University of North Texas
School of Library and Information Sciences

Management of Information Agencies
INFO 5300

INSTRUCTOR INFORMATION

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This course is taught 100% online. Direct communications with the instructor may be arranged via telephone or by email at any time during the semester. Telephone meetings are arranged by appointment only. Approximate response time for messages sent through Blackboard is between 24-48 hours.

As a course taught completely online, no face-to-face meetings are required for INFO 5300.

INTRODUCTION

Please take time to review carefully the information contained in this syllabus as it addresses each aspect of course.

The organizational complexity of libraries often comes as a surprise to new librarians who are thrust into positions that require the application of managerial skills as part of their first assignments in rural, small or specialized libraries. Likewise, professionals advancing in their careers to positions of greater responsibility or adjacent fields frequently are required to assume administrative and managerial roles on a variety of levels. SLIS 5300 Management of Information Agencies is designed for current and future information professionals who are interested in learning more about the theory and practice of management. It is a highly interactive course and requires in-depth individual exploration and group discussion of topics presented in the course modules.

It is important to read this syllabus very carefully to become very familiar with its content and be able refer to it for directions throughout the course.

GRADUATE CATALOG COURSE DESCRIPTION

Management principles and practices. Problem-solving, public relations and program development. Libraries and information centers and their social and political context. Coping with change. Facilities and equipment. Representative research and data analysis.

COURSE GOALS

To study and discuss historical approaches to management; to become knowledgeable about the application of management principles and functions as they relate to the management of library and

information organizations; to explore and analyze real-world management issues in the professional literature; to encourage students to pursue independent study and research; and to encourage students to interact with local, regional and national public library leaders and practitioners.

COURSE METHOD

The course will consists of a combination of lectures, reading assignments, field-observation, written assignments, research, and module exercises and presentations. Students will be expected to complete assignments and projects, and participate in module discussions and exercises.

Information in each module will be presented using a variety of formats, including Power Point, Microsoft Word, and HTML. Students must be prepared to devote a significant amount of uninterrupted time for reading through each module. **With the exception of Module 1, it is expected that students will complete the assigned readings before reading each module's content or lecture notes.** This is an introductory course and as such is not intended to provide a definitive position on any topic. Students are expected to explore topics in greater depth on their own beyond what is presented in the course content.

The outline of the course will generally follow the text by Stueart & Moran; however, there will be both required and optional supplementary readings which will accompany units of the course. Lectures, discussions and individual reports along with case studies will be used throughout the course. Topics covered will include: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, Managing, Public Relations, Professional Ethics, and Personal Characteristics.

COURSE OBJECTIVES

1. Analyze the theory and application of planning, organizing, staffing, directing, and controlling within libraries and information centers.

2. Appraise the changing role of the manager of libraries and information centers within the total institution and/or organization to which information and services are being provided.

3. Identify current trends and issues in library management and administration.

4. Understand organization culture and structure in information organizations, and how these environmental issues relate to and affect governance and management.

5. Understand the dynamic of organizational change, and the manager's role in the process.

STUDENT LEARNING OUTCOMES

By the end of the course students should be able to:

1. Plan, organize, staff, and direct an information center

2. Use assessment tools to evaluate staff members and information center resources

3. Identify two trends in library management and administration

4. Understand the impact of organizational culture in managing an information center

5. Understand the challenges associated in change management planning.

COURSE ACCESS

The course content for INFO 5300 is accessible only using Blackboard Learn. Students registered for the course with a valid UNT EUID AND PASSWORD will have access to the course. At times, technical problems may result from uploads to the database. **If you are registered for the course and are experiencing access problems, please consult UNT LEARN, or UNT HELP DESK.**

CLASS COMMUNICATION

Communications for this course will be conducted using a variety of methods.

Students are encouraged to explore the nuances and complexities of topics discussed in their assigned groups. The instructor reads all e-mail and Blackboard discussions, but will only participate in assigned group discussion forums when necessary to clarify or resolve major issues. The instructor will participate in the Professional Issues discussion forum on a regular basis.

Blackboard Email: A response to emails is made within 24-48 hours. If a response to an e-mail has not been received within 48 hours, please resend it to assure that it has been received. If technical difficulties are preventing use of Blackboard, or problems uploading an assignment are experienced, send an email to the instructor outside the Blackboard system (maurice.wheeler@unt.edu) and forward a copy to the TA (nithinkumarmekala@my.unt.edu).

Group Discussions: At the beginning of the course students will be divided into small groups and are expected to work together as a team to complete weekly assignments (i.e. Group 1, Group 2, Group 3). If a notification indicating your group assignment is not received within the first several days of the course, contact the course TA. Groups discussions will be guided by the assignments found at the end of each module and are aimed at answering specific questions. As such, groups may consider selecting a facilitator or leader, or they may rotate the facilitator responsibilities for each assignment. It is up to each group as to how the work will be divided. Each group will only have access to its own discussion postings (other than in the class-wide forums). Only one person from the group should turn in the final assignment to the Assignment Dropbox.

Discussions: The Discussion forum includes three (3) discussion boards that are class-wide: **Introductions**, **Technical Issues, and Professional Issues/Course Topics.**

The **Introductions** forum should be used to introduce yourself to the class. The **Technical Issues** forum should be used to report broken links or other technical issues experienced when working in the class. The **Professional Issues/Course Topics** forum is for informal and unstructured discussions about the assigned readings, as well as other topics of broad, professional interest.

For all questions concerning course content and completion of assignments, send an email directly to the instructor and Teaching Assistant. **Do not** embed questions to the instructor within discussion postings.

COURSE OUTLINE

1. Welcome and Introduction Module
2. Management and Leadership Theory and Organizational Behavior
3. Models of Management and Management Competencies
4. Planning Function
5. Organizing Function
6. Human Resources and Staffing
7. Directing and Motivating Function
8. Control Function
9. Budget Function
10. Organizational Change
11. Current Issues and Trends

REQUIRED TEXTS

The Stueart & Moran book is available at any major bookstore. The book may be also be purchased online. If you choose to purchase it, consider the following sources:

Online bookstores-

www.collegebookzone.com
http://www.efollet.com/
http://www.textbooksatcost.com/
www.classbook.com
http://www.amazon.com/
http://www.bn.com/

REQUIRED READING

Lynch, Beverly. (Ed.) Management Strategies for Libraries: A Basic Reader. New York: Neal-Schuman, 1985. ** (READINGS FROM THIS BOOK WILL BE PROVIDED WITHIN MODULE CONTENT.)

Stueart, Robert D. & Moran, Barbara B. Library and Information Center Management.*** 8th Edition. Englewood, CO: Libraries Unlimited, 2013.

**Students are only required to read from ONE of the editions.

*** Students are not required to purchase the latest edition of this book, rather, match course lectures with appropriate topics in the edition of your choice.

**** Students are expected to read and research material beyond listed material and respond appropriately to the discussion activities in each module.

STUDENT EVALUATION

Weekly Assignments & Active Participation   30%

Midterm Paper	25%
Final Outline and Research Paper	45%

Extensive comments on written assignments are provided upon request, general comments will be posted under the "My Grades" icon. Students are responsible for tracking their progress in the course.

Extra credit: As a general rule, extra credit is not offered.

GRADING CRITERIA

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

"A" Excellent work that considerably exceeds the stated course requirements.
"B" Good to very good work that generally meets or exceeds the stated course requirements.
"C" Fair to poor work that minimally meets the stated course requirements.

ASSIGNMENTS

It is important that students preparing for professional careers are able to express themselves clearly. Class discussion, analysis and the ability to synthesize information are key elements of the learning process in which students are expected to demonstrate proficiency.

- While guidelines for writing are offered, **no written examples of Midterm or Finals will be provided. Please see the Welcome Module for helpful guides on writing tips.**
- When you submit your assignments, please DO NOT asks for confirmation that it has been received. However, you are strongly advised to retain copies of all assignments submitted. If you miss an assignment and are unable to submit it through the Dropbox, email it to the instructor. If you do not receive a grade within 5 days of submitting an assignment, email your instructor to confirm that your assignment was received.
- Students are required to include student name and assignment number or name on the top of each page submitted. Save files with a consistent and unique naming sequence, as in: LASTNAMEassignmentname/COURSENUMBER (i.e. SmithLitReviewINFO5300).

Style Manual

The APA Publication Manual is the approved style manual for the preparation and submission of assignments. Please assure that your work has been edited for spelling, grammar, and logic prior to posting any written assignments. Use the most recent APA update for all of your citations.

COURSE PARTICIPATION

Course participation takes place in assigned groups and in the discussion forums. Students participate in assigned groups (i.e. Group 1, Group 2, Group 3) in order to respond to a question or complete an assignment related to the topic for the current module. Group discussions take place in private group discussion forums. Evaluation is based upon the level and quality of each student's participation. Group participation is mandatory. All group assignments will be submitted to the Assignment Dropbox for grading.

Please follow the guidelines for Group Discussion Submissions as provided in the Welcome module. Classroom participation is weighted at 30% of the total grade.

MIDTERM

Identify a manager in any library or information organization. (Be sure this person has supervisory/managerial responsibility for at least one person.) Using Participant-observer methodology, spend up to 3-4 hours observing and systematically recording your observations. Prepare a paper describing your experience and compare your observations and conclusions about the nature of managerial work with Gulick's (1937)POSDCORB model and Mintzberg's (1973) managerial roles model. **Note: You will need to conduct your own research on Participant-Observer methodology and each of the models to find scholarly reference materials to use in this assignment**.

This is a formal research paper. It is a practical experience in analysis using models to give meaning to observed data. The paper should begin with an introduction and statement of purpose, and it should include all of the subheadings shown below:

• Introduction

• Origin and use of Gulick's POSDCORB model

• Origin and use of Mintzberg's roles

• Participant observation methodology

• Manager Selection Process

• Observations

• Analysis

• Conclusions and Recommendations

The body of the paper is expected to be no less than 10 pages in length, doubled-spaced, and no more than 15. Do not use a title page.

References must be included at the end of the paper. Use APA style. Any brochures or pamphlets used must be referenced, as well as any personal communications you may have

References and any appendices do not count towards the minimum total page count.

Late papers will receive one letter grade reduction for each day the assignment is late.

FINAL

Each student will be required to identity an issue, problem, or a specialized topic related to library administration and management that they want to explore in greater depth. Each student will be required to gather resources and background readings and assemble information or points of view from the research in professional literature (including journals, monographs, or other sources) and write an in-depth research paper on a topic of choice. The topic must be approved in advance by instructor. The paper should begin with an introduction and statement of purpose, and it should include all of the subheadings shown below:

- Introduction
- Brief literature review
- Discussion and Analysis
- Recommendations
- Summary and Conclusion

The paper should be no less than 10 pages (double-spaced), and no more than 15 pages. Do not use a title page. <u>References must be included at the end of the paper</u>. References do not count towards the total page count.

For INFO **4300** undergraduate students, the body of the Midterm should be no less than 5 pages and no more than 10 pages.)

Late final research papers will receive one letter grade reduction for each day the assignment is late.

ASSIGNMENT RUBRICS

Module assignments and discussions:

- Demonstrate quality of writing and level of discussion and exploration of topic (APA manual must be used consistently, especially for references or endnotes)
- Demonstrate familiarity with the topic
- Indicate serious reflection

Midterm and Final Research Papers:

- Demonstrate quality of writing and level of discussion and exploration of topic
- Completely meet each level of the assignment as outlined in syllabus

Exams: There will be no mid-term or final exam.

CLASS ASSIGNMENTS RESOURCES

Graduate level instruction mandates an advanced level of critical writing and thinking. Editing your work should be standard practice. Write all postings in a word processing format, then check for spelling, grammar, and logic prior to posting. For an explanation of minimally accepted standards for writing, please read the Prentice Hall guidelines located in the study tools section of the course. No examples of former students' work will be provided.

For assistance in accessing on-line articles or in using library resources, please contact the UNT Library Reference Desk.

<u>Many of these readings are considered fondational in nature and will be supplemented by additional readings.</u>

Module 1	Welcome Module

Syllabus Review
 	
Introduction
	Module 1 Text Assignments:
	
	• Stueart & Moran- Foreword and Preface.
	
	    • 7th edition- Chaps.1.
	    • 8th edition- Chap. 1.
	
	• Lynch (1985) " "The Short and Glorious History of Organizational Theory; and The Management Jungle Theory Revisited."
	• Cameron, K. and Sine, W. (1999), "A framework for organizational quality culture.'' Quality Management Journal, Vol.6 No.4, pp.7-25.

Module 2
 	
Management and Leadership
	Module 2 Text Assignments:
	
	• Stueart & Moran
	
	    • 7th edition: Chap 2.
	    • 8th edition: Chap. 2.
	
	• Lynch (1985) - pp. 253-283 "The Functions of Library Management."; and pp. 353-377 "The Manager's Job: Folklore and Fact."
	
	• Green, Stephen G.; Anderson, Stella E.; Shivers, Sheryl L. "Demographic and organizational influences on leader-

	[member exchange and related work attitudes.](#)" Organizational Behavior & Human Decision Processes, Vol 66(2), May 1996. pp. 203-214. • Gertzog, Alice. "[Library Leaders: Who and Why?](#)" Library Journal, 7/1/90, Vol. 115 Issue 12, p45-51, 7p. • Golian-Lui, Linda Marie. "[Fostering Librarian Leadership Through Mentoring.](#)" Adult Learning, Winter 2003, Vol. 14 Issue 1, p26. • Mason, Florence M.; Wetherbee, Louella V. "[Learning to Lead: An Analysis of Current Training Programs for Library Leadership.](#)" Library Trends, Summer2004, Vol. 53 Issue 1, p187. • Schachter, Debbie. "[Leadership Skills for Library Managers.](#)" Information Outlook, Jan 2005, Vol. 9 Issue 1, p10. • Shoaf, Eric C. "[New leadership for libraries.](#)". College & Research Libraries News, Jul/Aug2004, Vol. 65 Issue 7, p363.

Module 3
 	
Emotional Management
 	
Management Competencies
	<mark>Module 3</mark> Text Assignments:
	
	• Stueart & Moran
	
	      • 7th edition: chap. (13)-15.
	      • 8th edition: Chaps. (13)-15.
	
	• Lynch (1985) - pp. 459-480 "Skills of an Effective Administrator"
	• Lynch (1985) - pp. 186- 221"Environments of Organizations."
	• Lynch (1985) - pp. 36-58, "Characteristics of Bureaucracy."
	• Lynch (1985) - pp. 68-89, "The Hierarchy of Authority in Organizations."
	• Mowday, Richard T. "The Exercise of Upward Influence in Organizations." Administrative Science Quarterly, Mar1978, Vol.23, p137-156.
	• Simpson, Carol. "[Relinquishing Control.](#)" Library Media Connection, Mar2005, Vol. 23 Issue 6, p8.

Module 4 **Planning Function**	<mark>Module 4</mark> Text Assignments: • Stueart & Moran

- 7th edition Chaps. 4-6. (OR)
- 8th edition: Chaps. 4-6.

Choose at least three from the foundational readings   below, and at least three from the current readings   available in the module.

- Dougherty, Richard M. "Planning for New Library Futures." Library Journal, 5/15/2002, Vol. 127 Issue 9, p38.
- Feinman, Valerie Jackson. "Five Steps Toward Planning Today for Tomorrow's Needs." Computers in Libraries, Jan1999, Vol. 19 Issue 1, p18.
- Hiller, Steve; Self, James. "From Measurement to Management: Using Data Wisely for Planning and Decision-Making." Library Trends, Summer2004, Vol. 53 Issue 1, p129.
- Mackenzie, Christine. "From forward plan to business plan: Strategic planning in public libraries." APLIS, Dec97, Vol. 10 Issue 4, p190.
- McClamroch, Jo; Byrd, Jacqueline J.; Sowell, Steven L. "Strategic Planning." Journal of Academic Librarianship, Sep. 2001, Vol. 27 Issue 5, p372.
- Riggs, Donald E. "Plan or be planned for: The growing significance of strategic planning." College & Research Libraries, Sep. 97, Vol. 58 Issue 5, p400.
- Zimmerman, Michael C. "Your library's strategic plan: Plan the writing before you write the plan.". Information Outlook, Dec97, Vol. 1 Issue 12, p40.

| Module 5

Organizing Function | Text Assignments:

Stueart & Moran

- 7th edition: Chap.7-9.
- 8th edition: Chaps. 7-9.

Choose at least three from the foundational readings   below, and at least three from the current readings   available in the module.

- Bernfeld, Betsy A. "Developing a Team Management Structure in a Public Library." Library Trends, Summer 2004, Vol. 53 Issue 1, p112.
- Higa, Mod Lou; Bunnett, Brian; Maina, Bill; Perkins, Jeff; Ramos, Therona; Thompson, Laurie; Wayne, Richard. "Redesigning a Library's Organizational Structure." College & Research Libraries, Jan 2005, Vol. 66 Issue 1, p41.
- Hoadley, Irene B.; Corbin, John. "Up the beanstalk: An evolutionary organizational structure for libraries." American Libraries, Jul/Aug90, Vol. 21 Issue 7, p676.
- Johnson, Peggy. "Matrix management: An organizational alternative for libraries." Journal of Academic Librarianship, Sep90, Vol. 16 Issue 4, p222.
- The Changing Nature of Work in Academic Libraries. By: Lynch, Beverly P.; Smith, Kimberley Robles. College & Research Libraries, Sep2001, Vol. 62 Issue 5, p407
- Pool, Robert. "Turning info-glut into a library." Science, 10/7/94, Vol. 266 Issue 5182, p20.

Module 6	Module 6 Text Assignments:
Human Resources and Staffing	- Stueart& Moran 7th edition: read chaps.10-12. 8th edition: Chaps. 10-12, (15). Choose at least three from the foundational readings below, and at least three from the current readings available in the module. - Bare, Alan C. "Staffing and training: Neglected supervisory functions related to group performance." Personnel Psychology, Vol. 31(1), Spring 197, pp. 107-117. - Berry, John. "Directors take on unions." Library Journal, 11/01/97, Vol. 122 Issue 18, p47. "Facility managers and human resource personnel: Walking together to maximize productivity." Fairfield County Business Journal, 1/30/95, Vol. 34 Issue 5, p18. "Good staff training is essential." Library Technology Reports, May/Jun2004, Vol. 40 Issue 3, p61. - Maxymuk, John. "Bits & Bytes: Staff resources." Bottom Line: Managing Library Finances, May2005, Vol. 18 Issue 2, p95. - Wheeler, Maurice. "Librarians and Paraprofessionals: Making Libraries Essential for the 21st Century." Arkansas Libraries. 57/6 (2000): 12-16.

Module 7
 	
Directing and Motivating
	Module 7 Text Assignments:
	
	- Stueart & Moran
	
	    - 7th edition: read Chap.13(reveiw).
	    - 8th edition: Chap. 13(review).
	
	- Lynch (1985) - pp. 613-630, "One more time: How Do You Motivate Employees?"
	
	Choose at least two from the foundational readings below, and at least three from the current readings available in the module.
	
	- Constantinou, Constantia. "Recruiting, Training and Motivating Student Assistants in Academic Libraries." Catholic Library World, v69 n2 p20-23 Dec 1998.
	- Marchant, Maurice P. "Managing Motivation and Job Satisfaction." Strategies for Library Administration: Concepts and Approaches. Ed. Charles R. McClure and Alan R. Samuels. pp.261-274.
	- McHenry, Cheryl A. "Library Volunteers: Recruiting, Motivating, Keeping Them." School Library Journal, May88, Vol. 34 Issue 9, p44.

Module 8
 	
Control Function
	Module 8 Text Assignments:
	
	- Stueart & Moran
	
	    - 7th edition: read Chps.17, 18.
	    - 8th edition: Chps. 17, 18.
	
	Choose at least thee from the foundational readings below, and at least three from the current readings available in the module.
	
	- Cram, Jennifer. "Performance management, measurement and reporting in a time of

	information-centered change." Australian Library Journal, Aug. 96, Vol. 45 Issue 3, p225. • Kahn, Charles. "Library Management." Media & Methods, Aug2004, Vol. 41 Issue 1, p30. • Knight, Lorrie A.; Lyons-Mitchell, Kimberly A. "Measure for Measure: Statistics about statistics." Information Technology & Libraries, Mar2001, Vol. 20 Issue 1, p34. • Oakley, Brenda; Wells, Elaine. "Purchasing and Reporting Made Simple: An Off-the-Shelf Solution." Information Outlook, Oct98, Vol. 2 Issue 10, p22. • Victor, Bart, U North Carolina, Graduate School of Business Administration, Chapel Hill, US. "Coordinating work in complex organizations." Journal of Organizational Behavior, Vol. 11(3), May 1990. pp. 187-199.

Module 9
 	
Budget Function
	<mark>Module 9</mark> Text Assignments:
	
	• Stueart & Moran
	
	  • 7th edition: Read Chp. 19.
	  • 8th edition: Chps. 19, 20.
	
	Choose at least three from the foundational readings below, and at least three from the current readings available in the module.
	
	• "Better business reporting." CA Magazine; Jan/Feb97, Vol. 130 Issue 1, p10, 3/5p.
	• Blumenstein, Lynn. "Cuts Planned at Cincinnati Library." Library Journal, 4/15/2005, Vol. 130 Issue 7, p18.
	• "Cuts." The New Yorker, v. 66 (July 9, 1990) p. 26-7.
	• Mutter, John. "School library budgets allow for less than half a book per pupil." Publishers Weekly, v. 224 (Nov. 4, 1983) p. 15.
	• Oder, Norman. "Berkeley Budget Cuts Spur Job Fears." Library Journal, 3/15/2005, Vol. 130 Issue 5, p16.

	• Oder, Norman. "Tipping Point." Library Journal, Jan2005, Vol. 130 Issue 1, p61. • Yuan, Jada. "When shush comes to shove." New York, v. 35 no16 (May 13, 2002) p. 20.

Module 10
 	
Organizational Change
	Module 10 Text Assignments:
	
	• Stueart & Moran
	
	    • 7th edition: Read Chps. 3(review), 16, 20.
	    • 8th edition: chaps. 3(review), 16, 21.
	
	• Lynch (1985) " Lynch (1985), 182-185, "Organizations and Change"; pp. 307-311, "In Search of Excellence"; and pp. 346-352, "Beyond Survival."
	
	Choose at least three from the foundational readings below, and at least three from the current readings available in the module.
	
	• Fyffe, Richard C. and Kobulnicky, Paul J. "Negotiating the soul of the library: Change management in information access and local collection development." Journal of Library Administration; 1999, Vol. 28 Issue 4, p17, 19p.
	• Goble, David S. and Brown, Kathleen "What if They Started Talking? New Roles for Staff in Change Management -- A Case Study." Serials Librarian; 1996, Vol. 28 Issue 3/4, p197, 11p.
	• Stephens, Denise and Russell, Keith. "Organizational Development, Leadership, Change, and the Future of Libraries." Library Trends; Summer 2004, Vol. 53 Issue 1, p238-257, 20p.

Module 11 **Current Issues and Trends**	Module 11 Text Assignments: Choose at least four from the readings below, and at least four from the current readings available in the module.

- Cetron, Marvin J. and Davies, Owen. "Trends Shaping the Future: Workplace, Management, and Institutional Trends." Futurist, v. 37 no2 (Mar./Apr. 2003) p. 30-43.
- Challenger, John, "There is no future for the workplace." Public Management, v. 81 no2 (Feb. 1999) p. 20-3.
- Gina Zabludovsky, "Women managers and diversity programs in Mexico." Journal of Management Development; 2001, Vol. 20 Issue 4, p354.â€
- ¨Jones, DeEtta, "The definition of diversity: Two views. A more inclusive definition." Journal of Library Administration; 1999, Vol. 27 Issue 1/2, p5, 11p.
- Hemingway, Mark, "Public Library, Private Management." American Enterprise Jul/Aug2002, Vol. 13 Issue 5, p52, 1p.
- Murgai, Sarla R., "Attitudes toward women as managers in library and information science." Sex Roles, Vol 24 (11-12), Jun 1991. pp. 681-700.
- Parrish, Catherine Tuck and Frisby, Michele. "The changing role of the manager: developing skills for the future." Public Management, v. 79 (Sept. 1997) p. 17-20.
- Seitz, Rob, "[Outsourcing helps library meet demand](#)." American City & County, v. 113 no5 (May 1998) p. 72.