

SYLLABUS for LSC 502 Management of Library and Information Services
University of Rhode Island
Graduate School of Library and Information Studies

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Summer Syllabus

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I. SECTION ONE: PURPOSE AND PHILOSOPHY

1. Course Description: This course provides an introduction to the processes, principles, practices and problems in the administration, management, and supervision of libraries and information centers. This course introduces the student to the following five management functions as presented in the text:

Part I: Change;

Part II: Planning;

Part III: Organizing;

Part IV: Human Resources/Staffing;

Part V: Leading/Directing;

Part VI: Coordinating/Controlling

2. COURSE PRESENTATION FOR HYBRID COURSE: (Face-to-Face and Online using WebCT):

This course will use a combination of methodologies for learning including face-to-face sessions and online weekly discussions and postings. You are expected to participate in discussions each week both online and when a face-to-face class is scheduled.

WEBCT Site is available to support this hybrid course at <http://www.uri.edu/webct> . Click on LSC 527

III. Please check the WEBCT site weekly to post and for messages.

3. PHILOSOPHY: About This Course

Learning requires acquisition and application of new knowledge. As you participate in this course both online and in face-to-face classes, you will read the assigned readings, and complete assignments on your own and with others. You will gain new knowledge, apply new skills and ideas, re-evaluate prior assumptions, and continue to refine your own values and attitudes as you explore a wide variety of ideas to the management of libraries and information centers.

The goal of learning, thus, is the process of change and growth for you, the student as a future library manager for a library or information center of your choice. You should reflect on the following four goal areas in this management course:

1. Knowledge: what you know and can use to help you make informed decisions;
2. Comprehension and Application: what you understand to solve problems by knowing all sides;
3. Skills: what skills you are able to apply;
4. Values & attitudes: what core values, ethics, or principles will guide you in management of libraries.

II. SECTION TWO: OBJECTIVES AND OUTCOMES:

1. Course Objectives: Students gain knowledge, skills, and values to manage libraries by fulfilling the following:

1. To acquire the basic principles, theories, and scientific approaches to manage libraries and to lead people by developing a philosophy of library management and professional ethics.
2. To apply principles, theories, and approaches to develop the best practices in libraries by creating strategic plans, budgets, job descriptions, cover letters and resumes.
3. To function effectively and efficiently in a group setting to solve problems by analyzing case studies and role-playing in various library settings.

2. Learner Outcomes:

Upon completion of this course, the student will demonstrate mastery of the following outcomes:

A. The student will demonstrate **knowledge and comprehension** in the following areas.

The student will:

1. develop a personal philosophy of management of libraries and supervision of staff based on sound theory for a library type of his/her choice
2. identify the major contemporary management theories and how they influence human behavior in libraries and organizations
3. make informed decisions by planning effective library services
4. identify how information technologies can support the organization, management, and use of libraries and information centers now and in the future.

B. The student will demonstrate mastery of the following **skills and competencies**.

The student will:

1. communicate effectively in writing and orally in class
2. prepare and evaluate job descriptions, cover letters, and resumes
3. problem solve case studies, role play and work cooperatively in a group
4. obtain an E-Mail address and participate in a library list serve online
5. write a strategic plan with clear mission, goals, objectives, and activities
6. identify the steps for a strategic planning process for a library
7. prepare a budget to meet the mission, goals, objectives, and activities
8. use computer software programs to complete all assignments--using word processing for all written assignments and other programs, spreadsheets for budgets. ditto

C. The student will develop the following **values and attitudes**.

The student will:

1. develop an appreciation and recognition for the value of human resources in a library
2. develop a positive attitude toward professional ethics in the ALA Code of Ethics and service in libraries
3. recognize and appreciate the talents of group members by working collaboratively to solve problems.

III. SECTION THREE: STANDARDS

1. RIBTS Standards: Students in the school library media program will begin to collect evidence to show progress towards mastery of the *Rhode Island BEGINNING TEACHER STANDARDS (RIBTS)*:

For the benefit of students in the School Library Media Track only emphasis will be on Standards 10 & 11: Standard 10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Standard 11. Teachers maintain professional standards guided by legal and ethical principles.

2. School of Education Graduate Themes:

The following School of Education Graduate Themes are embedded in assignments and rubrics for school library media candidates for assessment and are incorporated into TrueOutcomes e-folio. All students in LSC 520 School Library Media or LSC 527 Information Literacy Instruction will post their instructional unit to <http://www.trueoutcomes.net>.

All students in LSC 596 Practicum and Seminar in School Library Media will post to

<http://www.trueoutcomes.net> their 11 rationale statements to support each of the 11 RIBTS or INTASC standards or 9 NBPTS for certified teachers.

The Graduate Program Themes are:

1. Content Based Knowledge
2. Leadership
3. Commitment to all students in Diverse Learning Communities
4. Research

- 5. Professional Development
- 6. Professional Practice

3. GSLIS Educational Outcomes: Students will demonstrate mastery of GSLIS educational outcomes #1 and # 8.

#1. Professional Ethics: 1a. Knows and is guided by the ethics, values and foundational principles of the library and information professions and professional associations. **1b.** Understands the role of library and information professionals and associations in the promotion of intellectual property, democratic principles, intellectual freedom, and diversity of thought.

#8. Institution Management: 8a. Can manage library and information services effectively by applying the principles and practices of planning, management and the evaluation of libraries or other information providing agencies. **8b.** Demonstrates problem-solving, critical thinking, and decision-making skills in the planning for delivery and evaluation of library and information services in a changing global society. **8c.** Understands the necessity of community outreach, advocacy, and the formation of strategic alliances.

4. Disability Statement:

"Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students office at 330 Memorial Union. 874-2098."

IV. SECTION FOUR: COURSE REQUIREMENTS AND ASSESSMENT

1. The student is required:

- 1. To participate in all class meetings online or face to face
- 2. To complete ALL reading and writing assignments and final paper on time or you will lose one letter grade per late assignment.
- 3. To work cooperatively with group members to present an analysis of a case study using the problem solving model by viewing the problem for all sides.

Please refer to the rubrics for guidelines and criteria for grading each assignment.

2. Assessment Using WebCT:

Students are required to access and complete this course using the WebCT components as well as to use computers to explore various programs to assist with library administration, such as word processing, spreadsheet, and database management. Students are required to read and respond to at least ONE essential question each week and to post two abstracts on the WebCT Discussion board. Weekly postings will be read and checked for class participation grade and abstracts will be graded.

3. GRADING AND EVALUATION:

Your final grade will be determined as follows:

3 Written assignments @ 15% each	45%
2 Abstracts	10%
1 Case study analysis	15%
Final Paper	15%
Class Participation including WebCT Discussion	<u>15%</u>
	100%

4. LSC 502 REQUIRED TEXTS:

Miller, Arthur. *Death of a Salesman: Certain Private Conversations In Two Acts and a Requiem.* Penguin, 1949.

Stueart, Robert D. and Barbara Moran. *Library and Information Center Management.* Sixth Edition. Libraries Unlimited, 2002.

V. SECTION FIVE: ONLINE RESOURCES

<http://www.lu.com/management>

Libraries Unlimited offers a supplement to the sixth edition of the text *Library and Information Center Management*. Use this for additional readings, exercises, examples, and cases for each topic and section.

<http://www.lu.com>

Libraries Unlimited home page offers “Links to Library Resources” with excellent documents, policies, and programs for a variety of libraries. This website is an invaluable tool to supplement your textbook and support your knowledge and growth in the area of management of libraries and information services.

<http://hwwilsonweb.com/login>

Wilson provides access to all Wilson Databases for use by GSLIS students only. Use the Library Literature database to locate library research articles.

User ID: gslis

Password: horse

Computer lab

There are computer lab facilities in the Kingston library in the basement and at CCE in Providence for students in the Providence area.

VI. SECTION SIX: ASSIGNMENTS:

1. Readings and websites are organized as follows and Discussion Board will identify each of these areas:

Part I: Change;

Part II: Planning;

Part III: Organizing;

Part IV: Human Resources/Staffing;

Part V: Leading/Directing;

Part VI: Coordinating/Controlling

Students must participate in the weekly discussions for each of the six sections and also select a reading or website listed for each section in addition to the readings in the textbook. A minimum of two abstracts is required for you to post.

Examples online (Resources):

at <http://www.lu.com/management/examples.html>

You will use the budget justifications as an example for Miami Dade County Libraries.

2. CASE STUDIES (About):

In library education as well as in management training, role-playing can serve as a valuable method for group problem solving of case studies to provide insights into the nature of human behavior in various situations. Knowledge of principles, practices, and techniques of interpersonal relations can be developed through learning on the job or in a laboratory setting. Many management problems involve complicated attitudes and challenging behavior. A supervisor needs to be able to analyze behavior of others and his/her own to determine how it influences others in various library situations. Thus, in a face-to-face course, you would role-play a case scenario in a group setting. On WEB CT, however, you will be assigned to a group to analyze a case online and present on WEB CT, your groups’ analysis using the problem solving model and including the BEST possible solution for your particular case. Each group may choose to use a GROUP Discussion area either in CHAT or in DISCUSSION. Your participation in discussion is monitored so all group members are expected to participate.

Your participation in both group presentations and class discussions of case studies is essential. Case studies come from A.J. Anderson's Problems in Library Management. The text is out of print and permission has been granted to use these cases online.

Your team will present a brief synopsis or scenario from the case assigned (edit and select from the dialogue given) then your group will outline the BEST alternative to resolve the problem given including a well prepared implementation plan. You will be evaluated based on the case study rubric. Be sure that you include all of the elements listed and EACH member of the group must take an active role and be involved in the presentation and analysis. It is recommended that you create a PowerPoint presentation for the analysis and resolution of the problem. Your team will post your analysis with initials for each member's contribution and provide at least ONE question for class discussion online.

3. Case Assignments for Group Analysis

Source: <http://www.lu.com/management/case.html>

You will be assigned one of these cases for your group team analysis.

Case	Group (Names)	Due Date
"What now Jeanne LeForte?" Chapter 4	Group 1:	Week 2
"Nobody ever tells me anything" Chapter 10	Group 2:	Week: 2
"A word to the wise" Chapter 14	Group 3:	Week: 3
"The Ordeal of Zachary Taylor Ponder" Chapter 21	Group 4:	Week: 3
Concord College	Group 5	Week 4
Mountaintop Public Library	Group 6	Week 4

4. Ongoing Assignments – TWO Abstracts to POST:

Complete this assignment independently.

Read the appropriate chapter in the text for each class topic and answer at least ONE essential question for the posted class discussions each week. Students must post TWO abstracts from any of the SIX sections from either a reading or website listed in addition to the textbook. Students must share online in WebCT and post the ABSTRACT for the section in the appropriate Discussion area as identified as Abstract Section on Web CT discussion board. Thus, class attendance will be monitored by your responses each week either face-to-face or online for the topic, readings, and abstracts. Follow the class schedule and readings for outline topics. Select at least ONE additional reading or website from one of the six textbook sections:

<http://www.lu.com/management/readings.html>

Abstract: Include a correct bibliographic citation from either MLA or APA or Chicago Manual. Write 4-5 sentences or one paragraph summarizing the essence of your article, reading or website. What is the significance of this reading for the intended audience? What is the essence of this reading and why is it important for libraries?

WEEKLY ASSIGNMENTS:

Week 1: *Death of a Salesman*

Complete this assignment independently.

After reading *Death of a Salesman*, you will prepare a response to the following essential question for the class discussion on WebCT and post it on by Wednesday at noon:

How could Howard have responded differently to Willy Loman's desperate plea: "You can't eat the orange and throw the peel away -- a man is not a piece of fruit!"?

Identify a motivational theory to integrate into your well-reasoned discussion. You may want to consider the following questions, but you do not need to answer all of these questions:

- What moral and ethical responsibility does management have for the disappointed, disillusioned, or displaced worker, especially as "downsizing" has become an increasing problem?
- What human and moral understanding and principles does management need to respond to its human resources in this increasing technological age?
- Why is Howard more concerned with his new wire recorder than a despondent employee of 34 years?
- Is this a foreshadowing of the age of the machine?
- Could this scenario relate to libraries?

Week 2: *Planning Assignment*

*Choose a partner to work on *The Planning Process* and to create a Strategic Plan.*

Read examples of planning documents at <http://www.lu.com/management/examples.html> to prepare for your planning assignment. Pay particular attention to the mission, goals, objectives and strategic plans.

Prepare a three-page single spaced outline as follows:

Library Z needs a strategic plan to guide them into the 21st century. As the librarian of a library of your choice you are required to submit a strategic plan for approval by your Board of Trustees or administrator before you submit your budget in 12 months. (Your time, staff, and funds are limited but realistic for a library type and size of your choice.)

Page one and two: Outline the process of HOW to design a strategic plan for a library of your choice (school, public, academic, or special).

- Outline the process you will use
- Describe who will serve on the planning team
- Include a timeline.
- Describe each step and indicate HOW and WHO will implement.
- You must get this done in the next six months so you can work on the budget for the following six months to support the goals, objectives and strategies of your action plan.

Page three: After you identify the process, then write a mission statement (1-2 sentences)

- Write at least 2 goals and 2 objectives for each goal for your library. Include 2 action steps for each objective explaining each activity to help implement these goals and objectives. You may extend to a third page if necessary. .
- You may choose an existing mission statement for a library, but you must create NEW goals, objectives, and activities to implement this mission.

Be sure to CITE any sources used.

Week 3: *Human Resources/Staffing*

Complete this assignment independently.

Read examples <http://www.lu.com/management/examples.html> of position descriptions and performance evaluations for staffing.

Select a complete job description (including requirements, duties, & responsibilities) for a professional librarian position for a library of your choice. Write a cover letter and resume applying for that particular position. Be accurate, honest, and market your abilities. Be sure that your cover letter addresses the qualifications identified for the job. Provide a copy of the job description.

Week 4: Controlling/Coordinating

Complete this assignment with the same partner you worked with on your strategic plan and use the same library to create a budget in order to meet the goals (needs) and objectives (specific and measurable outcomes) for your library.

See Textbook Supplement online at <http://www.lu.com/management/> for sample budgets.

Prepare an annual materials budget proposal for Library Z that you used for your strategic plan in written assignment 1. Be sure to include adequate finances to meet the stated goals, objectives, and activities for Library Z. Include a copy of your library's mission, goals, and objectives from assignment 1 and revised if necessary. Your figures should be estimates but realistic based on the size and type of library.

A line item budget is acceptable, but you must include **justifications** for each item separately.

Use a spreadsheet program to present your budget in order to receive an A on this assignment. Use the Budget Rubric as your guide.

Week 4: Code of Ethics

Complete this assignment independently.

Read the ALA Professional Code Of Ethics & ALA Library Bill of Rights. Be prepared to discuss the following online on WEB CT Discussion Board Posting: Are the Code of Ethics and LBR adequate guidelines for the profession? How can libraries legally comply with CIPA & USA Patriot Act?

Read Section 5, Chapter 12 and ALA Website for update on topics at <http://www.ala.org>

Week 4: Total Quality Management (TQM) or Continuous Quality Improvement (CQI)

Complete this assignment independently.

Prepare an abstract of one research article of your choice on TQM or CQI for one of your abstracts.

Post your Total Quality Management abstract to WebCT based on the scholarly or research based article on TQM in a work environment and discuss how it might relate to libraries. Use Wilson Web online to search for an article. Write a 3-5 sentence or one paragraph abstract with correct bibliographic citation for your article.

Be sure to use a correct bibliographic citation format, i.e. Chicago Manual, APA, or MLA.

Post your abstract to Web CT Discussion Board.

Week 5 : In-Basket Exercise

Complete this assignment independently.

You will complete the In-Basket Exercise week 5 as an individual decision-making and time management activity. Read "The Madisonville Public Library" in-basket exercise.

You will rank order the items in your in-box in order of your priority ranking, i.e. 1-16.

Use the technique of the "One Minute Manager" by reading and deciding how you would respond in one minute for each item. Make a notation on each item. Do not put items back in your in-basket without marking priority rank order number by determining your highest priority items. Make one-minute action decisions for each item:

1. DO it today ASAP.
2. DELEGATE and identify to whom.
3. DECIDE what to do and identify stakeholders to draft a memo.
4. DELAY a decision today but set a date/deadline when you will respond.
5. DOG ate it or trash it.

Be sure to explain how you ranked the items and why you made each decision: to do, to delegate, to decide, to delay or to trash it for each item.

Week 5: Directing/Leading (FINAL PAPER)

Complete this assignment independently.

Write a two-page essay developing your philosophical approach to the management of Library Z and supervision of library staff. Use Library Z as your type of library. How would you manage the technological changes in libraries while providing the highest quality service to your community and leading your staff with opportunities for staff development, especially learning new technologies? How would you integrate management theories and principles to support your ideas? Choose **at least one or two theories** from the text that would guide you.

CALENDAR AND CLASS SCHEDULE

SUMMARY OF ASSIGNMENTS: Please post the correct Date in the Date Column as given at the first class.

WEEK	DATE	TOPIC	SECTION	READING	ASSIGNMENT DUE: EACH Week Post your answer to at least ONE essential question for class participation.	GROUP CASE STUDY POSTED
1		Introduction/Review syllabus What is management? 5 functions of management Case study method and problem solving model Case: "Management training is a Waste of Time"	1	Chapter 2	In Class Face to Face Response Attendance at the first class if very important as it sets the stage for the whole course.	
1		PLANNING: The Planning Process Mission, Goals, Objectives & Formulating Policy	2	Chapter 3, 4		
1		DIRECTING/LEADING Leading vs. managing; Motivating Discussion of Willy Loman as a management case		Miller, <i>Death of a Salesman</i>	<i>Death of a Salesman</i> response. Post on WebCT using questions in syllabus on Wednesday.	ALL POST TO WEBCT
2		DIRECTING The human element in organizations Lecture: Historical and motivational theories in management	5	Chapter 11,12	Read Historical approach to management on WebCT.	
2		COMMUNICATION Human interactions Controlling the confrontation	5	Chapter 13	Planning assignment due in class on Monday.	Group 1 Case study Presentation Posted.
2		STAFFING/ HUMAN RESOURCES Recruiting, training, evaluating Job descriptions, cover letters and resumes Search committee processes, procedures and interviewing strategies	4	Chapter 8,9		Group 2 case study Presentation Posted.
3		STAFFING/ HUMAN RESOURCES	4	Chapter 10	Staffing assignment due in class:	Group 3 case study

		Sexual harassment, EEO ADA and personnel issues			Resume, Cover Letter, Job Description due Monday.	presentation posted.
3		CONTROLLING AND COORDINATING/Budgeting The budgeting process Budgeting and systems management	6	Chapter 15		Group 4 case study presentation posted.
4		ORGANIZING The nature of organizations Libraries as non-profit organizations Civil service, unions, and volunteers	3 4	Chapters 5,6,7 Chapter 10	Budgeting assignment due Monday.	Group 5 case study presentation posted.
4		PROFESSIONAL CODE OF ETHICS ALA Library Bill of Rights Are they adequate guidelines for the profession? Compliance with CIPA and USA Patriot Act	5	Chapter 12 ALA web site	Post response to ethics questions online on Wednesday.	Group 6 case study presentation posted.
4		CONTROLLING: TQM AND CQI			Read TQM article and post abstract on Wednesday.	Group 7 case study presentation posted.
5		INFORMATION TECHNOLOGY Managing change, creativity, and the future James Gilmore and The Experience Economy Multi-type library cooperation	1 7	Chapter 1 Chapter 15	Directing Assignment: Final philosophy paper due Monday.	
5		EVALUATION Evaluating library services Coordinating and reporting results Customer service and customer satisfaction surveys	6	Chapter 14	DO In-Basket exercise on Time Management and post on Wednesday.	