

LIS 650: Management of Libraries and Information Centers

Fall 2015

University of Hawaii Library & Information Science Program | CRN 76319

HL 2K | Mondays 5-7:40 pm

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*This syllabus incorporates suggestions from Fall 2014 LIS 650 students
Kealiikaula Niheu and Desiree Dannenbring.*

Catalog description: Theories and principles of administration for effective management of libraries and information centers, with emphasis on planning, resource allocation, team skills, project management, assessment, leadership, outreach, and advocacy.

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/>) and the Manoa Student Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/), which “reaffirms the principle of student freedom that is coupled with an acceptance of responsibility for one's actions and the consequences of such actions.”

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 (*very much subject to change*)

	Topic	Readings	Assignment due
Week 1 8/24	Introduction and overview	Agre Pew Research quiz	Skills inventory (in class)
Week 2 8/31	Value creation <i>Guest speaker: Stacey Aldrich, Hawaii State Librarian</i>	Hochschild Zickuhr et al. (pp. 1-18) Matthews Rosa	1) Lailima post (by Sun 8/30): <i>Pick an issue...</i> 2) Course SLO ratings
Week 3 9/7	Labor Day—no class meeting	Start Patterson et al.	
Week 4 9/14	Evolution of management thought	Perrow Heames & Breland Moran et al. (intro, chs. 1-2)	Evolving the library
Week 5 9/21	Cross-cultural management	Harford Choo Leong Meyer	Evolving the library
Week 6 9/28	Team skills and communication <i>Guest speaker: Christian DeLay</i>	Moran et al. (chs. 16-17) Finish Patterson et al.	Evolving the library
Week 7 10/5	Managing journal collections <i>Guest speaker: Peter Jacso</i>		
Week 8 10/12	Organizational planning, culture and structure	Moran et al. (chs. 3-5, 7-9)	
Week 9 10/19	Leadership, ethics and advocacy	Goleman Staninger Moran et al. (chs. 13-15)	Midterm handed out
Week 10 10/26	Take-home midterm—no class meeting	Maina	
Week 11 11/2	Midterm review, rapid prototype	Little	Midterm (by Sun 11/1)
Week 12 11/9	Participatory design	Bernier et al. Harder et al. Stevens	Rapid prototype progress report
Week 13 11/16	Marketing and outreach	OCLC (chs. 3-4) Moran et al. (ch. 6) Libsuccess.org	Rapid prototype progress report
Week 14 11/23	Coordination and assessment	Moran et al. (chs. 10-12, 18-20) LibQUAL+	Rapid prototype progress report
Week 15 11/30	Project work day		
Week 16 12/7	Final presentation and discussion		Rapid prototype (12/7) Reflective assessment (12/11)

Assignments

General guidelines

- *Concepts, not cookbooks.* Most assignments in this course are loosely structured, with guidelines but no rigid checklists. 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 also negatively 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, participation and professionalism (20%)

Exercises and informal class discussions are your chance to contribute to the direction of the class, ask questions and share your experiences. Professionalism means doing your best work and delivering it on time—especially when others are counting on you. Full marks will be given to students who attend every class meeting, participate actively, communicate dependably and deliver what they promise, and who help others do the same.

- *Guidelines for class 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 at least one point in class, but we'll also have plenty of free-flowing discussions.
- *Guidelines for Laulima posts:* Starting with Week 2, we'll have occasional assignments where I ask you to post to Laulima. Respond to the 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 Sunday before class, to give students a chance to read and respond. Failure to post, or not responding substantively, will reduce this 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. You will only get credit for completing the exercise if your name appears on the report. While these may not be graded individually, failing to complete them will reduce this component of your grade.

Evolving the library (20%)

In teams, choose one of the near-future issues you identified in the Week 2 Lualaba 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 **relevant, understandable and actionable**. For example, if you're interested in how libraries can publicize new services effectively, your annotated bibliography should include a range of current resources from the LIS literature about how specific libraries are innovating in this area, and your non-LIS resources might describe how coffee houses or airlines publicize new products and services in unique 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 Lualaba 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-minute class discussion or activity designed to give students a chance to respond and contribute.

Midterm (20%)

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

Rapid prototype project and presentation (20%)

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

Reflective assessment (20%)

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 one area where you feel the project would have been accomplished more efficiently if the structure were changed.

Readings (Two textbooks*, all others posted on Lailima)

- 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>
- 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.
- Choo, David K. (2004). Local Style for Lo-lo-s. *Hawaii Business*.
<http://www.hawaiibusiness.com/local-style-for-lo-lo-s/>
- 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 (1983; 3rd ed. 2012). *The Managed Heart: Commercialization of Human Feeling* (ch. 1). Berkeley and Los Angeles, Calif.: University of California Press, 3-23.
- Leong, Lavonne (2014). Doing Business Island Style, 2014 Remix. *Hawaii Business*.
<http://www.hawaiibusiness.com/doing-business-island-style-2014-remix/>
- 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.
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- 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.
- Meyer, Erin (2014). Navigating the Cultural Minefield. *Harvard Business Review* 92(5), 119-123.
<https://hbr.org/2014/05/navigating-the-cultural-minefield>
- *Moran, Barbara B., Robert D. Stuart and Claudia J. Morner (2013; 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/>
- Rosa, Kathy (ed.; 2015). The State of America's Libraries: A Report from the American Library Association. *American Libraries*, April 2015 Special Issue: Digital Supplement.
<http://americanlibrariesmagazine.org/magazine/issues/2015-state-of-americas-libraries/>
- Staninger, Steven W. (2012). Identifying the Presence of Ineffective Leadership in Libraries. *Library Leadership & Management* 26(1), 1-7.
- Stevens, Amanda (2008). A Different Way of Knowing: Tools and Strategies for Managing Indigenous Knowledge. *Libri: International Journal of Libraries & Information Services*, 58(1), 25-33.
- 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/2014/03/13/library-engagement-typology/>