LONG ISLAND UNIVERSITY

COLLEGE OF EDUCATION, INFORMATION AND TECHNOLOGY
PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

SYLLABUS FOR LIS 513

MANAGEMENT OF LIBRARIES AND INFORMATION SERVICES ORGANIZATIONS

Hybrid Course Format
Sundays 12:30 to 5:30 pm @ NYU Bobst Library
And
Online
March 24 – May 5
Spring Semester 2013

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LIS 513: Management of Libraries and Information Service Organizations

Course Description: LIS 513 Management of Libraries and Information Centers

Principles and techniques of management applicable to libraries and information service organizations. Focuses management theory on organizing for library and information service, collections, facilities management, and measurement and evaluation of services. (3 credits, LIS 510 co-requisite)

PALMER SCHOOL STUDENT LEARNING OBJECTIVES FOR THIS COURSE: Using the Current M.S.L.I.S. Program Goals and Objectives of the School

Goal I. Reflect the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities.
>   Students will meet the following objective under this Palmer Goal I:
>   (d) use effective communication skills applicable for specific audiences and user groups.

Goal II. Utilize a broad range of systems and technologies to manage and deliver information.
>   Students will meet parts of the following objective under this Palmer Goal II:
>   (d) evaluate information systems and technologies based on functionality, usability, cost, and quality

Goal IV. Staff, manage and lead libraries and information centers of all types; and quality.
>   Students will meet parts of the following objectives under this Palmer Goal IV:
>   (b) explain and apply management principles, processes and practices including those relating to innovation and strategic planning as well as human resources, financial, and operational functions of a library or other type of information organization;
>   (c) explain and use principles of leadership.

Course Objectives:
- Exercise strategic planning, problem solving and decision-making skills as applied to actual library and/or information services management.
- Articulate the mission and other drivers of an information or library service organization in relation to the constituency served.
- Trace the evolution of management theory and its application to current practice.
- Learn to utilize appropriate theory and skills to create an environment of excellence within the and information services or library organization.
- Understand the critical importance of planning, communication, marketing and competitive analysis for the information or library manager.
- Develop a familiarity with budgeting and cost analysis for information service organizations
- Identify the major issues affecting the profession of librarianship, and the management of information services – including intellectual freedom, ethics and the role of professional organizations.

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ASSIGNMENTS, EXAMS, AND CRITERIA FOR GRADING

1) *__Readings__* – Readings should be completed **before** the class session
2) *__Class Participation__* – (30%) – Regular attendance is required. Class participation is expected. A number of **Case Studies** will be assigned and undertaken. Participation in class discussions, online postings, and case studies will contribute significantly to the final grade.
3) *__Reaction Paper__* – (20%) – Read either Machiavelli's The Prince or Fredrick Taylor's The Principles of Scientific Management. Write a paper reacting to the book. How timeless is it, or not? What management principles are still relevant and what not? Justify those conclusions. The paper should not exceed 2,000 words.
4) *__Term Paper__* – (30%) – Select a challenge / opportunity facing library managers today.

    Some topics might be: Competition from Amazon.com, Barnes and Noble, etc.
            Changing customer expectations
            The role (subordination?) of the library within knowledge
                management systems.
            The Googleization of reference / information search.
            The increasing complexity of financial resource
                deployment
            Changing perceptions of the role of library as place
            The changing role of public libraries
            The effects of social networks on libraries

    Start thinking about this early on. The topic can be discussed with the instructor before launching far into your research, and your topic, a brief summary of your scope and approach (500 words with references) is due early in the course due to the compressed six week schedule (see course schedule). Utilizing professional literature and the internet, analyze the challenge/opportunity, and recommend how librarians should respond. The paper is due at the next to last session i.e., April 28th (the final face to face meeting of the class, and the week before the final exam is due). At the last session, if time permits, you may be asked to present to the class the highlights of your paper. The paper should include **a one page executive summary**. The paper should not exceed 3,000 words (exclusive of the executive summary and references at the end of the paper in APA style format).

5) *__Final Exam__* – (20%) – A Take-home exam.

Estimates / Guidelines for Deployment of Class Module and Non-Class Hours

Class Modules (see schedule)	28 hours
Readings and Case Studies	60 hours
Term (Research) Paper	40 hours
Reaction Paper	20 hours
Final Exam Review and Prep	10 hours
Total: Class & Non Class	158 hours

TEXTBOOKS AND OTHER READINGS (There is no required textbook for the course, but you will need to find equivalent readings if you do not use the recommended texts below).

1) ***Required***: Evans, G. Edward, Ward, Patricia Layzell, & Rugaas, Bendik. Management Basics for Information Professionals. New York, Neal-Schuman, 2000. (Up-to-date and comprehensive - probably the best management book directed to the library and information community).

2) ***Recommended but not required***: Gordon, Rachel Singer. The Accidental Library Manger, Medford N.J., Information Today Inc., 2005.

3) Recommended but not required: Drucker, Peter F. Managing the Non-Profit Organization: Practices and Principles, Harper Collins, N.Y., 1990.

You should also know about Stueart, Robert D. & Moran, Barbara B. (2002) Library Management. 6th Ed. Westport, CT: Libraries Unlimited. 494 p. This is the best known textbook in the States, but I prefer the combination of 1 and 2 above, as I think that Evans, Ward, & Rugaas is superior overall to Steuart & Moran, and further that 1 and 2 nicely complement each other, one more traditional textbook in style, the second very chatty and down to earth; one rather international, the second clearly US centric.

Both 1 and 2 have good bibliographies and links and serve as a good entry point to the literature of both librarianship and information services management. Don't overlook this aspect of the textbooks when it comes to researching your papers.

4) Other References: (Both available online and free through Google Books)

Machiavelli, Niccolo. The Prince. 1532. (available in various editions).

Taylor, Fredrick W. The Principles of Scientific Management. Harper & Brothers: New York, 1911.

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	**LIS 513 Management of Libraries and Information Services Organizations**					
Date (Start)	**Module Number**	**Module Name and Description**	**Type**	**Scope**	**Activity**	**Module Hours**
24-Mar	-	-	-	-	-	-
In- Class at Bobst Library	1	Course Overview	In-class	Introduction to the course, its structure, and requirements	Lecture	1.0
	2	Management trends	In-class	Historical and classical approaches to management - from bureaucracies to risk management	Lecture	2.0
	3	Industry overview	In-class	Overview of the information industry and key trends facing libraries and other information organizations; an introduction to stakeholders, the purpose of organizations, and missions vs. markets	Lecture	2.0
31-Mar						
Online and Group Meeting	4	Why companies fail	Online	Case Study and introduction to San Jose Mercury News	Podcast & Document	2.0
	5	San Jose Mercury News Analysis	Online	Analyze and present findings on SJMN case study	Group Project	3.0
7-Apr						
In- Class at Bobst Library	6	Introduction to Organizational Development	In-class	Discuss trends in corporate culture, organizational structure, and human resource management.	Lecture/ Group work	2.0
	7	Case Study:	In-class	Discuss and analyze case involving staffing decisions (the "Cindy James" case).	Lecture/ Group work	1.0
	8	Cindy James and her career dilemma.	In-class	Purpose of innovation and planning; introduction to SWOT Analysis and Porter's Five Market Forces	Lecture	2.0
14-Apr						
Online and Group Meeting	9	Planning exercise	Field Work	Visit a business and assess its competitive position and develop a plan for improving the business using Porter's five market forces approach	Group work	3.0
21-Apr						
Online and Group Meeting	10	Business and Strategic Plan	Online or Group Meeting	Both Individual and Group Business and Strategy Plans to be developed. Working in groups, prepare a business development plan for your assigned business to present in class	Lecture/ Group work	3.0
28-Apr						
In- Class at Bobst Library	11	13. Group Project report and discussion	In-class	Present and defend buiness development plan	Class discussion	2.0
	12	Introduction to Budget and Fiancial Analysis	In-class	Discussion of key approaches to budgeting and understanding financial statements.	Lecture	2.0
	13	Case Study: The University of Trent	In-class	Analyze and present findings on the University of Trent case study	Class discussion	1.0
5-May						
Online	5-May	Final Exam (take home)	Online	Take home final exam due and submitted on Blackboard	Final	2.0

SCHEDULE OF TOPICS, ASSIGNMENTS DUE, AND READINGS

1) *March 24, 2013 (Face to Face)*
   Topics

   a. Introduction to the course, its structure, and requirements
   b. Overview of the information industry and key trends facing libraries and other information organizations; an introduction to stakeholders, the purpose of organizations, and missions vs. markets
   c. Historical and classical approaches to management - from bureaucracies to risk management

   Readings:
   i. Evans, Ward & Rugaas, Chapters 1 through 3 (pp. 3-52)
   ii. Drucker, Peter F. (1976) "Managing the Public Service Institution". College and   Research Libraries 37(1): 4-14.
   iii. Gordon, Chapter 11,   Pages 259 – 287
   iv. Regazzi, John J. "The battle for mindshare: A battle beyond access and retrieval" 2004 Miles Conrad Memorial Lecture, February 23, 2004, Information Services and Use, Volume 24, Number 2/2004, p 83-92.

2) *March 31, 2013 (Online)*
   Topics:

   a. Case Study and introduction to San Jose Mercury News
   b. Analyze and present findings on SJMN case study

   Due: Begin term paper review, select management text for reaction paper, and SJMN case presentation to be posted on Blackboard and to be presented April 7.
   a. Research your term paper topic for the course and write a one page proposal for submission at the April 7th class.
   b. Also review Taylor and Machiavelli and decide which you will write your reaction paper.
   c. Prepare presentation around San Jose Mercury News

   Readings:
   i. Keen, Peter G.W. "Information Systems and Organizational Change" Communications of the ACM 24 (1): 24-33, January 1981. A classic.
   ii. Gordon, Chapter 8, pages 183 – 201.
   iii. Evans, Ward & Rugaas, Chapter 5 (pp. 115-136)

3) *April 7, 2013 (Face to Face)*
    Topics:.

    a. Discuss trends in human resource management and analyze case involving
    staffing decisions
    b. Purpose of innovation and planning; introduction to SWOT Analysis and Porter's
    Five Market Forces
    c. Analyze an organization using a SWOT analysis.

    Due:
    a. Term paper proposal (2 pages with references)
    b. Reaction Paper on either the Prince(Machiavelli) or Principles of Scientific
    Management (Taylor)
    c. Presentation on SJMNCase

    Readings:
      i. Evans, Ward & Rugaas, Chapter 4, 5, 7, 9, 10, and 13 - 15 (pp. 79 – 104,
        125 – 144, 165 – 221, 293 - 404)
     ii. Zach, Lisa, "A Librarian's Guide to Speaking the Business Language,"
        Information Outlook. 6(6) 18-24, June 2002.

4) *April 14, 2013 (Field)*
    Topics:

    a. Visit a business (which will be assigned) and assess its competitive position and
    discuss developing a plan for improving the business using Porter's five market
    forces approach

    Readings:
      i. University of Trent Case
     ii. Evans, Ward & Rugaas, Chapter 8, 11, 16 (pp. 145-164, 223 – 253, 405 –
        454).
     iii. Drucker, Part Two, Chapters 1 & 2 (pp. 53-71)
     iv. St Clair, Guy & Reich, Martina J., "Knowledge Services, Financial
        Services, and Budgeting," Information Outlook, 6(6): 26-33, June 2002.

5) *April 21, 2013 (Online)*
    Topics:
    a. Working in groups, prepare a business development plan for your assigned business to present in class and also post your individual contributions to this plan. Post the final business plan prior to April 28th.

    Due: Business development plan for presentation on April 28.
    Distribution: Final Take Home exam
    Readings:
      i. Stewart, Thomas. "Your Company's Most Valuable Asset: Intellectual Capital." Fortune 130 (Oct. 3, 1994): 68-74.
     ii. Evans, Ward & Rugaas, Chapters 8 & 9, (pp. 191 - 239) and Chapter 13 (pp. 359-378)
    iii. Hertzberg, Fredrick, "One More Time: How Do You Motivate Employees", Harvard Business Review 65 (5): 109-120, Sept. / Oct. 1987.
    iv. Drucker, Part One, Chapter 2 (pp. 9-27), and Chapter 5 (pp. 45-49)

6) *April 28, 2013 (Face to Face)*
    Topics:

    a. Group Presentations on Business Development Plan
    b. Survey of budgeting approaches
    c. Case study analysis – University of Trent

    Due:

      i. ***Term Paper Presentation and Final Term Paper***
     ii. ***Business Development Plan Presentation***

7) *May 5, 2013 (Online)*

    Topics:
    a. Take home final exam.

    Due:
    a. Final take home exam to be posted on Blackboard

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Appendix – Performance criteria for each type of course assignment.

1. Case Studies – including all in-class group discussions as well as final individual student presentation (Case Analysis Evaluation for Chicken Coop and 3M Lead User Study Cases, Individual Research Article Analysis, Large Dataset Group Project, and Student Term Paper Presentation.)

CONTENT – Analysis of the Problem of the Case (Weight 40%)

Above Average	Average	Below Average
Offers own analysis mostly beyond relying on study questions	Some analysis but relies on study questions mostly with competent analysis	Little to no analysis; relies solely on repeating case material

CONTENT – Support of Analysis (Weight 40%)

Above Average	Average	Below Average
Gives concrete examples and relevant explanations	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples (or none at all)

ORGANIZATION - Effective, Persuasive Presentation of Conclusions (Weight 20%)

Above Average	Average	Below Average
Presentation is well organized and logically conveys ideas clearly and strongly	Presentation is organized somewhat logically but inconsistent though main ideas are discernible	Does not create a clear and logical organization -ideas unclear

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2. Term Papers – including preliminary proposal, survey instrument, final term paper and final exam.

Grading Rubric for Term Papers	*Level*	*Level*	*Level*
Qualities & Criteria	*Poor/Developing*	*Good/Competent*	*Excellent/Exemplary*
✓ **Format/Layout** ✓ **Presentation of the text** ✓ **Structuring of text** ✓ **Follows requirements of length, font and style** *(Weight 5%)*	**Follows poorly the requirements related to format and layout.**	**Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.**	**Closely follows all the requirements related to format and layout.**
Content/Information ✓ **All elements of the topics are addressed** ✓ **The information is technically sound** ✓ **Information based on careful research** ✓ **Coherence of information** *(Weight 50%)*	**The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.**	**The essay is objective and for the most part addresses with an in depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.**	**The essay is objective and addresses with an in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.**
Quality of Writing ✓ **Clarity of sentences and paragraphs** ✓ **No errors and spelling, grammar and use of English** ✓ **Organization and coherence of ideas** *(Weight 10%)*	**The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way.**	**The essay is well written for the most part, without spelling, grammar or use of English errors. The essay is for the most part well organized, clear and presents ideas in a coherent way.**	**The essay is well written from start to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.**
References and use of references ✓ **Scholarly level of references** ✓ **How effective the references are used in the essay** ✓ **Soundness of references** ✓ **APA style in reference list and for citations** *(Weight 35%)*	**Most of the references used are not important, and/or are not of good/scholarly quality. There is not a minimum of 4 scholarly resources, and/or they are not used effectively in the essay. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.**	**Most of the references used are important, and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are for the most part used effectively in the essay. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.**	**All the references used are important, and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are used effectively in the essay. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.**
Note: Overriding criterion - 0riginality and authenticity. If the paper is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.			

3. Class Participation – levels of participation in class discussions.

Class Participation

6: A student receiving a 6 comes to class prepared; contributes readily to the conversation but doesn't dominate it: makes thoughtful contributions that advance the conversation; shows interest in and respect for others' views; participates actively. (Letter grade equivalent: A).

5: Comes to class prepared and makes thoughtful comments when called upon, contributes occasionally without prompting: shows interest in and respect for others' views. A 5 score may also be appropriate to an active participant whose contributions are less developed or cogent than those of a 6 but still advance the conversation. (Letter grade equivalent: B+ to A-).

4-3: Two types of students occur in this range. The first type of student is one who participates in discussion, but in a way that is not fully productive. Such students may dominate the discussion, make rambling or tangential contributions, interrupt the discussion with digressive questions, or bluff their way when unprepared. The other type of student comes to class prepared, but does not voluntarily contribute to discussions or makes only minimal comments when drawn into the discussion. Despite this, these students generally show interest in the discussion and listen attentively. (Letter grade equivalent: B- to B)

2-1: Students in this range often seem on the margins of the class and may have a negative effect on the participation of others. Students receiving a 2 often don't participate because they haven't read the material or done the homework. Students receiving a 1 may be actually disruptive, radiating negative energy via hostile or bored body language, or be overtly rude. My expectation is that no students will receive this rating in FS/FW553. (Letter grade equivalent: D to C+).

0: Students receiving a 0 are not attending class. If one does not attend, one can not participate. (Letter grade equivalent: F).