

LIS 650: Management of Libraries and Information Centers **Fall 2014**

University of Hawaii Library & Information Science Program | CRN 76955
HL 3F | Wednesdays 5-7:40 pm

Instructor: Rich Gazan (gazan@hawaii.edu | HL 2J | office hours Thu 3-4:30 or by appointment)

Catalog description: Basic theories and principles of administration for effective management of public, academic, and special libraries and information centers, with emphasis on planning, organizing, staffing, directing, and control. Administrative aspects of public and technical services, facilities, planning, evaluation, public relations, interagency cooperation, and the management of change in bureaucratic organizations.

Prerequisites: none

LIS Program Student Learning Outcomes:

- 1a) Apply LIS theory and principles to diverse information contexts
- 1b) Demonstrate understanding of the historical context of information services and systems
- 1c) Develop and apply critical thinking skills in preparation for professional practice
- 1d) Craft and articulate a professional identity
- 2a) Demonstrate understanding of leadership
- 2b) Work effectively in teams
- 2c) Develop, manage, and assess information services for specific users and communities
- 2e) Demonstrate the ability to advocate effectively for information services
- 3a) Demonstrate understanding of the processes by which information is created, evaluated and disseminated
- 4c) Apply current research findings to professional practice
- 5a) Communicate and collaborate with diverse colleagues, information seekers and community stakeholders
- 5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

Course learning objectives:

After taking this course, students will be able to demonstrate understanding of:

- Current issues relevant to the management of libraries and information centers, and develop strategies to address these issues in practice.
- Basic management theories, terminology and methods.
- Leadership, team dynamics and interpersonal communication skills.
- Theories and processes involved in managing personnel, resources, facilities and budgets.
- Management challenges unique to diverse information environments.
- The library management research literature, and develop the skills to contribute to it.

Professional expectations

Students are required to follow the highest standards of intellectual and personal honesty throughout their careers at the University of Hawaii, as stated in the LIS Program guidelines: <http://www.hawaii.edu/lis/students/professional-expectations-notice/>

Course structure and philosophy

My main role in this class is to introduce you to management concepts and issues from within and outside of LIS, and to create an environment where you can apply them to professional settings and situations that interest you. Your role is to find and articulate the link between the concepts in the course and your academic and professional goals, demonstrate critical understanding, and develop the skills necessary to work effectively in libraries and other information organizations.

Class sessions will combine lecture, discussion, small group activities and exercises. Completing assignments successfully will require that you spend significant time outside of class, both individually and in groups.

Understand that **readings and lectures will not overlap completely**. Consider the slides from each lecture, including guest lectures, as part of the required readings. Also, **topics will overlap across weeks**. On the course schedule, the topic labels on each week's session reflect the major points of emphasis, but related content may be presented in other sessions as well.

Research methods

Some of the research methods used in this course include action research, case studies, content analysis, critical incident analysis, ethnography, naturalistic inquiry, needs assessment and usability studies.

Technology

To complete required assignments you will need to be proficient in word processing, spreadsheet and presentation applications. You will need to search the Web, library catalogs and journal article databases regularly and professionally, use screen capture software and collaborative tools such as Google Docs. Depending on the details of your projects, you may also need to download, install and use apps, browser plugins or other software. Please note that **all course communications will be sent to your hawaii.edu email account**. You are encouraged to bring laptops and similar devices to lecture, just make sure they don't interfere with the class.

Kokua

If you need reasonable accommodations to complete required coursework because of the impact of a documented disability, you are encouraged to explore the services of UH Manoa's KOKUA program (<http://www.hawaii.edu/kokua/>). KOKUA provides disability access services to individuals on a case-by-case basis, and students are not charged for these services. A student's disability status is considered confidential information and is only disclosed to faculty with the student's permission.

Course schedule (subject to change)

Date	Topic	Readings	Assignment due
Week 1 8/27	Introduction and overview	Agre Moran et al. (intro, ch. 1) Pew Research quiz	Skills inventory (in class)
Week 2 9/3	Value creation	Hochschild Zickuhr et al. (pp.1-18) Matthews	Laulima post (by Mon 9/1): <i>Pick an issue...</i>
Week 3 9/10	Evolution of management thought	Perrow Heames & Breland Moran et al. (chs. 2-3)	Laulima post (by Mon 9/8): <i>How could an idea of one management pioneer impact LIS today?</i>
Week 4 9/17	Strategic planning	Harford OCLC (chs. 3-4) Moran et al. (chs. 4-5) Patterson et al. (chs. 1-4)	
Week 5 9/24	Team skills and communication	Moran et al. (chs. 16-17) Patterson et al. (chs. 5-7)	Evolving the library
Week 6 10/1	Organizational culture, structure and resource allocation	Little Moran et al. (chs. 7-9, 19) Patterson et al. (chs. 8-11)	Evolving the library
Week 7 10/8	Participatory design	Bernier et al. Harder et al.	Evolving the library
Week 8 10/15	Leadership and ethics	Goleman Staninger Moran et al. (chs. 13-15)	Evolving the library
Week 9 10/22	Alternatives in database licensing and journal subscriptions. Guest speaker: Péter Jacsó		Midterm handed out
Week 10 10/29	Take-home midterm—no class meeting		
Week 11 11/5	Midterm review, rapid prototype		Midterm (by Tue 11/4)
Week 12 11/12	Marketing and outreach	Moran et al. (ch. 6) Baltes & Leibing Libsuccess.org	Rapid prototype progress report
Week 13 11/19	Coordination and assessment	Moran et al. (chs. 10-12, 18, 20) LibQUAL+ U of Virginia Library	Rapid prototype progress report
Week 14 11/26	Thanksgiving eve—no class meeting		Laulima post: (by Tue 11/25): Rapid prototype progress report
Week 15 12/3	Project work day		
Week 16 12/10	Final presentation and discussion		Rapid prototype (12/10) Reflective assessment (12/12)

Assignments

General guidelines

- **Concepts, not cookbooks.** Most assignments in this course are loosely structured, with no rigid checklists to guide or constrain your work. Individually and in groups, you will be required to think creatively about how best to apply course concepts to solve problems.
- **Process, not product.** Similarly, learning about and reflecting upon the processes of working in organizations will strengthen you as a professional, and is more important than the details of any single project or assignment. If your process is solid, the quality of your product will generally take care of itself.
- **You must complete all assignments to pass the course.** If circumstances arise that prevent you from turning in an assignment, tell me (and your group members, if appropriate) as far in advance of the due date as possible.
- **Don't procrastinate.** Late assignments will be penalized 3 points, plus an additional 3 points for each 24-hour period after the due date. You may also be asked to leave during the class discussion of the assignment, which will impact the participation component of your grade.
- **Don't free-ride.** Teams are responsible for addressing underperformance internally, using the skills developed in the course. Failing that, contact me as soon as possible. Any perceived inequality in contributions should also be addressed in the reflective assessment paper by all concerned. Team underperformers will have their grade adjusted accordingly.
- **Don't plagiarize.** Plagiarism may result in dismissal from the LIS Program.

Exercises and participation (10%)

Exercises and informal class discussions are your chance to contribute to the direction of the class, ask questions and share your experiences. Full marks will be given to students who attend every class meeting, participate actively and knowledgeably, initiate discussions and contribute to existing discussions, and contribute to an environment where all students are encouraged to participate.

- **Guidelines for opening discussions:** Some class meetings will start with an opening discussion, where I will ask one or more students to discuss a specific point from the week's readings that you found interesting, confusing, questionable or otherwise noteworthy. Come prepared each week to summarize and discuss your chosen point in class, with the goal of eliciting class discussion.
- **Guidelines for Lulima posts:** Respond to the discussion topic with a substantive post (at least a paragraph). Make sure you address all required elements, which I will include in the initial post of the discussion thread. Post your response no later than 11:59pm the Monday before class, to give students a chance to read and respond. Failure to post, or not responding substantively, will reduce the participation component of your grade.
- **Guidelines for in-class exercises:** We will occasionally do in-class exercises such as case study analyses, where you may be asked to work in small groups and report your findings. While these will not be graded individually, failing to complete them will reduce the participation component of your grade. You will only get credit for completing the exercise if your name appears on the report.

Evolving the library (20%; due Weeks 5-8)

In teams, choose one of the near-future issues you identified in the Week 2 Lulima posts, and lead an informal presentation and discussion designed to help a library director address the issue effectively. Be as creative as you like with the content and format of the presentation and discussion, and topics need not relate to the corresponding week's readings.

- **Before your presentation:** Create an annotated bibliography of 9 information resources about your chosen topic: 6 from the LIS literature (don't include required readings), and 3 **non-LIS** resources that address the same issue in a different light. Each entry should include a brief evaluative synopsis. Consider this a resource for a busy library director, so make every entry is **relevant, understandable and actionable**. For example, if you are interested in how libraries can publicize new services effectively, your annotated bibliography should include a range of current resources from the LIS literature about specific ways libraries are addressing the issue, and your non-LIS resources might describe how coffee houses or airlines introduce new products in innovative ways. Make sure the non-LIS resources you choose have lessons or insights that can realistically be applied in LIS environments.
- **The day of your presentation:** Post your annotated resource list to Lulima before the beginning of class. Give a 15-minute presentation that frames the problem, summarizes key points from your annotated bibliography to survey possible solutions (you need not summarize every resource), and explains how your non-LIS resources inform thinking about the issue. Conclude your presentation with 3-4 takeaways—bullet points that summarize how you think a library should evolve in order to address the issue most effectively. To conclude, lead a 15-20 minute class discussion or activity designed to give students a chance to respond and contribute.

Midterm (20%; due Week 11, Tue 11/4 by 11:59pm)

At the end of class on Week 9, a take-home midterm exam will be handed out. It will cover all readings, lectures and (very possibly) content from exercises and student presentations.

Rapid prototype project and presentation (30%; due Week 16)

The last part of the course will be devoted to a rapid prototype project. Details will be discussed in class.

Reflective assessment (20%; due Week 16½, Fri 12/12 by 11:59pm)

In a 7-10 page paper, describe and evaluate the work processes of your evolving the library and rapid prototype groups. Write informally and/or in journal style, but **specifically and critically relate your observations and reflections to at least five concepts from the course readings**. You are encouraged to focus your reflective assessment on areas where you feel you learned the most, but consider addressing some or all of the following questions: How were decisions made? How was work allocated? What were some bottlenecks? What project management tools did you use, and did they help or hinder progress? What could you, your fellow students, and the instructor have done to make the team work more efficiently? As an appendix, create an org chart of the rapid prototype project as you experienced it, and identify two areas where you feel the project would have been accomplished more efficiently if the structure were changed.

Readings

Required readings (Two textbooks*, all others posted on Laulima)

- Agre, Phil (2005). How to Be a Leader in Your Field: A Guide for Students in Professional Schools. <http://polaris.gseis.ucla.edu/pagre/leader.html>
- Baltes, Guido, and Isabell Leibing (2008). Guerrilla Marketing in Information Services? *New Library World* 109 (1/2), 46-55.
- Bernier, Anthony, Mike Males, and Collin Rickman (2014). "It Is Silly to Hide Your Most Active Patrons": Exploring User Participation of Library Space Designs for Young Adults in the United States. *The Library Quarterly* 84(2), 165-182.
- Goleman, Daniel (2000). Leadership That Gets Results. *Harvard Business Review* 78(2), 78-90.
- Harder, Marie K., Gemma Burford and Elona Hoover (2013). What is Participation? Design Leads the Way to a Cross-Disciplinary Framework. *Design Issues* 29(4), 41-57.
- Harford, Tim (2006). The World's Worst Library. In *The Undercover Economist*. Oxford: Oxford University Press, 190-197.
- Heames, Joyce Thompson, and Jacob W. Breland (2010). Management Pioneer Contributors: 30-year Review. *Journal of Management History* 16(4), 427-436.
- Hochschild, Arlie (2012; 3rd ed.). *The Managed Heart: Commercialization of Human Feeling* (ch. 1). Berkeley and Los Angeles, Calif.: University of California Press, 3-23.
- LibQUAL+ (2012). Learn About LibQUAL+ Presentation. http://www.libqual.org/about/about_survey/tools.
- Libsuccess.org (2013). Marketing-Library Success: A Best Practices Wiki. <http://www.libsuccess.org/index.php?title=Marketing>
- Little, Bob (2011). The Principles of Successful Project Management. *Human Resource Management International Digest* 19(7), 36-39.
- Matthews, Joseph R. (2011). What's the Return on ROI? The Benefits and Challenges of Calculating Your Library's Return on Investment. *Library Leadership & Management* 25(1), 1-14.
- *Moran, Barbara B., Robert D. Stuart and Claudia J. Morner (2012; 8th ed.). *Library and Information Center Management*. Westport, Conn.: Libraries Unlimited.
- OCLC (2014). *At a Tipping Point: Education, Learning and Libraries* (chs. 3-4). <http://www.oclc.org/content/dam/oclc/reports/tipping-point/215133-tipping-point.pdf>.
- *Patterson, Kerry, Joseph Grenny, Ron McMillan and Al Switzler (2011; 2nd ed.). *Crucial Conversations: Tools for Talking When Stakes Are High*. New York: McGraw Hill.
- Perrow, Charles (1985). The Short and Glorious History of Organizational Theory. In Beverly Lynch, ed. *Management Strategies for Libraries: A Basic Reader* (232-247).
- Pew Research (2014). Library User Quiz. <http://www.pewinternet.org/quiz/library-typology/>
- Staninger, Steven W. (2012). Identifying the Presence of Ineffective Leadership in Libraries. *Library Leadership & Management* 26(1), 1-7.
- University of Virginia Library (2009). 2007-2009 Balanced Scorecard Metrics. <http://www2.lib.virginia.edu/bsc/metrics/all0708.html>
- Zickuhr, Kathryn, Kristen Purcell and Lee Rainie (2014). From Distant Admirers to Library Lovers—and Beyond: A Typology of Public Library Engagement in America. Pew Research Center. http://www.pewinternet.org/files/2014/03/PIP-Library-Typology-Report_031314.pdf

Suggested readings

(some content from these readings will be distilled in lecture presentations)

- Magretta, Joan (2002). *What Management Is*. New York: Free Press. (several copies in LIS lending library)
- Shulman, David (2007). *From Hire to Liar: The Role of Deception in the Workplace*. Ithaca, NY: ILR Press.