



University of Hawai'i - Manoa
Library & Information Science Program

SYLLABUS

LIS 650: Management of Libraries & Information Centers
(3 Credits) (Fall 2005)

Instructor: Andrew (Drew) B. Wertheimer, Assistant Professor

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Please put LIS 650 (and your topic) in the subject line.
I try to respond ASAP.

Course Homepage:

<http://www2.hawaii.edu/~wertheim/650F05.html>

OFFICE HOURS:

- Tuesdays 1:00-3:00
- Thursdays 4:00-5:00
- or by appointment

Classroom: Bilger Hall, Room 319

Schedule: Thursdays: 1:00 - 3:40 PM

Course Catalog Description (from the LIS Program home page):

LIS 650 Management of Libraries & Information Centers (3 cr) 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

Program Learning Objectives

This introductory survey course addresses the following objectives of the LIS Program, enabling students to:

1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services in a variety of information environments;
7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;
8. Demonstrate basic competencies required for program development in particular information environments;
9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

[Numbers and text refer to the 2005 Revised
UH LIS Program Mission and Goals.]

Course Learning Objectives

This course is an introduction to the professional, philosophical and ethical dimensions of management as applied to the administration of academic, public and special libraries, archives, and information centers. The course draws upon research in management, political science, psychology, sociology, as well as library & information science (LIS). The aim is to make this knowledge part of your applied “management toolbox.” You are encouraged to challenge yourself with this interdisciplinary and applied research, but also to treat everything you read critically.

The reason that the UHM, like most other LIS schools, requires a course in administration is that most of you will become managers within a very few years of graduating. Even if you don't yet have such aspirations, this course should help you become a better team collaborator. We also explore questions of diversity, leadership, unions, outsourcing and other political dimensions tied with management in the twenty-first century. In particular, this course should enable students to:

1. Have an understanding of management theories, terminologies, and techniques, as well their development, with an emphasis on application in libraries, archives, and other information centers.

2. Appreciate the interrelationship between information and organizational processes, in particular, planning, decision-making, and evaluation within the context of applied organizational theory.
3. Become familiar with professional standard practices, techniques relating to personnel, budgeting, organizational communication and decision-making.
4. Gain experience and confidence in making professional written and oral presentations and other aspects of administration work.
5. Understand administrative perspectives governing library and archival services, and how to communicate these to public.
6. Be prepared for employment at the entry-level, but also equipped with a managerial philosophy and “management toolbox” for future advancement.

Teaching Method

Class-time instruction will be a combination of lectures, guest lectures, student presentations and group discussions. Oral and written assignments, such as case studies, are designed to promote critical analysis and reflection on readings. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while other work will lay the foundations for more advanced understanding. Lecture dates and guest speakers are subject to change.

Course/ Teaching Philosophy

My personal and professional ambition is to facilitate your learning, so I welcome specific or rough proposals for **alternative** learning experiences to assignments.

I reserve the right to reject or make counterproposals, but encourage you to consult me about this. If you want to pursue this, please talk with me well in advance of the deadline of the assignment you want to replace.

Many of the assigned readings and planned lectures are focused on public or academic libraries. There is a separate class for school library media center administration. Students interested in management of archives, special libraries, information brokering or other aspects of LIS administration should contact the instructor to come up with possible alternative readings and projects that might be more relevant.

Class participation is based on:

(a) Attendance:

This includes coming to class on time and for the entire period. If you were late or absent because of illness or another emergency, please submit evidence. If possible, please notify me in advance of excused absences.

(b) Active participation in classroom discussion. This does **not** mean monopolizing discussion, but does mean being prepared (including having reflected on the readings due for that class), as well as actively contributing to discussion.

Group Work

Several assignments are designed as group projects. This is because group members can learn from each other while working towards mutual objectives. Another rationale is that libraries rely a great deal on work managed by committees and other cooperative efforts. For group work to be effective, each member needs to participate actively, and be invested in the final outcome. For class the primary rewards are, of course, grades and learning. Assignment instructions show if they are individual efforts or group work. Some group assignments include a segment in which you will evaluate the performance of each team member. This will influence that student's grade in relation to the grade for the group.

It is unfortunate, but possible that some students will not "carry their own weight" on group work. If your group has a member who is disruptive or is not doing his/ her share, you should first work with the student. If this remains a problem please contact the instructor. If the majority of your group wants to remove that member the instructor will contact the student. This student will then have a chance to appeal to join another group or complete another project alone.

Required Textbook:

Robert D. Stueart, and Barbara B. Moran, *Library and Information Center Management*. 6th ed. (Greenwood Village, CO: Libraries Unlimited, 2002). Paperback ISBN: 1-56308-990-4 (at University Bookstore, 1-800-UH-BOOKS).

Additional required readings will be available from Electronic Reserves via Sinclair Library or distributed in class. Additional readings may be assigned.

Course Schedule (subject to change)

25 August

- Week 1:** a] **Introductions**
b] **Review syllabus**
c] **Why study Management?**
- Readings:** None.
- DUE:** Nothing.

1 September

- Week 2:** **A Brief History of Management**
- Readings:** STEUEART & MORAN: Chapter 1.
- DUE:** Nothing.

8 September

- Week 3:** a] **Applying Management in Libraries**
b] **Class Discussion: Case Study 1**
- Readings:** STEUEART & MORAN: Chapter 2.
- DUE:** Nothing.

15 September

- Week 4:** a] **Planning, Policies, and Strategizing**
b] **Class Discussion: Case Study 2**
- Readings:** STEUEART & MORAN: Chapters 3 and 4.
- DUE:** Nothing.

22 September

- Week 5:** **Organizational Theory Applied in Libraries**
- Readings:** STEUEART & MORAN: Chapters 5, 6, and 7.
- DUE:** Nothing.

29 September

- Week 6:** **Human Resources Management: Part 1**
Interviewing and Evaluating Practices
- Readings:** STEUEART & MORAN: Chapters 8 and 9.
- DUE:** **Cover Letter Assignment**

6 October

- Week 7:** a] **Meeting with Pubic Relations Client**
Guest Speaker: Sara K. McBride, Library Development and Communications Assistant, UHM (1.00-1.45)
- b] **In-class Interview Role Play Exercise**
- Readings:** STEUEART & MORAN: Chapter 10.

DUE: Interview Questions (Hand in next week with the journal).

13 October

Week 8: Public Relations and Marketing for Libraries, Part 2

Readings: None.

DUE: Interview Exercise Journal

20 October

Week 9: a] Communications, Conflict, Coordinating and Reporting

b] **Video:** *Meetings, Bloody Meetings*

Readings: STEUEART & MORAN: Chapters 13 and 14.

DUE: Nothing.

27 October

Week 10: There is **no class** this week. Dr. Wertheimer will be presenting a paper at the University of Illinois. You are encouraged to work on your Public Relations and Consultant Group Projects.

No Class

Readings: None.

DUE: Nothing.

3 November

Week 11: Fiscal Management in Libraries

a] **Budgeting**

b] **Library Funding**

c] **Library Standards and Measurement**

Readings: STEUEART & MORAN: Chapter 15.

DUE: Nothing.

10 November

Week 12: Organizational Theory Applied

Readings: STEUEART & MORAN: Chapter 11.

DUE: Consultant's Study

Presentations on "Consultant's Study" Assignment

17 November

Week 13: a] Construction and Remodeling

b] **Advocacy & the Political Process**

c] **Unions and Workplace Issues:**

Guest Speaker: Ruth Horie, UHPA, UHM (2:30-3.40)

Readings: None.

DUE: Public Relations Assignment

24 November

Week 14: *Happy Thanksgiving Holiday!*

1 December

Week 15: a] Customer Service: From Theory to Practice

Guest Speaker: Randy Hensley UHM (1:00-2:00)

b] Leadership/ Management Styles, Theories, and Ethics

Readings: STEUEART & MORAN: Chapter 12.

**DUE: PR Assignment - Assessment of Team Members
Management Report**

8 December

Week 16: Leadership: The Next Generation of Library Managers

Lecture inspired by Peter Herson, Ronald R. Powell, and Arthur P. Young, *The Next Library Leadership: Attributes of Academic and Public Library Directors*. (Westport, CT: Libraries Unlimited, 2003).

Looking Ahead, Class evaluation.

Readings: STEUEART & MORAN: Chapter 16

and

Arthur Young, Peter Herson, and Ronald Powell. "What Will GEN NEXT Need to Lead?" *American Libraries* (May 2004): 33-35; and the response: "GEN X Bites Back." *American Libraries* (September 2004): 43-45.

DUE: Nothing.

Finals Week

There is no exam in this course or class meeting during Finals Week. All papers and extra credit must be handed in by 8 December.

Important Dates (Fall 2005):

29 August

Last day to withdraw from class without a "W."

31 August Last day to add the class, change grading option or to receive a 100% tuition refund for the course.

12 September

Last day to receive a 50% refund for the course.

Grading:

5	Management Paper	30 %
4	Public Relations Assignment	20 %
3	Consultant's Report (Group)	20 %
	Class Participation	10 %
2	Interview Exercise Journal	10 %
1	Cover Letter	05 %
6	Journal on Library Meeting	05 %

Grading Scale:

100-98 A+,	97-94 A,	93-90 A-;
89 - 87 B+,	86-83 B,	82-80 B-;
79 - 77 C+,	76-73 C,	72-70 C-;
69 - 67 D+,	66-63 D,	62-60 D-.

EXPECTATIONS FOR ALL ASSIGNMENTS

**** Plagiarism**, if caught, will result in failing the class. It also will be reported to the department for appropriate action. Please don't do it.

As a review, any quotes should either be placed in quotation marks or block quotes for longer extracts. You may use any recognized citation style (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so. If you will be citing the same source (such as in the article critique), then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article. For papers using parenthetical references, you need to submit a bibliography of works cited. You do not need a bibliography, however, if you use complete citations in the footnotes. Information from personal conversations, letters, and the Internet should also be cited with the date (and URL for the Internet).

Please use 12-point Times (or comparable) font and double-space your written assignments and leave a 1-inch margin on all sides. Papers should also be stapled. You do not need a cover page per se, but should include your name, the date, and assignment name (in single spacing) on the first page of all materials. You are encouraged to use a title for each paper since this often helps writers to establish a focused theme.

Papers should be spell-checked and proofread. My interest is to see that you follow the instructions and are able to develop a logical, analytical paper, and provide evidence for your observations.

Papers are due during class. One point per day late will be subtracted from **overdue assignments**. No overdue assignments or extra credit projects will be accepted after 8 December.

INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS

ASSIGNMENT (1): Cover Letter (Individual Work) (DUE: 29 September) (5 points)

Select a real library/ archive job opening (either for one that is currently available or was advertised within the past two years) and secure a full position description (usually one page long). Then write a 1 to 2 page cover letter applying for the position. You should submit a copy of the full position advertisement along with the cover letter.

Your letter will be evaluated by your writing style, aesthetics, and especially your ability to address the areas named in the job description. Your co-students and instructor will comment on the cover letter with constructive criticism. This certainly may be a real application. This assignment is related to Assignment 2.

ASSIGNMENT (2): Interview Exercise Journal (Group Work; Partial in-class exercise) (DUE 13 October) (10 points)

For this assignment you should form groups of three (or four if needed) preferably with others interested in the same employment track (e.g., academic librarianship). Each group member should have a chance to be in the roles of (a) interviewer; (b) interviewee; and (c) observer.

The interviewer and interviewee should base their role play on a real position, and the student's cover letter application. This assignment has several aspects:

At least **one week before this class**, you should form your group, and decide who will interview whom. Each **interviewee** should then forward a copy of your (1) cover letter draft, (2) most recent vitae, and the position description to the person who will interview you.

The **interviewer** should then prepare a list of questions to ask the interviewee. You should first read chapters 8 and 9 in the text. You are welcome to contact the employer and tactfully ask for the list of questions asked if these are public. In the case every group member is applying for the same position you *may* collaborate on questions (but each interviewer should ask one or two new additional questions).

The **observer** will observe the entire interview process.

Each person should take notes on the entire process so as to inform the written part of the assignment.

The Written Product

Each group member is expected to turn in (the following week) a brief word-processed journal with the following components:

- a) The names of your group members (noting who interviewed whom, and for what positions)
- b) The set of questions you crafted for your role as an interviewer as well as the source(s) of inspiration for your questions
- c) Observations on the interview you proctored, including
 - 1) Did the candidate's cover letter deal with all of the required and desired criteria mentioned in the position description?
 - 2)
 - 3) How could the interviewer do a better job of interviewing? (You are encouraged to also confidentially share this information with the "interviewee" in a constructive way.)
 - 4) Would you hire the candidate (yes/ no, and why)
 - 5) How would you grade your candidate (From A+ to F) based on the above written and oral criteria?
- d) Critical observations on your own job as an interviewer
- e) Critical reflection on your own job as an interviewee, and how you might improve any problem areas
- f) Critical observations from your role as an observer, including comments on the interview process at large, and how nonverbal aspects like body language and grooming impacted your opinions.

Evaluation

I will observe the student interviews, but most of your **grade for this assignment** will be determined by the quality of your reflective comments on the interview process, and your ability to critically evaluate potential candidates. Once again, the grade given by your classmate will **not** impact the grade for the student you are interviewing. I will also evaluate the quality of your questions (with emphasis on the appropriateness of questions for the position) and the quality and variety of sources informing them.

ASSIGNMENT (3): (Group Work)

Consultant's Report (DUE: 10 November) (20 points)

The purpose of this assignment is for you to learn how one specific library is managed. You may do this assignment in a group of up to 5 people. The group will submit one portfolio containing:

- The Library's blueprint
- A diagram of the organization
- A copy of the library's mission statement and policies
- A recent annual report and budget

You should also secure basic statistical information on the library's collections, plant, and basic demographic information (user, possible users). By doing a walking inspection and other **unobtrusive research** you should collaborate on a 5 to 10 page group paper answering the question if this is a model library or not. What practices were worthy of benchmarking and what areas seemed problematic? You might try to find out what institutions this library compares itself to, and then see how well they follow their goals and objectives.

You will be evaluated on the basis of your analysis of your research. Your paper should be related to content learned in the LIS program (class texts, lecture notes, LIS literature). Be sure to cite your findings whether primary or secondary research.

Please remember that the professionals you are studying are busy and have their own agendas within the larger complex organization, so be respectful of their time and priorities. That does not mean that you cannot criticize your understanding of their practices. This report will be confidential, but you are encouraged to provide the library/ archive/ information center director with a copy of your paper, along with a nice thank you note.

**ASSIGNMENT (4): Public Relations Assignment
(Group Work) (DUE: 17 November) (20 total points)**

You are to form a group in order to work together with a client in order to create a public relations product.

We will meet with a client to see what his/ her library could use in terms of (a) Homepage [up to 8 people], (b) Newsletter [up to 8 people], (c) Pamphlet [up to 4 people], (d) Poster [up to 3 people], Bookmarks, Bookplate [up to 3 people], or (e) Annual report [up to 4 people].

Our primary client is the **2005 Pacific Rim Digital Library Alliance** (PRDLA), Pacific Neighborhood Consortium (PNC), and Electronic Cultural Atlas Initiative (ECAI) Annual Conference, which will be held from 31 October to 3 November 2005 on campus. Sara K. McBride will explain more about this client in class. Details are also available at http://libweb.hawaii.edu/pncprdla/conference_intro.htm

Another alternative client is Dr. Wertheimer and the ALA's *Holoholo Review*. <http://www2.hawaii.edu/~wertheim/Holoholo.html>

You may also select an alternative client / project, but should secure approval from the instructor. This project should not be part of an internship, job, or other course.

Write a brief journal with your reflections. You should ask yourself how you might have run the meeting differently if you were the chair. You should hand in the minutes from the previous meeting and the agenda for this meeting. You may attend the meeting as a group, but should hand in individual journals.

**OPTIONAL EXTRA CREDIT (DUE 8 December)
(1 point per extra work credit possible)**

Report on Hawai'i Library Association 2005 Annual Conference (11-12 November on the Island of Hawaii). You should submit a brief (3-6 page) journal summarizing and evaluating managerial aspects of the HLA conference. Rather than simply listing programs, you are encouraged to focus on one to three elements, and summarize and critique the most noteworthy aspects.

Alternative extra credit projects (LIMIT: 3 extra credit projects per student only) include a report on another professional conference related to LIS or some professional project (e.g., presentation, paper, book review) as long as you are not getting credit for this in another class. Consult with the professor regarding alternatives.