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

Professor:
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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.
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).


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)


<table>
<thead>
<tr>
<th>Date (Start)</th>
<th>Module Number</th>
<th>Module Name and Description</th>
<th>Type</th>
<th>Scope</th>
<th>Activity</th>
<th>Module Hours</th>
</tr>
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<tbody>
<tr>
<td>24-Mar</td>
<td>In-Class at Bobst Library</td>
<td>1</td>
<td>Course Overview</td>
<td>In-class</td>
<td>Introduction to the course, its structure, and requirements</td>
<td>Lecture</td>
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<td>2</td>
<td>Management trends</td>
<td>In-class</td>
<td>Historical and classical approaches to management - from bureaucracies to risk management</td>
<td>Lecture</td>
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<td>3</td>
<td>Industry overview</td>
<td>In-class</td>
<td>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</td>
<td>Lecture</td>
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<tr>
<td>31-Mar</td>
<td>Online and Group Meeting</td>
<td>4</td>
<td>Why companies fail</td>
<td>Online</td>
<td>Case Study and introduction to San Jose Mercury News</td>
<td>Podcast &amp; Document</td>
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<td>5</td>
<td>San Jose Mercury News Analysis</td>
<td>Online</td>
<td>Analyze and present findings on SJMN case study</td>
<td>Group Project</td>
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<tr>
<td>7-Apr</td>
<td>In-Class at Bobst Library</td>
<td>6</td>
<td>Introduction to Organizational Development</td>
<td>In-class</td>
<td>Discuss trends in corporate culture, organizational structure, and human resource management.</td>
<td>Lecture/Group work</td>
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<td>7</td>
<td>Case Study: Cindy James and her career dilemma.</td>
<td>In-class</td>
<td>Purpose of innovation and planning; introduction to SWOT Analysis and Porter’s Five Market Forces</td>
<td>Lecture/Group work</td>
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<tr>
<td>14-Apr</td>
<td>Online and Group Meeting</td>
<td>9</td>
<td>Planning exercise</td>
<td>Field Work</td>
<td>Visit a business and assess its competitive position and develop a plan for improving the business using Porter’s five market forces approach</td>
<td>Group work</td>
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<tr>
<td>21-Apr</td>
<td>Online and Group Meeting</td>
<td>10</td>
<td>Business and Strategic Plan</td>
<td>Online or Group Meeting</td>
<td>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</td>
<td>Lecture/Group work</td>
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<tr>
<td>28-Apr</td>
<td>In-Class at Bobst Library</td>
<td>11</td>
<td>Group Project report and discussion</td>
<td>In-class</td>
<td>Present and defend business development plan</td>
<td>Class discussion</td>
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<td>12</td>
<td>Introduction to Budget and Financial Analysis</td>
<td>In-class</td>
<td>Discussion of key approaches to budgeting and understanding financial statements.</td>
<td>Lecture</td>
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<td>13</td>
<td>Case Study: The University of Trent</td>
<td>In-class</td>
<td>Analyze and present findings on the University of Trent case study</td>
<td>Class discussion</td>
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<tr>
<td>5-May</td>
<td>Online</td>
<td>5-May</td>
<td>Final Exam (take home)</td>
<td>Online</td>
<td>Take home final exam due and submitted on Blackboard</td>
<td>Final</td>
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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)
   iii. Gordon, Chapter 11, Pages 259 – 287

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:
   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 )  

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  
iii. Drucker, Part Two, Chapters 1 & 2 (pp. 53-71)  
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:**


ii. Evans, Ward & Rugaas, Chapters 8 & 9, (pp. 191 - 239) and Chapter 13 (pp. 359-378)


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
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%)

<table>
<thead>
<tr>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
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<tbody>
<tr>
<td>Offers own analysis mostly beyond relying on study questions</td>
<td>Some analysis but relies on study questions mostly with competent analysis</td>
<td>Little to no analysis; relies solely on repeating case material</td>
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CONTENT – Support of Analysis (Weight 40%)

<table>
<thead>
<tr>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
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<tr>
<td>Gives concrete examples and relevant explanations</td>
<td>Needs more concrete examples and/or relevant support</td>
<td>Selects irrelevant or ineffective examples (or none at all)</td>
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ORGANIZATION - Effective, Persuasive Presentation of Conclusions (Weight 20%)

<table>
<thead>
<tr>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
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<tbody>
<tr>
<td>Presentation is well organized and logically conveys ideas clearly and strongly</td>
<td>Presentation is organized somewhat logically but inconsistent though main ideas are discernible</td>
<td>Does not create a clear and logical organization - ideas unclear</td>
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</table>
2. Term Papers – including preliminary proposal, survey instrument, final term paper and final exam.

<table>
<thead>
<tr>
<th>Qualities &amp; Criteria</th>
<th>Poor/Developing</th>
<th>Good/Competent</th>
<th>Excellent/Exemplary</th>
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<tbody>
<tr>
<td>✓ Format/Layout</td>
<td>Follows poorly the requirements related to format and layout.</td>
<td>Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.</td>
<td>Closely follows all the requirements related to format and layout.</td>
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<tr>
<td>✓ Presentation of the text</td>
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<td>✓ Structuring of text</td>
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<td>✓ Follows requirements of length, font and style</td>
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(Weight 5%)

Content/Information

- ✓ All elements of the topics are addressed
- ✓ The information is technically sound
- ✓ Information based on careful research
- ✓ Coherence of information

(Weight 50%)

Quality of Writing

- ✓ Clarity of sentences and paragraphs
- ✓ No errors and spelling, grammar and use of English
- ✓ Organization and coherence of ideas

(Weight 10%)

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%)

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<tr>
<th>Level</th>
<th>Poor/Developing</th>
<th>Good/Competent</th>
<th>Excellent/Exemplary</th>
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<td></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Note: Overriding criterion - originality 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 cannot participate. (Letter grade equivalent: F).