

**School of Informatics and Computing**  
**Indiana University – Bloomington**  
**Department of Information and Library Science**

**Z551 – Library Management**

**Spring 2015**

**Instructor:** Madelyn Sanfilippo

**Day and Time:** Tuesdays, 1:00-3:45

**Location:** LI 036

**Contact Information:** mhomuth@indiana.edu

**Office:** LI034

**Office Hours:** Tuesdays 4:00-6:00 and by appointment

**Introduction and Purpose:**

This course is an introduction to management in libraries and other information centers. The course introduces topics such as teamwork, communication, leadership, motivation, planning and decision-making, budgeting, organizing and human resources, as well as ethics and diversity.

**Course Objectives:**

- To develop understanding of management functions and the manager's role.
- To gain understanding of the interdependencies of organizations, managers, and employees, in today's turbulent and global environment.
- To practice teamwork as a required skill for professionals in the workplace.
- To develop student's attitude, philosophy and skills of management.
- To develop student's oral and written communication skills.

**Assignments:**

Grades for this course will be based on a combination of written assignments, presentations, and participation during sessions.

| <b>Assignment</b>         | <b>Portion of Final Grade</b> | <b>Due Date</b>  |
|---------------------------|-------------------------------|------------------|
| Attendance, Participation | 15%                           | Ongoing basis    |
| Leading Class Discussion  | 5%                            | Ongoing basis    |
| Case Study                | 20%                           | February 3, 2015 |

|                              |     |                      |
|------------------------------|-----|----------------------|
| Group Project: Presentation  | 15% | March 3, 2015        |
| Group Project: Budget Report | 15% | March 3, 2015        |
| Final Paper                  | 15% | April 28, 2015       |
| Final Presentation           | 15% | April 21 or 28, 2015 |

Reading, attendance and participation:

Attendance is very important and will affect grades in this course. Students must notify the instructor in advance, if they are unable to attend a session. One absence will not negatively impact a student's final grade, however multiple absences will be noted in participation grades. Students are also expected to contribute to the discussion during sessions. Each student will be asked to lead one class session that focuses on one of the course readings. My expectation is that you will give a brief overview (5 minutes) of an article along with your assessment of its strengths and weaknesses. You will then initiate a general discussion (10-15 minutes) based on that article.

A Case Study will be handed out with detailed guidelines for analysis. Students should follow the guidelines and support your solution with relevant references. The written analysis will follow the APA citation style and will be no longer than 4 pages (double-space, 12pt font size).

A Group assignment will be handed out with detailed instructions. Each group will work on a budget of their choice. Each group will turn in a written report and will conduct a 10 minute presentation in class, submitting all presentation materials. The written report can be as long as necessary and should follow APA citation style. Budgets must be justified with relevant sources.

A written paper is due during the last class session. Each student will choose a management topic that is of interest to them. Original synthesis of the literature on the topic will be graded. Written approval is necessary if you have written or plan to write about the same topic to fulfill a course requirement in another class. The paper should be no longer than 5 pages (double-space, 12pt font size), using APA citation style. A formal presentation (10 minutes) of the paper will be scheduled during one of the last two class sessions; all presentation materials will be submitted.

NOTE: All assignments are due at the beginning of class. However, assignments may be submitted in advance if absences are planned for a due date. Final grades will be reduced when you miss an assignment (a presentation or a written assignment) by the weight of the assignment that you missed. The following will result in the lowering of your grade for a specific assignment by half a letter grade: 1) Late assignments (half a letter grade per day, including weekends); 2) Using a citation style other than APA; 3) Exceeding page limit when specified.

**Honor Code:**

"Individual rights are best protected by a collective commitment to mutual respect. We have a social contract with each other. Without this contract and without these obligations and

responsibilities, personal rights are jeopardized. Our responsibilities and obligations to one another preserve our individual rights and freedoms and promote our collective values. For these reasons, this Code was created with an expectation that each student will commit to carrying out the following responsibilities:

1. To be ethical in his or her academic work.
2. To take responsibility for what he or she says and does.
3. To behave in a manner that is respectful of the dignity of others, treating others with civility and understanding.
4. To use University resources and facilities in appropriate ways that respect the rights of other users.

To facilitate meeting these responsibilities, every student is expected to be familiar with the contents of this Code." (The full Code of Student Rights, Responsibilities, and Conduct is available at: <http://dsa.indiana.edu/Code/>)

**Textbook: Daft R.L. (2013). Management. 11<sup>th</sup> Edition. Cengage Learning. Mason OH.**

**Course Schedule & Reading Assignments:**

| Tuesday       | Class Topic and Reading Assignments   | Due |
|---------------|---|-----|
| <b>Jan 13</b> | <b>Introduction; Managing in Today's Libraries</b><br><br>Daft (2013). Chapter 1.   |     |
| <b>Jan 20</b> | <b>Foundations of Management; Learning Organizations</b><br><br>Daft (2013). Chapter 2.<br><br>Giesecke, J., & McNeil, B. (2004). Transitioning to the learning organization. <i>Library Trends</i> , 53 (1), 54-67.<br><br>Mintzberg, H. (1975). The manager's job: Folklore and fact. <i>Harvard Business Review</i> , 53 (4), 49-6.  |     |
| <b>Jan 27</b> | <b>The Environment, Organizational Culture, and Ethics</b><br><br>Daft (2013). Chapter 5.<br><br>Paeth, S. R. (2013). The responsibility to lie and the obligation to report: Bonhoeffer's "What does it mean to tell the truth?" and the ethics of whistleblowing. <i>Journal of Business Ethics</i> , 112, 559-566.<br><br>Schein E. (1992). Defining organizational culture. In: <i>Organizational culture and leadership</i> , 2nd Ed. San Francisco, CA: |     |

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|---------------|--|-------------------|
|               | Jossey-Bass. p. 3-27.  |                   |
| <b>Feb 3</b>  | <p><b>Teamwork; Financial Control</b></p> <p>Daft (2013). Chapter 18.</p> <p>Bernfield, B.A. (2004). Developing a team management structure in a public library. <i>Library Trends</i>, 53 (1), 112-128.</p> <p>Optional:</p> <p>Moran, B. B., Stueart, R. D., &amp; Mornere, C.J. (2012). <i>Library and information center management (8th ed.)</i>. ABC CLIO. Chapter 19</p> <p><b>Group Workshop</b></p>   | <b>Case Study</b> |
| <b>Feb 10</b> | <p><b>Conflict Management and Negotiation</b></p> <p>Pettas, W., &amp; Gilliland, S.L. (1992). Conflict in the large academic library: Friend or foe? <i>Journal of Academic Librarianship</i>, 18(1), 24-29.</p> <p><b>Group Workshop</b></p>   |                   |
| <b>Feb 17</b> | <p><b>Communication; Conducting Formal Presentations</b></p> <p>Daft (2013). Chapter 17.</p> <p>Gabarro, J.J., &amp; Kotter, J.P. (2005). Managing your boss. <i>Harvard Business Review</i>, 83 (1), 92-99.</p> <p>Ross, C.S., &amp; Dewdney, P. (1998). <i>Communicating professionally: A how to do it manual for library applications</i> (2nd ed.), NY: Neal Schuman Publishers Inc. pp 178-191.</p> <p><b>Group Workshop</b></p>   |                   |
| <b>Feb 24</b> | <p><b>Project Management</b></p> <p>Feeney, M., &amp; Sult, L. (2011). Project Management in Practice: Implementing a Process to Ensure Accountability and Success. <i>Journal Of Library Administration</i>, 51(7/8), 744-763.<br/>doi:10.1080/01930826.2011.601273</p> <p>Greenwood, J. T. (2013). Taking It to the Stacks: An Inventory Project at the University of Mississippi Libraries. <i>Journal Of Access Services</i>, 10(2), 77-89.</p> <p>Horwath, J. (2012). How Do We Manage? Project Management in Libraries: An Investigation. <i>Partnership: The Canadian Journal Of Library &amp; Information Practice &amp; Research</i>, 7(1), 1-34.</p> |                   |

|               | <b>Group Workshop</b>   |                         |
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| <b>Mar 3</b>  | <b>Group Presentations</b>  | <b>Group Assignment</b> |
| <b>Mar 10</b> | <p><b>Leadership; Motivation</b></p> <p>Daft (2013). Chapter 15.</p> <p>Clark, C.K. (1995). Motivating and rewarding student workers. <i>Journal of Library Administration</i>, 21(3/4), 87-93.</p> <p>Goffee, R., &amp; Jones, G. (2000). Why should anyone be led by you? <i>Harvard Business Review</i>, 78(5), 62-70.</p> <p>Kotter, J.P. (1990). What leaders really do. <i>Harvard Business Review</i>, 68(3), 103-111. <b>Reprinted</b> in Dec. 2001 in <i>Harvard Business Review</i>, 79(11), 85-90.</p> <p>Maslow, A. H. (1943). A theory of human motivation. <i>Psychological Review</i>, 50, 370-396.</p> <p>Optional:</p> <p>Daft (2013). Chapter 16.</p> |                         |
| <b>Mar 17</b> | <b>SPRING BREAK – CLASS DOES NOT MEET</b>   |                         |
| <b>Mar 24</b> | <p><b>Managerial Decision Making; Time Management</b></p> <p>Daft (2013). Chapter 9.</p> <p>Chen, Z., &amp; Lawson, R.B. (1996). Groupthink: Deciding with the leader and the devil. <i>Psychological Record</i>, 46(4), 581-590.</p> <p>Oncken, W., &amp; Wass, D. (1999). Management time: Who's got the monkey? <i>Harvard Business Review</i>, 77(6), 178-187.</p> <p>Byrne, U. (2008). If you want something done, ask a busy person. <i>Business Information Review</i>, 25(3), 190-196.</p>  |                         |
| <b>Mar 31</b> | <p><b>Strategic Planning</b></p> <p>Daft (2013). Chapter 8.</p> <p>Brown, W.A., &amp; Blake Gonzalez, B.A. (2007). Academic libraries: Should strategic planning be renewed? <i>Technical Services Quarterly</i>, 24(3), 1-14.</p> <p>O'Connor, S. &amp; Au, L. (2009). Steering a future through scenarios:</p>  |                         |

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|---------------|---|--------------|
|               | Into the academic library of the future. <i>The Journal of Academic Librarianship</i> , 35(1), 57-64.   |              |
| <b>Apr 7</b>  | <p><b>Human Resources Management</b></p> <p>Daft (2013). Chapter 12.</p> <p>Howze, P.C. (2008). Search committee effectiveness in determining a finalist pool: A case study. <i>Journal of academic Librarianship</i>, 34(4), 340-353.</p> <p>Gedeon, J.A., &amp; Rubin, R.E. (1999). Attribution theory and academic library performance evaluation. <i>Journal of Academic Librarianship</i>, 25(1), 18-25.</p> |              |
| <b>Apr 14</b> | <p><b>Diversity</b></p> <p>Daft (2013). Chapter 13.</p> <p>Record, A., &amp; Green, R. (2008). Examining gender issues and trends in library management from the male perspective. <i>Library Administration &amp; Management</i>, 2(4), 193-198.</p> <p>Tannen, D. (1995). The power of talk: Who gets heard and why. <i>Harvard Business Review</i>, 73(5), 138-148.</p>  |              |
| <b>Apr 21</b> | <b>Presentations</b>  |              |
| <b>Apr 28</b> | <b>Presentations</b>  | <b>Paper</b> |