

St. Catherine University
Master of Library and Information Science Program

LIS7700G01: MANAGEMENT OF LIBRARIES AND INFORMATION CENTERS
3 Credit Course

Fall 16

Tuesday, 6-9PM, Coeur de Catherine (CDC) 20

Course delivery method: Classroom

Contact hours: 3x15= 45

Prerequisite: LIS 7010

Syllabus date: September 7, 2016

Notes: Please check the syllabus date and make sure that you have the latest version of this syllabus before you come to the first class.

Instructor: Sook Lim, Associate Professor

Office: CDC Room 46

Office Hours: 4:30-5:45 PM on Tuesday & Wednesday; and by appointment

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Email: slim@stkate.edu (best way to contact me)

Homepage: <http://sooklim.org>

Course syllabus: A final version of this syllabus will be available at D2L.

Course description

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 (course catalog).

Through readings, assignments, lectures and class activities, you will understand critical organizational issues, and develop important management and leadership skills necessary for workplaces.

Course goal

This course is designed to prepare you to become both an effective manager and organizational member.

Course objectives

Upon completing this course, you will be able to:

- Articulate a number of basic management theories.
- Identify the basic principles of planning and develop a strategic plan.
- Apply the theories and techniques of human resource management to work settings

- Measure and evaluate organizational performance using a variety of methods
- Develop and enhance a variety of management, communication and organizational skills and knowledge as a manager as well as an organizational member.
- Develop solutions to library management problems by integrating theories and practice.

Course Objectives	Assessment
• Articulate a number of basic management theories.	Discussion, class exercise
• Identify the basic principles of planning and develop a strategic plan.	Discussion, class exercise
• Apply the theories and techniques of human resource management to work settings.	Class discussion, class exercise
• Measure and evaluate organizational performance using a variety of methods.	Class discussion
• Develop and enhance a variety of management, communication and organizational skills and knowledge as a manager as well as an organizational member.	Class discussion, case analysis, leading a discussion, governance report
• Develop solutions to library management problems by integrating theories and practice.	Final project, case analysis

Relevant MLIS Student Learning Outcome

- Understand and apply principles of leadership, management, advocacy, and communication (SLO11).

MLIS Program Curriculum Area Addressed

- Professionalism and Leadership

Teaching/learning activities: Instructional methods include lectures, exercises/cases, discussions, and management projects.

Required text

- Moran, B., Stueart, R. D. and Morner, C. J. (2013). *Library and Information Center Management*, 8th Edition. Greenwood Village, Colo: Libraries Unlimited.

Assignments

- Leading a discussion (20 points)
- Discussion questions (10 points)
- Governance presentation (20 points): Due on 10/25
 - Presentation (5 points)
 - Report (15 points)
- Final paper on a management problem and presentation (30 points): Due on 12/13
 - Presentation (4 points)
 - Paper (26 points)
- Class participation (20 points): both in-class (10 points) and online (10 points)

1. Leading a discussion (20 %)

Plan and lead a 50-60 minute discussion (due date varies over the semester).

Task	Due date
1. Sign up for a discussion topic. I will help you revise your selection if needed.	First class
2. Identify 3-4 core issues based on the class readings and individual reading(s) (see item 3), and organize them for class discussion. Focus on articles to raise and discuss issues (Use the text to understand the basics of each topic).	Post <u>your outline</u> on class Discussion on D2L by <u>6 PM on Monday</u> before your discussion
3. Read any current library magazine, newspaper, other relevant publications or blogs* and <u>identify one</u> article published within the last 12 months with a subject relevant to your topic.	
4. Write up a discussion outline that includes 4-6 discussion questions (2-3 questions with two sub-teams) with a paragraph of elaboration on each core issue.	
5. Provide the citation of your article outside of the class readings in your outline. Provide a succinct description (100-150 words) of the article. Note: It is helpful for other students to read the additional article. But it is not required for them to read that article.	
6. You may discuss a relevant case in a workplace (library or other organization) that would stimulate your class discussion, instead of an article. If this is the case, please provide a one-paragraph description (about 150 words) of the case.	
7. You may incorporate one interesting discussion question posted by your classmate(s) on the topic into your discussion plan. If this is the case, please indicate the questioner's name.	

* Library magazines: *American Libraries*, *Library Journal*, *College and Research Libraries News*, etc.

* Newspapers & other relevant publications: *New York Times*, *Business Week*, *Fortune*, etc.

Your discussion leadership will be graded based on your outline and your facilitation of a class discussion:

- Outline (10 points): See the above elements of an outline.
 - Identification and analysis of core issues
 - Discussion questions
- Discussion (10 points)
 - Facilitation of your discussion
 - Time management

2. Discussion questions (10%)

You will be responsible for posting two discussion questions based on the class readings to the Discussion on D2L. Your question for each week's readings will be due no later than noon on Monday, coming immediately before the class meeting.

Your question (with a short paragraph of elaboration in approximately 120-150 words) must reflect your thoughtful analysis of the readings (key points of and your reactions to the readings). You need not reference all of the readings for that week, but should capture the salient points of at least two readings. Your question should not be general (e.g., Why is leadership important?). A question about only experiences without an analysis / integration of the readings is considered as a general question (e.g., Have you had a great boss?). You will sign up for two topics on the first day of class. You MUST NOT choose the topic about which you will lead a discussion. This assignment will be graded on a 1-5 point basis: Your response will be graded on a 1 to 5 basis: 1= poor reflection 2= minimal reflection of readings; 3=some reflection of readings & good question; 4= good reflection of readings & good or insightful question 5=excellent reflection of readings & good or insightful question. There may be a between point (e.g., a general question without an analysis: 0.5) and a bonus point for an outstanding job (e.g., 6 points). Be aware that this assignment contributes to a small percentage of your final grade, but can make a difference in your final grade due to the way it is graded.

All other students are expected to post reactions to the discussion questions on Discussions on D2L, which will contribute to your participation points.

3. Governance presentation (20%): a team project

Report and presentation

This assignment will give you the opportunity to learn the governance of a library or an information center. You will select a type of library (public academic, private academic,

public, or special). I will mediate your selection if needed. Then, those who select the same type of library (e.g., public academic library) will form a team to complete this assignment. Your team will need to find a library for this assignment and acquire the necessary information through interviewing the director, information on the web or other resources. You **MUST NOT** choose a library where you currently work. Your team may choose two libraries and compare each other.

- 1) Provide a brief background (no more than one paragraph or about 250 words) of the library (major audience, collections, services, etc.).
- 2) Describe an overview of the governance of your library or agency in terms of both macro (institution) and micro (library) levels.
 - a. The authority of the institution and library (e.g., trustees or boards)
 - b. Who are the trustees or boards? How are they selected?
 - c. Key responsibilities of the board(s)
 - d. Chain of command (who reports whom)
- 3) Source of financing for both the institution and the library
 - a. Funding sources for institution; expenditure of the library; how a library budget is funded and approved
 - b. Present the funding sources and expenditure elements using both a total amount and percentage. A chart would be useful.
- 4) Describe the library organizational structure in terms of the concepts introduced in the text (bureaucracy, matrix, etc.). **You are required to read the readings on this topic** to complete this element. Your description must reflect the relevant chapters of the text.
- 5) Describe participatory leadership and/or use of teams or committees of your library. Relate the text (Ch.17) and other readings to your description.
- 6) Faculty status of librarians if applicable
 - a. Read the articles on this topic in this syllabus.
 - b. Describe their definition of “faculty status.”
 - c. Library faculty’s involvement in governance of the institution (e.g., university) if applicable
- 7) Provide an organizational chart for the library. It should reflect the hierarchy of the institution as well.
- 8) Provide the instructor with a 7 to 8 page report that describes the information above. You must include the sources (citations) you used for your report.
- 9) Prepare for a 15-20 minute presentation (TBD).
- 10) Post your presentation slides (e.g., PowerPoint slides) to the Discussion on D2L by 6 PM on Monday, 10/24.
- 11) Bring a hard-copy of your paper to class.

Paper due: 10/25

4. Final paper on a management issue (26%) and presentation (4 %)

Option 1: A program proposal (a team project)

The final assignment involves writing a 12-14 page (excluding a bibliography and appendix) proposal for improving library services or solving a management problem. For this team project, please keep a log to help in observing the group process. Provide an appendix that includes your group norms and a timeline for developing your team project. Use your team-building skills and knowledge you have obtained through this course. There will be a bonus point if your team demonstrates a solid group process.

For this assignment, you will need to identify a problem (or potential problem) for a specific library or organization. You may conduct interviews with staff and/or library users and/or examine relevant documents. The proposal should address the following elements:

I. Problem (or Need) identification statement

Identify as clearly as possible the nature of the problem or need to be addressed. Your statement should demonstrate:

- Background information about your library or agency (one paragraph)
- The problem statement
 - Describe a problem or a situation(s) in which there is the need for a new program or resolving that problem. Integrate some relevant literature into your problem statement.
- Describe the importance of your proposal
 - You should convince the reader that your proposed program or solution is important.
 - Describe the benefits of your proposed program (solutions). Discuss some relevant literature.
- Goals of your proposed program
 - What do you want to achieve through your proposed program?

II. Relevant research (literature review)

- Provide a review of pertinent literature. Has someone else tried to solve a similar problem? Is there research on this topic that would shed light on how it might be solved or answered? What are the major issues that have been discussed in the literature? I expect you to read at least 12 articles. However, cite only relevant articles that have been used for your paper.
- If you have no experience in writing a literature review, take a look at the literature review of a scholarly article in professional journals. Some exemplary journals in LIS are as follows, but not limited to: *College & Research Libraries (C&RL)*, *Information Processing and Management (IPM)*, *Information Systems Research (ISR)*, *The Journal of Academic Librarianship (JAL)*, *Journal of the Association for Information Science and Technology (JASIST)*, previously known as *Journal of the American Society for Information Science and Technology*, *Library and Information Science Research (LISR)*, *the Library Quarterly (LQ)*, *Library Trends (LT)* and *Reference and User Services Quarterly (RUSQ)*.
- See also *Library Administration & Management* for library management issues. Some scholarly management journals include as follows: *Academy of Management Journal*, *Administrative Science Quarterly*, *International Journal of*

Human Resource Management, Journal of Human Resource Management, Journal of Management Research, Journal of Occupational and Organizational Psychology and Organization Science.

III. Resources

Outline the resources needed to implement your new proposed program

- Personnel: provide an explanation of proposed personnel arrangements. You should specify how many persons, what percentage of time and what qualifications of the persons will be required for completing the program.
- Budget: describe a budget summary (tabular budget) with justification. Typical categories are personnel, equipment, travel and indirect costs.
- Relevant library or institution resources: detail other resources available to your program (e.g., any supportive services or infrastructure of the library, any facilities available to the program, etc.)

IV. Timetable

Outline the sequence of activities necessary to complete your program and the time necessary to complete each activity.

Your final paper should include:

- An abstract of your proposal (approximately 150-200 words)
- Background information about your library (one paragraph)
- Problem identification and significance and goals of your program
- A literature review
- Resources (personnel, budget and other facilities)
- Timeline
- Bibliography
- Appendix

Option 2: An essay on a management issue (individual or team paper)

This option involves writing an 8-9 page essay on a management issue. Read professional journals or magazines, and identify a critical management issue. Your essay should address a clear issue, different perspectives on that issue and/or your arguments that are supported by literature. You are expected to write an issue paper (NOT a technical report). Alternatively, you may discuss a management problem of a workplace (or any case you know), your analyses and recommendations to top management on how best to resolve the problem at hand. Read at least 12 articles. See also the section of literature review in Option 1. Include an abstract (150-200 words) in your paper.

Note: It is likely to produce a good quality of a paper if you use a high quality of sources. You are expected to write an academic paper (NOT an opinion article) for this assignment. Magazine or newspaper articles can provide new ideas/ insights and you may cite such articles. However, the majority of your references should be solid academic articles.

Grading criteria for a conceptual paper (26 points)

- Analysis and evidence (20 points)

- Clarity of presentation (2 points)
- Coherent organizations (2 points)
- Originality of ideas (bonus)
- Citations and format (penalty)
- Overall writing (1 point)
- Quality of sources (1 point)
- Completeness of each element for proposal (penalty)

See the below Grading Criteria for Papers for the details.

Post your presentation slides by 2 PM on 12/13

Paper due: 12/13

Notes: Three students from this course published articles from their final papers! Please aim high and work hard. You'd be surprised with your potential.

- Bloomquist, C. (2014). Generation X librarians: Mentoring for retention. Public Libraries, 53(3), at <http://publiclibrariesonline.org/2014/07/mentoring-gen-x-librarians>
 - Catherine Bloomquist in Fall 2012
- Mars, A. (2012). Library service to homeless patrons public libraries. Public Libraries, 51(2). at <http://publiclibrariesonline.org/2013/04/library-service-to-the-homeless>
 - Amy Mars in Fall 2010
- Payne, D. (2010). Harnessing conflict. Library Administration and Management, 24 (1). 6-11.
 - David Payne in Fall 2008

5. Class participations (20 points)

Online participation points (reaction to postings before each class, 10 points)

- 9 or more topics: 10 points
- 7-8 topics: 9 points
- 5-6 topics: 8 points
- 3-4 topics: 7 points
- 1-2 topics: 6 points
- No reaction: 0 point

Notes: I will also consider the quality of reactions (e.g., one bonus point of thoughtful reactions throughout the semester). A reaction should be more than a simple agreement or disagreement (e.g., I agree or I disagree) for this assignment.

In-class participation points (10 points)

- Regular attendance, frequent contribution or thoughtful and insightful ideas: 10 points
- Regular attendance and occasional contribution: 9 points
- Dubious contribution: 8 or lower points
- Three or more absences: 4 or lower points

In-class case analysis

Sign up a case from the list of the cases. Each of the cases is described under Student Resources at <http://www.abc-clio.com/ABC-CLIOCorporate/product.aspx?pc=A3663C>. Each student is responsible to finish reading his/her case before the class to which the case is assigned. Students are encouraged to find and read one or two relevant articles that can help them in analyzing the main issue(s) of or developing a solution for that case. Students with the same case form a group in class. Each group will discuss the following elements and report their discussion to class:

1. Describe the situation concisely.
2. Identify the main issues of the case. Do not repeat your description of the situation.
3. Identify two to three alternative courses of action, and describe the advantages and disadvantages of the alternatives and the expected consequences of each alternative. Try to avoid an option of doing nothing.
4. Select the best alternative and provide your rationale for the selection, including full justification for the major factors that you have considered.

Notes:

Your approach to this case analysis should be more than a common-sense or a layperson approach. Your analysis should reflect your professional knowledge of library and information science and/or this course (management). It would be helpful to read professional journals/magazines regarding the topic of your case.

Cases

- Planning:
 - For This We Get A Master's Degree?
 - Is this a public library or a refuge for the homeless?
- Organizing
 - Mae Gets a New Job
 - Speak No Evil: The Uncritical Organizational Culture at Hope Public Library
- Human resources
 - The Politically Incorrect Employee
 - Library Layoffs
- Leading
 - An Invasion of Privacy
 - The Incredibly Bad Boss

Grading Scale

- A: 95-100%, Excellent
- A-: 90-94%, Good, Need a few work
- B+: 87-89%, Need some work
- B: 83-86%, Need significant work
- B-: 80-82%, Poor
- C: 70- 79%, Unacceptable for graduate work
- F: Below 70%, Fail

Grading criteria for papers

- *Substantive analysis*: Do you considerably analyze the arguments or issues you examine and seriously engage with alternative arguments? Are the ideas or arguments developed sufficiently?
- *Evidence*: Are you clear about what evidence is in the case you consider? Are you clear about the breadth of applicability of the evidence you cite? Do you cover relevant literature sufficiently? Do you use credible information sources? Do you provide an assessment of evidence quality as appropriate?
- *Clarity of presentation*: Are terms defined? Are your ideas clearly expressed? Is your paper focused or does it wander? Are your main points clearly presented? Does each paragraph have a central idea that the reader can easily identify?
- *Coherent organizations*: Is your paper organized effectively? Is the sequence of points made logical and clear?
- *Originality of ideas*: Do your own views and voice come through clearly?
- *Citations and format*: Have you cited ideas and facts that are not your own? There should be few spelling and grammatical errors. Your paper should have the format below.

The above grading criteria apply to the case analysis and final paper.

All assignments are expected to have:

- Your name, date submitted, and assignment title
- Page numbers
- An original title for the assignment if any
- 1” margins
- 12 point Times New Roman or a similarly readable font style
- Double-space
- Subheadings with the document (if more than 4 pages)
- APA citations of works cited
 - If you are not familiar with APA format, visit the St. Kate’s Library website at <http://www.stkate.edu/library/guides/style.html>

Course and grading policies

1. Regular class attendance is expected of all students. 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. It is very difficult to keep up without attending every class. If you know you have to miss class, you should notify me in advance. If you miss two more classes, your attendance will affect your grade through your participation points.
2. Class participation is critical in your learning process. Your participation grade will be based on the quality and quantity of your contributions to course discussions. You are fully expected to complete the readings and to participate in both online and in-class discussions.
 3. All assignments are due on the specified dates. Absence from class is not an excuse for a late assignment. In the event of an 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).
 4. In case of an excused absence, make-up course requirements (e.g., presentation, case analysis, etc.) must be scheduled at a mutually convenient time. It is the student's responsibility to arrange a make-up schedule with me. In case of an unexcused absence, make-up of course requirements that were missed must be completed by the student within three school days of their original date. If not completed within this timeframe, the total point value of this course requirement is forfeited.
 5. **INCOMPLETE GRADE:** A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade form (available online) no later than the last day of the term in which course requirements are due. You must be making satisfactory progress in the course and you must have completed 75% of the course at the time the petition is filed. Incompletes are awarded at my discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or sub-session in which the course is offered. I may establish a due date after the normal deadline if you request it and special circumstances warrant it. I will submit an alternate grade that will automatically be recorded if you do not complete the requirements for the course by the deadline. If you complete the course requirements in the time allotted, I must submit the final grade by the deadline. Extensions to the due date originally agreed to by you and I must be approved by the appropriate academic dean.
 6. 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 you 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 the Coeur de Catherine building.
 7. You are responsible for checking your St. Kate's email account for messages from me. Check your email at least once a day.
 8. You are expected to conduct yourself in accordance with the highest standards of academic honesty and integrity. Appropriate credit must be given to original

creators of all works used. Please see the university's Academic Integrity Policy at Please see the university's Academic Integrity Policy at <http://catalog.stkate.edu/policies/stu-acad/>

Students with disabilities

St. Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University's goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact me and the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O'Neill Center at [651-690-6563](tel:651-690-6563) to discuss academic adjustments or accommodations <https://www.stkate.edu/academics/academic-resources/oneill-center/disability-resources>

Congruence with university mission

Management of Libraries and Information Centers, LIS 7700 advances the vision and mission of St. Catherine University and the University "Goals of Liberal Arts Education." Specific arts goals addressed in the course include Leadership and Collaboration, Ethics and Social Justices, Critical and Creative Inquiry, Discipline-Based Competence, and Effective Communication.

Learning resources

There is a D2L web site for this course. I will post course materials on the site.

Course outline and schedule

(Note: Schedule and readings subject to change)

Week 1, 9/13

Topics: Course overview and requirements; and introduction to management

Read:

- Text, Chapters 1 & 21
- Kohl, D. (2010). Is Steve Jobs a role model for librarians? *The Journal of Academic Librarianship*, 36(3), 191.
- Molinsky, A., Davenport, T., Lyer, B. & Davidson, C. (2012). 3 skills every 21st-century manager needs, *Harvard Business Review*, 90 (1), 139-143.

Prepare for introducing yourself to everyone and sign up for discussion questions and discussion leadership.

Week 2, 9/20

Topic: Leadership

Read:

- Text, Chapter 14
- Watkins, M. (2012). How managers become leaders. *Harvard Business Review*, 90(6), 64-72.
- Schoemaker, P., Krupp, S. & Howland, S. (2013). Strategic leadership: The essential skills. *Harvard Business Review*, 91(1), 131-134.
- Graybill, J. (2014). Millennials among the professional workforce in academic libraries: Their perspective on leadership. *Journal of Academic Librarianship*, 40, 10-15.
- Optional reading:
 - Isaacson, W. (2012). The real leadership lessons of Steve Jobs. (cover story). *Harvard Business Review*, 90(4), 92-102.

Week 3, 9/27

Topics: Team-building

Read:

- Text, Ch. 17
- Pentland, A (2012). The new sciences of building great teams. *Harvard Business Review*. 90(4), 60-70
- Coutu, D. & Beschloss, M. (2009). Why teams don't work. *Harvard Business Review*, 87(5), 98-105.
- Edmondson, A. C. (2012). Teamwork on the fly. *Harvard Business Review*, 90(4), 72-80.
- Cain, S. (2012, January 13). The rise of the new groupthink, the *New York Times*, at <http://www.nytimes.com/2012/01/15/opinion/sunday/the-rise-of-the-new-groupthink.html?pagewanted=1&hp>

Optional reading:

Duhigg, C. (2016, Feb. 26). What Google learned from its quest to build the perfect team, the *New York Times*, http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?partner=bloomberg&_r=0

Week 4, 10/4

Topics: Decision-making and meetings

- Text, Ch. 4 (pp. 90-94 only)
- Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. *Harvard Business Review*, 89(6), 50-60.
- Katopol, P. (2015). Groupthink: Group Dynamics and the Decision-Making Process. *Library Leadership & Management*, 30(1), 1-6.
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- University of Minnesota (2007). Typical methods of group decision making at http://www.minneapolismn.gov/www/groups/public/@ncr/documents/webcontent/convert_274389.pdf

- Moran, R. F., Jr (2006). Meetings: The bane of the workplace: It doesn't have to be so. *Library Administration & Management*, 20(3), 135-9.
- Dubner, S. (2009, July 28). Read this if you hate meetings. *Freakonomics*, <http://freakonomics.blogs.nytimes.com/2009/07/28/read-this-if-you-hate-meetings>

Week 5, 10/11

Topic: Planning

Read:

- Text, Ch. 4 (Skip pp. 90-94) & Ch.5
- Dole, W. (2013). Strategic planning and assessment, *Journal of Library Administration*, 53, 283-292.
- Bolt, N. (2014). Libraries from now on: Imagining the future of libraries ALA summit on the future of libraries – Report to ALA membership. <http://connect.ala.org/files/Libraries%20From%20Now%20On%20ALA%20Summit%20On%20The%20Future%20of%20Libraries%20Final%20Report.pdf>
- Saunders, L. (2015). Academic libraries' strategic plans: Top-trends and under-recognized areas, *The Journal of Academic Librarianship*, 41, 285-291.
- Thomas, B., Van Horne, S., Jacobson, W. & Anson, M. (2015). The design and assessment of the learning commons at the University of Iowa, *The Journal of Academic Librarianship* 41, 804–813

Optional reading:

- ACRL Research Planning and Review Committee (2016). 2016 top trends in academic libraries: A review of the trends and issues affecting academic libraries in higher education, *College & Research Libraries News*, 77(6), 274-281.

Week 6, 10/18

Topics: Budgeting and relevant issues

Read:

- Text, Chapters 19 and 20 (Skip pp.425-426)
- Regazzi, J. (2013). U.S. academic library spending, staffing and utilization during the great recession 2008-2010. *The Journal of Academic Librarianship*. 39(3). 217-222.
- Lyons, L. E., & Blosser, J. (2012). An analysis and allocation system for library collections budgets: The comprehensive allocation process (CAP). *Journal of Academic Librarianship*, 38(5), 294-310
- Coffman, S. (2013). How low can our book budgets go? *American Libraries*, 44(9), 48-51.

- Rodger, E. J. (2009). Public libraries: Necessities or amenities? *American Libraries*. 40 (8/9). 46-8.
- Rooks, D. C. (2007). Fund raising: Random ramblings: Seek professional help. *The Journal of Academic Librarianship*, 33(2), 292-293.

Optional reading:

- Berry, J. N. (2002, May 1). Editorial – Don't let government off the hook: Libraries are still, and should be, dependent on taxes. *Library Journal*, 127 (8), 8.

Week 7, 10/25

Topics: Organizational structure and governance

Required readings for the governance assignment:

- Text, Chapter 7(Skip pp. 132-137), 8 & 9

Readings for the Issues of faculty status of academic librarians

- Association of College and Research Libraries (2011). Standards for faculty status for college and university librarians, at <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/aclibwfaculty.pdf>
- Association of College and Research Libraries (2011). Association of college and research libraries joint statement on faculty status of college and university librarians at <http://www.ala.org/acrl/standards/jointstatementfaculty>
- Optional readings:
 - Walters, W. (2016). Faculty status librarians at US research universities, *The Journal of Academic Librarianship*, 42, 161-171.
 - Hoggan, D. B. (2003). Faculty status for librarians in higher education. *Portal: Libraries and the Academy*, 3(3), 431-45.

Due: Presentation on Governance

Post your presentation slides to the Discussion on D2L by noon on 10/25.

Bring a hard-copy of your paper to class.

Week 8, 11/1

Topic: Hiring

Read:

- Text, Chapter 10
- Nord, L. (2011). How to hire delightful employees: Role-play has a role. *Public Libraries*. 50 (4) at <http://www.publiclibrariesonline.org/magazines/featured-articles/how-hire-delightful-employees-role-play-has-role>
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- Partridge, H., Menzies, V., Lee, J. & Munro, C. (2010). The contemporary librarian: Skills, knowledge and attributes required in a world of emerging technologies. *Library & Information Science Research*, 32. 265–271

- Xia, J. & Wang, M. (2014). Competencies and responsibilities of social science data librarians: An analysis of job descriptions. *College & Research Libraries*, 75(3), 362-388.
- Simpson, B. (2013). Hiring non-MLS librarians: Trends and training implications. *Library Leadership & Management*, 28(1), 1-15.
- Walker, R. (2016, July 10). Getting past the first cut with a resume that grabs digital eyes, the New York Times, <http://www.nytimes.com/2016/07/10/jobs/getting-past-the-first-cut-with-a-resume-that-grabs-digital-eyes.html>
- Optional readings:
 - Maatta, S. (2013, October 17). Placements & salaries 2013: The emerging databrarian. *Library Journal*, at <http://lj.libraryjournal.com/2013/10/placements-and-salaries/2013-survey/the-emerging-databrarian/#>
 - Allard, S. (2015, October 23). Placements & salaries 2015: The expanding info sphere, *Library Journal*, at <http://lj.libraryjournal.com/2015/10/placements-and-salaries/2015-survey/the-expanding-info-sphere/>

Week 9, 11/8

Topics: Personnel issues and motivation

Read:

- Text, Chapter 13
- Abbasi, S.M., Hollman, K.W. & Hayes, R.D. (2008). Bad bosses and how not to be one. *Information Management Journal*. 42(1). 52-56.
- Motivation in today's workplace: The link to performance (2010). *HR Magazine*. 55(7). 1-9.
- Smith, S. & Galbraith, Q. (2012). Motivating millennials: Improving practices in recruiting, retaining and motivating. *The Journal of Academic Librarianship*. 38(3). 135-144.
- Halvorson, H. & Higgins, E. T. (2013). Know what really motivates you, *Harvard Business Review*, 91(3), 117-120.
- Tugend, A. (2013, November 29). Dealing with burnout, which doesn't always stem from overwork, the New York Times, <http://www.nytimes.com/2013/11/30/your-money/a-solution-to-burnout-that-doesnt-mean-less-work.html>

Week 10, 11/15

Topic: Performance appraisals

Read:

- Text, Chapter 11

- Schraeder, M. & Simpson, J. (2006), How similarity and liking affect performance appraisals, *The Journal for Quality & Participation*, 29(1), 34-40.
- Segal, J.A. (2011, January 14). The dirty dozen performance appraisal errors. *Bloomberg Business Week*.
http://www.businessweek.com/managing/content/jan2011/ca20110114_156455.htm
- Ritchie, S. & O'Malley, A. (2009). The Role of emotional labor in performance appraisal: Are supervisors getting into the act? *Academy of Management Proceedings*, 1-6.
- Wesley, T. L. & Campbell, N. F. (2010). Professional librarian performance review: A redesign model. *Library Leadership & Management*, 24(1), 12-17.
- Hall, B. J., & Wasynczuk, A. (2011). The gentleman's "three" *Harvard Business Review*, 89 (7), 157-161.

Case for class activity

Week 11, 11/22 (Online -TBA)

Topics: Organizational communication and conflict management

Read:

- Text, Chapter 16
- Detert, J., Burris, E. & Harrison, D. (2010). Debunking for myths about employee silence. *Harvard Business Review*. 88(6). 26.
- O'Toole, J. and Bennis, W. (2009). What's needed next: A culture of candor. *Harvard Business Review*. 87(6). 54-61.
- Effective organizational communication: A competitive advantage (2008). *HRMagazine*, 53(12), 1-9.
- Groysberg, B. & Slind, M. (2012). Leadership is a conversation. *Harvard Business Review*. 90(6). 76-84.
- Uzzi, B., & Dunlap, S. (2012). Make your enemies your allies. *Harvard Business Review*, 90(5), 133-136

Week 12, 11/29

Topic: Organizational culture

Read:

- Text, Chapter 7(Only pp. 132-137).
- Maloney, K. et al. (2010). Future leaders' views on organizational culture. *College & Research Libraries*. 71 (4), 322-45.
- Katzenbach, J., Steffen, I & Kronley, C. (2012). Cultural change that sticks. *Harvard Business Review*. 90 (7/8), 110-117
- Buschman, J. (2013). Organizational culture, political fallout. *Journal of Academic Librarianship*, 39 (4), 357-359.
- Goffee, R. & Jones, G. (2013). Creating the best workplace on earth. *Harvard Business Review*. 91(5). 98-106.
- Shepstone, C. & Currie, L. (2014). Organizational culture and institutional change: Prairie West University in transition. *Journal of Academic Librarianship*, 40, 92-94.

Optional reading:

- McGregor, L. & Doshi, N. (2015). How company culture shapes motivation. *Harvard Business Review*. Retrieved from: <https://hbr.org/2015/11/how-company-culture-shapes-employee-motivation#>

Week 13, 12/6

Topic: Assessment of organizational performance

Read:

- Text, Chapter 18
- Lewin, H. S. & Passonneau, S. M. (2012). An analysis of academic research libraries assessment data: A look at professional models and benchmarking data. *Journal of Academic Librarianship*. 38 (2). 85-93.
- Bowlby, R. (2012). Living the future: Organizational performance assessment. *Journal of Library Administration*. 52, 626-652
- Association of college & research libraries: Standards for libraries in higher education (2011). <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/slhe.pdf>
- Fagan, J. C. (2014). The suitability of web analytics key performance indicators in the academic library environment. *Journal of Academic Librarianship*, 40, 25-34.
- Farkas, M.G., Hinchliffe, L. J. & Houk, A. H. (2015). Bridges and barriers; Factors influencing a culture of assessment in academic libraries, *College & Research Libraries*, 76,150-167.

Week 13-14 (Online)

Topic: Organizational ethics

- Text, Chapter 15
- Boyd, M. (2005). Juanita's paintings: A manager's personal ethics and performance reviews. *Library Administration & Management*. 19(1). 31-35
- Gentile, M. C. (2010), Keeping your colleagues honest. *Harvard Business Review*, 88(3), 114-117.
- Bazerman, M., H. & Tenbrunsel, A. (2011), Ethical breakdowns. *Harvard Business Review*, 89 (4), 58-65.

Optional reading:

- Leadership measuring the return on character (2015), *Harvard Business Review*, 93(4), 20-21.
- Recommendation
 - Justice with Michael Sandel at <http://justiceharvard.org> (View the videos/lectures when you have time to spare!)

Note: Post discussion questions by noon by 12/9.

Week 14, 12/13

Topic: Final project presentation

- Due: Paper

