Welcome to LBSC 635 Management and Administration for Information Professionals. This core course is required of all MLS students except those enrolled in the School Library Media program. This course, offered on the web, provides opportunities for discussion in online
fora, for small groups to work on projects, and for regular interaction. Teaching and learning in an online format is important to the ways in which we interact in the information age. In addition to course content, you will also be able to transfer some of the skills used in taking this course to your professional activities, e.g. teamwork in an electronic environment.

2. COURSE GOALS

The goals of the course are as follows.

Upon completion of the course, students will:
- be familiar with management, organization, and administrative theories
- develop skills in planning, implementing, and evaluating
- understand and apply sound principles of human resource management
- apply skills in communication, leadership, and customer service

To the extent possible, class activities will incorporate management activities including the use and evaluation of teams and teamwork, communication both formal and informal, and ways to evaluates performance.

Managing technology is a pervasive theme. Each area of management can, in some way, be supported by technology. The use of technology as a management tool is not something to be learned separately. It is basic to all operations. Why we do what we do in libraries and information centers remains a constant. Our mission continues to focus on ways in which we connect people with information. The tools we use to do this have expanded to include a wide range of technology. Our task is to identify the management need, determine if a technological solution is appropriate to that management need or to solving a management problem, and, if so, to incorporate it into our activities.

3. COURSE FORMAT

Becoming familiar with the technology of online instruction will be a useful tool to you as managers responsible for staying current with issues in the field and for providing lifelong
learning experiences for staff. The course is not a static entity. The syllabus, the text, and other readings provide a structure upon which inputs including those from your discussions, your experiences, readings you have identified, plus the instructor’s comments, will inform and enrich that structure. Before you begin, if you are not familiar with Blackboard, the following orientation opportunities are available:

Blackboard:  
http://www.blackboard.com

Elms Login Screen  
http://elms.umd.edu See Student Resources Tab

Intro to ELMS on the course site.

If you have problems with Blackboard, call 301-405-1400 Monday through Friday, 8:00 a.m. to 5:00 p.m. or email elms-help@umd.edu. If you have other problems, please let me know.

The course is divided into fifteen units, each of which focuses on a particular topic or topics. Each course unit includes required readings, lecture notes (available in the Course Content section), and assignments. Some of these assignments require brief responses to posed questions which are to be submitted by each student. Other assignments will be completed by participating in on line discussion fora. Three case studies will be assigned during the semester and students will submit team reports. A final paper of no more than 10-12 pages in response to a series of posed questions will serve to summarize the course and the student’s views on a number of management issues.

On line fora:

There will be five on line fora in the course, each of which serves a different purpose. The first four will require your continuing attention. The fifth forum, the bio forum is for information sharing.

1. **Discussion topic forum.** For several of the course units, there is a discussion topic related to the topic for that week. Discussion questions will be posted to start the discussion. Class members will contribute to the discussion by asking additional relevant questions, by responding to questions, and by indicating sources of information relevant to the question. Each
class member is expected to contribute to the discussion at least three times. Because of class size, please be judicious in the number of times beyond the three required contributions that you make. But, when you have a cogent comment, please share it.

2. Case Study Discussion Forum. Three case studies will be assigned. Teams of class members (to be assigned) will each present their responses, and general discussion of the case solution(s) will evaluate the various solutions. (See Case Study Assignments and Case Study Presentation Format for further information)

3. Ask Dr. P. This provides a place where you can post public questions about the course or about assignments. For private communication, use email.

4. Watercooler. This provides a place for students who wish to alert the class about an event, a reading, etc. Students can also share information of interest to the class via the E-mail option where they can send messages to one, several, or all members of the class at once.

5. Class bio forum. Please provide a short mini-biography with information about yourself you are willing to share with the class; your name, where you are in the program, career goals, subject area of particular interest, and what you hope to gain from the course. Please also indicate your “type of library/information center” preference. This will assist me in assigning team membership. Your mini-bio will allow class members to become acquainted and for your instructor to get to know who you are. Please post your mini-bio by Wednesday, January 28.

Announcements. This is a separate section in Black Board. I will use it to provide additional information to the class including information concerning the course schedule, syllabus, or assignments. I will also use it to share a particularly relevant new reading, announce a lecture, etc. Please check the Announcements section regularly. Students who wish to share information of interest to the class can use the Email option. They can send messages to one, several, or all members of the class at once.

4. READINGS

Required Text:

Prentice, Ann E. Managing in the Information Age. Lanham, MD, The Scarecrow Press, Inc. 2005. This is available through the University Bookstore and through Amazon.com. It is
also available at the Reserve Desk, first floor, McKeldin Library.

Required readings are listed under each course unit and are available at the Reserve Desk.

The following title is recommended reading.


Readings from this book are assigned in two units of the course but you may find the entire book a useful read.

Also check articles in *The Harvard Business Review* on a regular basis. Numerous articles relevant to managing libraries/information centers appear here. You will also find useful articles in ALA publications including *Library Administration and Management*, *College and Research Libraries*, and *Public Libraries*. Special Library Association publications are an additional source of relevant articles. For information about higher education, *The Chronicle of Higher Education*, a weekly news magazine, provides information on current issues in the news, a regular “Information Technology” column, plus probably the best listing of positions available in the academic setting. For those with access to a *Chronicle* subscription, a daily column titled “Wired” is available. It provides updates on what’s new in technology in higher education. I check it regularly and will bring to the class items of interest.

The Association of Colleges and Research Libraries (ACRL) has made the following weblog available - ACRLlog. It can be found at [http://www.acrlblog.org](http://www.acrlblog.org). It looks at issues of the day of interest to academic librarians and is a good source of information and comment. During the semester, when you identify other online sources of information you would like to share with the class, please do so. New solutions to management issues arise regularly and new ways of sharing them are developed. Identifying and sharing information is an important responsibility managers perform.

5. COURSE ASSIGNMENTS

The course is divided into fifteen weekly units. For each weekly unit, students are
expected to do the readings and complete the assignments for that unit. Units include a lecture, required readings and either a brief written topic assignment, group discussion, or case study presentation. A final paper of 10-12 pages (double spaced) from each student will be a response to a series of assigned questions and will provide an opportunity for fuller individual coverage of the issues raised. Individual written assignments will be submitted to the Black Board drop box. Group projects will be submitted to the appropriate location on the discussion page. Each location will be numbered and will indicate the topic of the discussion.

   1. **Written topic assignments.** For those units, requiring a written assignment, a question or questions will be posed. Responses should be double spaced and no more than 250 words in length. Brief responses are more difficult to write than longer responses as the author must make the case, include relevant information, and state it clearly in approximately one page. When supervisors ask for information, they usually want this type of format. Written topic assignments are due by midnight on the Saturday of the week assigned to that unit. **Late papers will not be accepted.**

      Each submitted paper **MUST** have the following heading:

      Your name. LBSC 635 the unit number, the title of the unit.

      **Example (Prentice, Ann LBSC635 Unit 5 Motivation and Management)**

      Also, the file name must include your name and unit number, e.g. Prenticeunit5doc.

   2. **Group Discussions.** For each of the units that have discussion sessions, the instructor will pose one or two questions to start the discussion. The discussion period will last from 9:00 a.m. on Monday through 9:00 p.m. on Thursday. Students will have the instructor’s question(s) on Friday and the discussion period will begin at 9:00 a.m. Monday and continue until 9:00 p.m. Thursday. The discussion period will not be open for postings from Thursday at 9:00 p.m. through Monday morning at 9:00 a.m. While the discussion session will be locked to prevent additional contributions, students can read any comments that have been made.

      Each student is expected to respond at least three times during the discussion period to:

      -contribute added relevant information
      -pose additional relevant questions, and
      -stay on topic
3. **Case Study Presentations.** The class will be divided into four teams formed around library setting preference. Each team will consist of approximately 7 students, depending upon the overall size of the class. Team assignments will be released on Monday, February 2 and team membership will remain the same for all three cases. Internal team management is the responsibility of team members. (Part B of Unit #1 provides guidance in how to organize teams) Each team will select a leader who will be responsible for working with team members to discuss the issues and to organize preparation and presentation of the case study solution to the class in the form of a team report. Teams may wish to select a different leader for each case study assignment. Internal team management is at the discretion of team members. I would suggest that one of the first agenda items for the team is to determine how you will communicate. Malissa Ruffner who is our tech support for the course can set up chat rooms for you within Blackboard or you may prefer to use other means of interaction. You can communicate with her via Blackboard email. The team report will be due by 9:00 a.m. the Monday of the class discussion of the case study. The report will be submitted to the appropriate discussion session. The team will submit to me, prior to 9:00 a.m. of the date the case is due, their list of 3-5 questions emerging from the case study. I will combine the questions of the teams to avoid duplication and post them on the discussion site by 9:00 a.m. Three cases will be assigned during the semester; Monday, February 9, Monday, March 9, and Monday, April 6.

The first case study will be released on Monday, February 9. Each team will receive the same case study. Each team will view the assigned case study from the perspective of the team of which they are a part; one from the perspective of the public library, one from the perspective of the academic library, one from the perspective of the special library, and one from the perspective of other information organizations.

Within the context of the type of library on which your team is focusing, respond to the case. (See Unit 1 for an assignment to help your team prepare information on context) Teams will have two weeks (3 weeks for case study #1 to allow additional time to organize and to prepare the context section) to discuss the case and to prepare a report using the case study report format (see below). The team reports are due by 9:00 a.m. on the Monday of the week scheduled for discussion. e.g. the first case study will be assigned Monday, February 9, and the
team report is due on Monday, March 2 by 9:00 a.m. Each team report is to be posted as a separate thread in the appropriate discussion session. The first case study discussion will run from Monday, March 2 through Thursday, March 5. All members of the class are expected to respond to the questions posed and to add others as appropriate. (NOTE: the on-line presentation for discussion is the team report. You do not need to file a separate report.)

4. **Case Study Report Format**

1. Provide a context for the case study e.g. mission, organization of which it is a part, public(s) served, and other relevant descriptive information. This is particularly important for the first case. Later case study reports can reference the information in the first case study report. This part of the assignment will rely on the “Context” assignment in Unit 1.

2. Each case study report should include discussion of the following elements:
   - leadership
   - diversity (and remember that diversity is much more than gender and ethnic background)
   - ethics, and
   - communication.

   You will need to address several other elements in dealing with each case, but the above elements must be included. However, if your team determines that there is, for example, no ethical component to the case study, say so in your report and indicate your rationale for doing so.

3. Cite particularly useful articles you have located or interviews you have conducted from which you have gained information and/or insights in dealing with the case.

4. To promote discussion, pose two or three questions or concerns about the case that merit further comment. These will provide a beginning for the class discussion. They are to be emailed to me prior to 9:00 a.m. on the first day of the discussion period. (NOTE. For Case Study #1, please email questions to me prior to 9:00 p.m. on Monday, March 1. I will be spending much of March 2 in airports and need to put the questions on the discussion site the evening before. I’ll be available to participate in the discussion by late afternoon on Monday, March 2. In this way, class members can begin to participate by 9:00 a.m. on March 1.)
5. At the end of the first case study report, include a paragraph on how the team leader was selected and how the work was divided. What changes will you make prior to dealing with the second case study? Working as a team member is often a learning experience. The first case presentation may well not be as complete or polished as later presentations when you have become more comfortable working together in a distributed environment. At the end of the third case study, team members are to evaluate the overall team experience. This information is not to be part of the report provided to the class. It should be sent to me which you can do either by email or by using “Ask Dr. P.” Email is confidential, “Ask Dr. P.” is not. You may report as a team, submit majority/minority reports, report individually or some combination of these.

6. GRADING

Grades will be assigned in the following manner.

- Case Study Assignments (this will be a team grade) 45%
- Individual short papers 15%
- Participation in topic discussions reflecting familiarity with issues and readings. Each member is expected to participate each week. (And I keep track of participation) 20%
- Final paper 20%

All discussions will take place only within the week specified. No credit will be given for late posts. All short papers will be due within the time specified. No credit will be given for late submissions. The final paper, for which questions will be provided on Friday, May 8 and will be due Saturday, May 16 by midnight.

7. COURSE UNITS
The course is divided into fifteen weekly units, each of which is described below. Each unit addresses a specific topic or topics and each unit includes readings, lecture notes, and assignments. In a typical week, lecture notes will be released the Friday prior to the beginning of the unit. Individual written papers, when assigned, will be due no later than Saturday of the week, assigned to that unit. E.g. Unit 3 content will be released on Friday, February 6. The assignment for that unit will be due no later than midnight on Saturday, February 14. Assigned discussion sessions will run from Monday to Thursday of the week covered by the unit. Questions posed by the instructor will be released with the course content. The course calendar provides a guide to dates for release of content, due dates for assignments, and discussions. Typically, individual assignments alternate with class discussions. Any changes in the calendar will be provided on the Announcement page.

Unit 1

A. **Context within which Libraries and Information Centers Function** Jan 26-30.

This section of Unit 1 provides a brief introduction to the information environment and the global themes that influence libraries/information centers and their management. It then focuses more closely on the socio-political contexts within which different types of libraries/information centers function. Diversity and ethics provide ground rules for management and are singled out for additional discussion.

**Readings:**

Prentice, p. 1-5, 9-40, 43-68

**Lecture Notes** (See Course Content Section of the home page for the course)

Lecture notes for Unit 1 will be released on Friday, January 23.
Select one reading in “Additional Readings” in the text (p. 40-42) or you may select (and cite) an article you have seen recently that may be of particular interest to you relating to the type of library you would like to explore as a team in the case studies. What issues do you see as particularly important to the future of this type of library/information center? Why? This perspective will inform your approach to the case study. Prepare a one page summary of the article to share with your team and as a team prepare a summary of these issues. This list will be part #1 of your first case study presentation and is not to be submitted separately.

B. Teams and Teamwork

This section of Unit 1 provides useful information on the development, function, and evaluation of teams. It will provide guidance as you work in teams on the case study assignments.

Readings

Prentice, p. 230-232, p. 299-300


On Monday, February 2, team membership will be announced. The above information will assist you in forming your team and evaluating its success.

Unit 2 Leadership

February 2-5

Leadership is a defining theme in the success of the organization. Leaders vary in their approach to leadership and in the ways in which they exhibit that leadership.

Readings:

Prentice, p. 104-123.


Sheldon, Brooke E. Leaders in Libraries: Styles and Strategies for Success. Chicago, American Library Association, 1991, 93p. (This is a quick read and provides insights into the thoughts about and practice of leadership by a number of leaders in the information field. It is not available for reserve, but if you can find it, it is worth the hour or so it takes to read it. I will also summarize some of the content in the Unit #2 lecture)

Lecture Notes:

See Course Content section of the home page
Lecture notes released Friday, January 30.

Assignment:

Questions for group discussion Monday - Thursday, February 2-5.
1. How does leadership style affect the activities of the organization?
2. What characteristics do you look for in a leader?
3. What characteristics do you find “not acceptable” in someone in a leadership role?
4. Where in the organization will you find leaders?

Each member of the class is expected to respond at least three times to the discussion. NOTE: be prudent in the number of times you respond. Otherwise, discussions on a topic can become quite lengthy.

Unit 3 Motivation and Management

February 9-12

Motivation is that combination of elements that leads individuals to want to participate in
the work of the organization. Management is the process of working with individuals to accomplish objectives.

Readings:


Lecture Notes (see course content section)

Lecture notes released February 6.

Assignment:

Assume that you are a new manager and are responsible for increasing productivity. Staff members do not work well together and several are disaffected. What would you do to motivate staff members to participate in this effort? Please respond in no more than 250 words. Due no later that Saturday, February 14 at midnight.

Students will be assigned to teams on February 2 and the first case study will be released on February 9. The written team reports for Case Study 1 will be due by 9:00 a.m. Monday, March 2 and group discussion of the case study will run from Monday, March 2 through Thursday, March 5. (See Case Study Format and Presentation for Guidelines.)

Unit 4 Organizational Structure and Function

February 16-19.
The organization is the underlying structure that brings together resources, including individuals, to achieve stated goals.

Readings:

Prentice, p. 73-103.


Lecture Notes (See Course Content Section)

Lecture notes released, Friday, February 13.

Assignment:

Questions for group discussion

A prevalent view is that the organization has become much more flexible and democratic in recent decades, that bureaucracy has given way to a much more participatory structure. Others say that bureaucracy is alive and well and that application of technology has made it even more rigid. How would you respond?

Unit 5. Communication

March 2-5

Communication is the sharing of information of any type, in any format, and in any
manner with other individuals or groups.

Readings:


Lecture Notes:

See Course Content Section

Lecture notes released Friday, February 20.

Assignment:

An element of the case study presentation is the issue of communication. In the discussion of the case study (March 2-5) relate your readings for this unit to communication issues that arise.

Case Study 1 Report due Monday, March 2 at 9:00 a.m. Discussion will run from Monday through Thursday March 5 at 9:00 p.m. (For this case study, please send me questions by 9:00 p.m. on Sunday, March 1.)

Unit 6                      Innovation and Planning

March 2-5
Innovation exploits the opportunities present in our environment (Drucker) and planning is the process by which one turns those opportunities into reality.

Readings:

Prentice, p. 193-216


Lecture Notes (See Course Content section)

Lecture notes released, Friday, February 27.

Case Study #2 released March 9. Report Due March 30.

Unit 7. Organizing Work

March 9-12

“Organization is the means by which all group enterprises are given socially acceptable purposes and made capable of efficient operation.” (W. Warner Burke, ed. “General Management,” AMA Management Handbook, Vol 1. New York, American Management Assn., 1983, p. 34)

Readings:

Prentice, p. 219-245

Finnholt, Tom and Lee S. Sproull. “Electronic Groups at Work,” Organization Science 1:1


Lecture Notes:
See Course Content Section
Lecture notes released Friday, March 6.

Assignment:
Organizations as they grow can become rigid and no longer responsive to changing requirements. How would you describe the level of rigidity in an organization in which you have worked or have observed. In what ways did the level of rigidity of the organization interfere with daily operations and with the change process? What 2-3 steps would you take to restore flexibility? Please respond in 250 words or less. Due by midnight March 14.

SPRING BREAK MARCH 16-19

Unit 8. Decision Making
March 20-26

Decision making turns ideas into policy and policy into action.

Readings:
Prentice, p. 248-262

Chou, Chung Wei. The Knowing Organization. p. 155-204. (Chou covers information similar to Prentice but focuses more specifically on information needs.)
chapter to the reserve readings. It is therefore not required reading, but I would recommend that you put it on your “to read” list.


Lecture Notes:
See Course Content Section
Lecture notes released Friday, March 13.

Unit 9 Staffing
March 30 - April 2

Staffing is the process of assigning individuals with specific skills to perform tasks that will contribute to achieving the goals of the organization.

Readings:
Prentice, p. 265-283.

Lecture Notes:
See Course Content Section
Lecture notes released Friday, March 27.

Assignment:
This unit should inform your Case study 2 presentation. There will be no separate discussion session on this topic.

Case Study 2 Report due March 30 by 9:00 a.m. Discussion will run from Monday
March 30 to Thursday, April 2 at 9:00 p.m.

Unit 10. Performance Appraisal

April 6-9

Appraisal systems are essential means of assuring that the organization is healthy, that staff are doing their best to meet organizational needs, and that they are experiencing personal growth and development.

Readings:

Prentice, p. 284-310


Lecture Notes:

See Course Content Section

Lecture notes released Friday, April 3.

Assignment:

Class discussion of performance appraisal will be combined with discussion of program management and evaluation and will run from April 13-16.

Questions will include the following.

- Appraisal is tied directly to position descriptions; How flexible can, should the supervisor be in following this guideline?

Case Study 3 will be released Monday, April 6 and will be due Monday, April 20.

Unit 11. Program Management and Evaluation
April 13-16

While performance appraisal reviews the activities of individuals, program evaluation reviews the activities of the organization. Performance appraisal looks at individual and group accountability while program evaluation looks at organizational accountability.

Readings:
Prentice, p. 313-317
Scan one or two of the following titles to gain a sense of program evaluation in public libraries, in academic settings. Other types of information centers are subject to a wide range of program evaluation criteria, depending upon their unique location.
Nichols, James O. A Practitioner’s Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation. New York, Agathon Press, 1991 (This is a college/university wide approach that includes (barely) libraries.

Lecture Notes:
See Course Content Section
Lecture notes released Friday, April 10.

Assignment:
Discussion combined with Unit #10 - performance appraisal.
Financial planning determines the placing of dollar figures on plans developed by the organization. Financial management is the process by which those dollars are spent responsibly to achieve organizational objectives.

Readings:
Prentice, p. 330-365

Lecture Notes:
See Course Content Section
Lecture notes released, Friday, April 17.
Assignment: Discussion May 4-7 of both financial planning and resources and physical facilities. Questions to be provided.

Case Study #3 written reports due at 9:00 a.m. on April 20. Discussion will run from Monday April 20 through Thursday, April 23 at 9:00 p.m. Please submit questions to me prior to 9:00 a.m. on Monday.
A. Marketing


Readings:

Prentice, p. 171-189.

In “Additional Readings” in the text (p. 188-189) several of the currently most useful titles are listed. Scan one or two of them to gain an overview of coverage and usefulness to your work situation.

Lecture Notes:

See Course Content Section

Lecture notes released, Friday, April 24.

B. Collection Management

The library’s collection of information in all formats is its major strength and the source of its ability to serve its publics. The skills necessary for managing the collection in order to maintain and develop it so that it can serve its publics is central to library/information center management.

Nancy Roderer (Johns Hopkins University) who has taught collection management for CLIS will provide readings and lecture notes for this unit.

Readings:

Lecture Notes released Friday, April 24.

Unit 14 Physical Facilities
May 4-7

The space and location of that space within its community is a public statement of the esteem in which the library is held.

Readings:

Prentice, p. 368-383


One of the best current titles on design is


National Library of Medicine. “Libraries in the Digital Age,” NLM Newsline 60:special (Spring, 2005) p. 1-19. This is not on the reserve reading list and I will summarize key points in the Unit lecture. When you have time, it is well worth the read.

Lecture Notes:

See Course Content Section

Lecture notes released Friday, May 1.

Assignment:

Question for class discussion May 4-7.

How has the evolution of library as print place to library as information place changed the way libraries are designed, their services are evaluated?
Other questions to be provided.
The course summary will be in the form of a final paper due by May 15 at midnight. Questions will be released on Friday, May 8. Your paper, no more than 10-12 pages in length (double spaced) should summarize your thoughts on the questions asked. It is not to be a research paper although you may briefly cite particularly pertinent statements or facts.

The purpose of the course has been to provide you with an understanding of the art and science of management and to introduce tools to assist you in practicing that art and science. Your paper should reflect your perspective on management at this point. Grading will be based on the clarity of your discussion. There are no “right” or “wrong” answers.