St. Kate’s email account and the announcement section of D2L for messages from me.

6. The St. Catherine University expects each of its students to uphold the Student Code of Conduct, which includes civility, respect for differences, and academic integrity and honesty. Major violations are cheating and plagiarism. \textit{Cheating} includes copying others’ works, collaborating without authorization, and accessing others’ computer files without authorization. \textit{Plagiarism} includes intentionally or unintentionally using someone else’s words, works, thoughts, or expression of ideas without giving proper credit. Please see the SCU Student handbook for the full statement of Academic Integrity or the SCU Academic Integrity Policy at http://minerva.stkat.edu/gradcatalog.nsf/web_retrieve/mgsn-7amlvf?OpenDocument.

\textbf{ASSESSMENT}

Grading Scale

A: 94-100%, Excellent  
A- : 90-93%, Good, Need some/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

I will use the above scale in conjunction with grading on a curve method (grading your relative performance in comparison to your classmates’ performance). I generally use the above scale for assignments and a curve for your course grade.

Assignments will be evaluated on quality, thoughtfulness, and completeness. All work for this class must be original. Assignments should be edited for correct spelling, correct grammar, and clarity of thought. Any cited work must be given proper credit. Papers with unacceptable spelling, grammar, and punctuation will receive reduced marks. Work may not be resubmitted except in extraordinary circumstances.

In assessing assignments, I look for:
Adherence to the assignment;
Intelligent 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 on the topic under consideration? Are you clear about the breadth of applicability of the evidence you cite? Do you cover relevant literature sufficiently? Do you provide an assessment of evidence quality as appropriate?
Application and understanding of course materials
Originality of thought
Coherent organization
Clear expression
Good communication skills
Accurate citation style, spelling and grammar.

All assignments are expected to follow the following standards:
- No separate title page
- Your name, email address, assignment title, and date due in the upper left hand corner
- Page numbers in the upper right hand corner
- 1” margins
- 12 point Times New Roman or similarly readable font style
- Text should be double-spaced
- Uniform citations of works using APA citation style; see http://library.stkate.edu/pdf/citeAPA.pdf
- Adherence to assignment requirements.

If you have any questions about any assignment, please ask for clarification well before it is due. Revision is a critical part of the writing process and should be completed before the due date.

Special Needs
Special needs can include, but are not limited to, factors influencing the learning process in and out of the classroom, such as mobility, physical, learning, and cognitive challenges. Students with special needs are invited to contact the Disability Services office so that accommodations can be provided. Please also inform me if you have special needs.

Desire2Learn
This course has a D2L web site where course materials are posted. You are already registered for the course. You are required to check the site for announcements, post reader responses, and engage with class members and the instructor on this site.

COURSE OUTLINE AND SCHEDULE
Note:
1. Schedule and readings are subject to change.
2. Guest presenters will be added as soon as possible and sign-up sheets to introduce speakers will be available at the first or second class sessions.

Week 1, Sept. 4
**Topics:** Course overview, requirements, and mechanics; introduction of yourself; and introduction to management and team work.

**Prepare to introduce yourself. Read assignments, take notes, and be prepared to summarize, reflect, discuss, and raise additional questions. In class: Sign up for speaker introductions and op-ed presentations.**

**Read:**
Moran et al., Chaps. 1 & 17
Giesecke & McNeil, Chaps. 1 & 5


**Optional readings:**
Giesecke & McNeil, Chapt. 14 “Managing Meetings”


**Week 2, Sept. 11**
**Topic:** Management and Changing Landscapes

**Read:**
Moran et al., Chaps. 2 & 3
Giesecke & McNeil, Chapt. 2


**Sign up for op-ed presentations and speaker introductions.**

**Week 3 Sept. 18**
**Topic:** Strategic Planning

**Read:**
Moran et al., Chapt. 4
Giesecke & McNeil, Chapt. 10


**Optional readings:**

**Week 4 Sept. 25**  
**Topic:** Project Planning  
**Read:**  
Giesecke & McNeil, Chapt. 16


**Week 5 Oct. 2.**  
**Topic:** Marketing  
**Read:**  
Moran et al., Chapt. 6


**Week 6 Oct. 9 NO CLASS**

**Paper (Assessing outreach services) due**

**Week 7, Oct. 16**

**Topic:** Organizational Culture and Organization Models

**Read:**

Moran et al., Chaps. 7, 8, & 9


**Optional readings:**


**Week 8: Oct. 23**
**Topic:** Human Resources: Hiring and Orientation

**Read:**
Moran et al., Chapt. 10
Giesecke & McNeil, Chapt. 6, 7, 8, & 9


**Optional Readings:**


**Week 9: Oct. 30**
**Topic:** Human Resources: Performance Appraisal and Performance Management

**Read:**
Moran et al., Chaps. 11 & 12
Giesecke & McNeil, Chaps. 11 & 15


Optional Readings:


Week 10: Nov. 6
Topic: Facilities

Read:
Moran et al., Chapt. 5
Giesecke & McNeil, Chapt. 13


Supplemental Readings:


**Week 11: Nov. 13**

**Topic:** Fiscal Responsibilities and Library Development

**Read:**

Moran et al., Chapt. 19 & 20

Giesecke & McNeil Chapt. 12


Optional Readings:


**Week 12: Nov. 20**
**Topic:** Organizational communication; Conflict management

**Read:**
Moran et al., Chapt. 16
Giesecke & McNeil Chapt. 3


**Nov. 27** Thanksgiving Break—no class

**Week 13: Dec. 4**
**Topic:** Evaluation
Read:
Moran et al., Chapt. 18


Optional Readings:


Week 14: Dec. 11
Topic: Motivation; Ethics

Read:
Moran et al., Chapt. 13, 15
Giesecke & McNeil, Chapt. 4


**Optional Readings:**


**Week 15: Dec. 18**

**Topic:** Management and Leadership; Course Wrap-up and Evaluation

**Read:**

Moran et al., Chapts. 14 & 21


& Management, 22(2), 69-78.


German, L. (2013). Demonstrating attributes of leadership. *Technicalities* 33(2): 1, 6-7. [if not yet available via the full text Library Literature, use copy on course reserves in the library]


**Option Readings:**


Giesecke & McNeil, chapt. 17


