Welcome to LBSC 631, *Achieving Organizational Excellence!* This course is designed to provide an introduction to the principles, practices and techniques of leadership and management as they apply to information-based cultural institutions.

This course is offered entirely online via the University’s Enterprise Learning Management System (ELMS), asynchronously. There are no classroom meetings. ELMS is based on the Canvas electronic system. It is very user-friendly! Teaching and learning in ELMS will be a rich and rewarding experience. It gives us the ability for online discussions, described below. Before you begin, if you’re not familiar with ELMS, you might check the website of University of Maryland Office of Technology/Academic Support: [http://otal.umd.edu/elms-services](http://otal.umd.edu/elms-services).

If you have problems with ELMS, please call 301-405-1400, Monday through Friday, 8:00 A.M. through 5:00 P.M. or e-mail: elms-support@umd.edu. If you have other questions or problems, please let me know.

*Please read the entire syllabus* at the beginning of the course. It provides a roadmap for how the course is organized and how it will proceed.

Please also access the course web site and become familiar with the material under each heading.

**Academic Integrity.** The University of Maryland’s Code of Academic Integrity sets standards for academic integrity for all undergraduate and graduate students. The Code prohibits students from cheating on exams, plagiarizing, submitting fraudulent documents, forging signatures, submitting the same paper for credit in two courses without authorization, and buying papers. It is very important for you to be aware of the consequences of academic dishonesty. Instances of any suspected academic dishonesty will be reported and handled according to University policy and procedures. For more information on the Code, visit [http://www.she.umd.edu](http://www.she.umd.edu).
Plagiarism is of particular concern in the networked digital environment. Students must write their essays and assignments in their own words. Whenever students take an idea or a passage of text from another author, they must acknowledge their source both by using quotation marks where appropriate and by proper referencing using footnotes or in-text citations. For further information about proper citation of sources, consult the UMD Libraries’ “Citation Guide” at http://lib.guides.umd.edu/citation

**Deadlines.** Please note that all assignments must be completed on time. If there are extenuating circumstances, such as illness or some other unexpected event, please contact me.

**Contacting me.** If you have *any* questions during the course, please contact me by clicking on my e-mail on the course web site. For other questions, please e-mail me at bdearsty@umd.edu

**Submitting assignments.** Please submit all assignments using the assignments tool in ELMS. Please submit in Word if possible.

**Getting started.** We would like to get to know you! Please begin by writing a short mini-biography (one page or less) with information that you are willing to share with your colleagues in class, e.g., your name, current position, career goals, subject area interests, management issues and challenges that most interest you, and any other information you would like to include. This will help me and your colleagues in class get to know you. Please post to the *Class Bio Forum* by September 10.

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**Discussion Board Forums**

I will use the *Announcements* tool and e-mail to disseminate information to the class, including information about the course schedule, syllabus or assignments.

We will use two online discussion forums in the course:

1. **Weekly Discussion Forums.** For most of the units, there is a weekly discussion topic related to the theme of the week. Please participate in *four* of these, your choice. These are discussed below.

2. **Class Bio Forum.** As noted above, please begin by writing a short mini-biography with information that you are willing to share with your colleagues in class. Please post by Sept. 10.

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**Readings**
Please note that there is a good deal of choice in what you read for the course. You can select based on your interests and needs.

**Books.** Three books are required for the course. Copies are available at the bookstore or you may order via Amazon or in any other way you wish.

  - Bruce W. Dearstyne, *Managing Records and Information Programs: Principles, Techniques and Tools*. Lenexa, KS: ARMA International 2009. This is the central text for the course, written specifically for information professionals in information programs. (Just FYI -- I do not receive any royalties from this book.)
  - Cheryl Bryan, *Managing Facilities for Results*. Chicago: American Library Association, 2007. (Please read this as you have time during the course.)

**Articles.** Articles are available online and can be accessed via the University Library's research portal. You can select databases by author or article title. These databases may be particularly helpful: Quick Search, Article First, Academic Search Complete, Business Source Complete, Emerald, Google Scholar, JSTOR, and Library and Information Science Source. Occasionally, an article may be unavailable because the publisher has put new restrictions on its access or for some other reason. In that case, the best approach usually is just to select some other article.

If you have any problems, contact the University Library (a good place to start is their Ask Us! page: [http://www.lib.umd.edu/help.html](http://www.lib.umd.edu/help.html)), or let me know.

Some of these articles have long sections on research methodology near the beginning. Often you can skim this to save time, and concentrate on the findings and conclusions.

There are a few additional optional book chapters, available in PDF on the “Files” section of the course web site.

**Other material.** Other items are available online by clicking on the URL provided in the syllabus.

### Assignments

There are two types of assignments are required: (1) weekly assignments; (2) a research paper.

*Please note that there are no exams in this course.*

1. **Weekly Assignments.**
Please read the lecture notes each week. There are lecture notes for most units. The notes are posted in the “Files” section of the course web site. The lecture notes provide interpretations and insights; summarize other experts; and supplement the readings. They also provide a partial basis for the weekly discussions or written assignments.

Please also read the assigned readings each week.

There are two types of weekly assignments – 4 short written essays and 4 online discussions.

**Four written essays (5-8 pages double spaced).** There are written assignments for most of the units, but please note that you need to submit only 4. At least one of the four must be for **one of the first three units that have essays (Unit 2, 3, or 4).** The other three may be from any of the units, including Units 2, 3, or 4. Please note that Unit 13 is your choice of a topic. You may submit more if you wish, but you will be graded only on the first four you submit. The essays should work in references to the unit’s readings and other course material as appropriate. But they should convey your analysis and reflections based on the readings and your own insights, observations and experience. Please submit via the Assignments tool on the course website. Please do not send to me as e-mail attachments.

These four essays are required and will count for one third of the course grade.

**Four online discussions.** There are online discussions for most of the units but please note that you need to participate in only 4. At least one of the four must be one of the first two units that have discussions (Units 2 and 3). This ensures that everyone gets involved in the discussions early in the course.

For each of the units you select, you need to post at least twice – an original post the first day of the discussion (Wednesday) and at least one more anytime during the discussion. The second post may be another original post, or it may be a response to someone else. More are welcome if you wish. The posts should be based on and reflect the readings but if you wish, please bring in an outside source that adds to the discussion.

You are welcome to participate in any discussion, beyond the four that will count in the grade, if you wish. When you post the first time on Wednesday, those posts will count in the grade. If you would like to participate after that, please post for the first time on Thursday.

Please refer to the document *Guidelines for Online Discussions* on the course web site, which discusses this in detail.

Your participation in these online discussions is required will count for one third of the course grade.

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2. **Research paper on a management or administration topic of interest to you**

Please complete a research paper of approximately 15 - 20 pages (double spaced) on a topic of your choice.
It must relate to leadership, management, or administration of information programs and must be approved by me. It should be on a topic that interests you and it needs to be precise enough that you can carry out the research in the time available during the semester and handle it in a paper of this length. The paper may cover a topic that is related to your own work situation or career interests. For instance, you might want to do research on a particular information program management issue, a problem you are facing or expect to face, some aspect of management effectiveness, or some model practices or techniques.

The paper must be adequately researched, based primarily on sources beyond those that we are using in the course, well organized, clearly written, carefully proofread, present a clear thesis or argument, include appropriate footnotes in proper form, and include a bibliography that notes sources consulted.

“Suggestions for Research Papers” in the “Files” section of the course web site provides some additional suggestions.

Please send me a research paper proposal by ELMS e-mail by September 17. The proposal can be short – a page or less should be enough -- and should address the following:

- Your name
- Title of the topic
- A short description of it (a few sentences), including researchable questions
- Initial list of sources – titles of a few books, journals you expect to consult (you don’t need to cite specific articles for the proposal), web sites, etc. This does not need to be a long list; just enough so that it is clear that a critical mass of source material exists.)
- A few sentences on why you are interested in this topic

If you would like to try out some possible ideas before submitting the proposal, please just send me an e-mail with the possibilities that you are considering at least a few days before that deadline. I’ll provide some reactions and suggestions.

The final version of the paper is due by December 10. Late papers are not acceptable unless there are extenuating circumstances. If there are, please contact me in advance.

The paper will count for one third of the grade.

**Grading**

As noted above, grades will be assigned as follows:

- Unit written assignments 1/3 of grade
- Participating in weekly topic discussions 1/3
- Research paper 1/3

**Course Units**
Unit 1. Leadership and Management Challenges in Information Programs Aug. 29-Sept.3

Lecture notes: Leadership and Management Challenges in Information Programs (in the Files section on the course web site)

Readings: Please read Dearstyne, Managing Records and Information Programs, Chs. 1 and 3

And please peruse any of the following that are of interest:


Written assignment: None this week

Online discussion: None this week

Unit 2. The Information Professional as Leader and Manager  Sept. 4-10

Lecture notes: The Information Professional as Leader and Manager (in the Files section on the course web site)

Readings: Please read:

Dearstyne, *Managing Records and Information Programs*, Ch. 2

Sally Helgesen, “Leading in 24/7: What is Required?,” *Leader to Leader*, Summer 2012, 38-41


And any two of the following:

Beth Boatright, "Leading the Library (When You're Not in Charge)," *College & Undergraduate Libraries*, 22 (2015), 3-4, 343-357


George Mariz et al., “Leadership Skills for Archivists,” *American Archivist* 74 (Spring/Summer 2011), 102-122. (On the course web site in the “Files” section)


*Written assignment* (due Saturday, September 10, midnight): Please select one of the articles from the list above and write an analysis, indicating the article’s main thesis or contentions, the adequacy of its research, whether you found it convincing and why, how it extended or changed your perspectives, and issues if any that you thought it did not explore deeply enough.

*Online discussion* (Sept. 7-10): Based on your readings in Units 1 and 2, and your own perspectives, what do you believe are the top leadership and management problems, challenges and opportunities that libraries and other information programs face, and why do you believe they are so important?

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**Unit 3. Gender, Cultural and Ethnic Diversity**  
**Sept. 11-17**

*Lecture notes:* Gender, Cultural and Ethnic Diversity (in the Files section on the course web site)

*Readings:*

- Please peruse:
    http://www.ala.org/acrl/standards/diversity

- Please read any *four* of the following:

Susan Eisner, “Leadership: Gender and Executive Style,” *SAM Advanced Management Journal* 78 (Winter 2013), 26-41

Julie Gilbert, "Heroes and Holidays: The Status of Diversity Initiatives at Liberal Arts College Libraries," *College & Research Libraries* 77 (July 2016), 520-535


Samantha Hastings, “If Diversity is a Natural State, Why Don’t Our Libraries Mirror the Populations They Serve?,” *Library Quarterly* 85 (2015), 133-138


Eleanor Wilson, "Diversity, Culture and the Glass Ceiling," *Journal of Cultural Diversity* 21 (Fall 2014), 83-89.

**Written assignment** (due Saturday, Sept. 17, midnight): Several of the articles focus on women’s leadership roles. What are the main issues or challenges in this area, and what needs to be done to address them?

**Online discussion** (Sept. 14-17): What is diversity, why is it important, what are the main challenges and issues in managing for diversity in an organization, and what are the best ways to manage for diversity?

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### Unit 4. Managing Organizational Complexity  Sept. 18-24

**Lecture notes:** None this week

**Readings:**


Brian Mathews, “Think Like a Startup: A White Paper to Inspire Library Entrepreneurialism,” 2012. (In the Files section on the course website)

And any three of the following:


Edie Hedlin, “Meeting Leadership Challenges: Lessons from Experience,” in Bruce W. Dearstyne, ed., *Leading and Managing Archives and Records Programs*
(New York: Neal-Schuman, 2008), 163-181. (In the Files section of the course web site.)


An article or report you select on organizational complexity or innovation.

Written assignment (due Saturday, Sept. 24 midnight): In this unit, Mathews’ white paper and Blank’s article advocate continual, but incremental, change, more or less following “lean startup” methodology. Based on the readings in the first four units, and your own insights and analysis, discuss whether you agree or disagree with what they are advocating, and why.

Online discussion (Sept. 21-24): Two of the readings this week, Maria Carpenter’s “Cheerleader, Opportunity Seeker, and Master Strategist: ARL Directors as Entrepreneurial Leaders” and Edie Hedlin’s “Meeting Leadership Challenges: Lessons from Experience,” present alternate views of the sort of leadership needed by information programs. Carpenter discusses a style she calls “entrepreneurial leadership,” while Hedlin sets forth the priorities that successful leaders should have. Using these two articles as a point of departure, and drawing on other readings and your own analysis and insights as appropriate, please discuss any or all of the following aspects of leadership as they apply to libraries and other information programs:

* Continually articulating the mission and explaining its importance repeatedly to various audiences, particularly stakeholders and decision makers and resource allocators above our programs.
* Building networks, allies and alliances
* Encouraging and managing creativity and innovation
* Planning and keeping the program on a steady, consistent course
* Being decisive/making tough calls and tough decisions
* Encouraging and motivating staff, particularly in hard times
* Setting high personal standards, e.g., ethics, dedication, service

Unit 5. High Performance Organizations Sept. 25-Oct. 1

Lecture notes: High Performance Organizations (in the Files section of the course web site)

Readings:

Please read any four of the following:


An article or report you select on workplace culture.

*Written assignment* (Due Saturday, October 1, midnight): What are the most effective policies, strategies, and approaches that a program director can use to foster creativity, select the best creative ideas and proposals, and then transform those ideas and proposals into program innovations?

*Online discussion topic* (Sept. 28-October 1): A number of the readings this week, and several previous readings, focus on the issue of workplace culture. In your discussion, please indicate
how you would define this concept, how you assess its importance, and how as a manager you would strengthen it.

**Unit 6. Managing Human Resources Oct. 2-8**

*Lecture notes:* Managing Human Resources (in the Files section of the course web site)

*Readings:*

*Dearstyn*, *Managing Records and Information Programs*, Chs. 5,6,7.

And any two of the following:


Suzanne Sears, ”Mentoring to Grow Libraries,” *Journal of Library Administration* 54 (February 2014), 127-134.
Written assignment (due Saturday, Oct. 8, midnight): Please address any or all of these questions:

- What are the most effective approaches to developing employees and organizing work of the program so that employees’ skills are a good match for the work?
- When recruiting and hiring new staff, what mix of knowledge/skills/abilities should you look for?
- How should you deal with difficult staff?

Online discussion: None this week

Unit 7. Work Processes and Communication Oct. 9-15

Lecture notes: Work Processes and Communication (in the Files section of the course web site)

Readings:

Dearstyne, Managing Records and Information Programs, Chs. 8, 9, 10

And any two of the following:


Patricia J. Guinan et al, “Jumpstarting the Use of Social Technologies in Your Organization,” Business Horizons 57 (May 2014), 337-347

Quy Huy and Andrew Shipilov, “The Key to Social Media Success Within Organizations,” Sloan Management Review 54 (Fall 2012), 73-81


**Written assignment:** None this week.

**Online discussion** (Oct. 12-15): Managers of library and information programs often have to make critical decisions that affect the future of their programs, sometimes with incomplete or inconclusive information and under pressure of time. Please discuss any or all of the following: why decision-making is such an important skill, reasons why it may be inadequate or ineffective, and the best approaches for a manager to take to ensure effective, sound decisions. Examples would be particularly welcome.

**Unit 8. Planning**

**Lecture notes:** Planning  (please note that several plans are referenced at the end of the notes; in the Files section of the course web site)

**Readings:**

Dearstyn, *Managing Records and Information Programs*, Ch. 4. (Please also peruse Appendix A)

And any three of the following:


**Written Assignment:** None this week.

**Online discussion** (Oct. 19-22): Please discuss the best approaches to strategic planning for an information an information program. Please refer to any of the plans cited in the notes for this week or any other library, information, or cultural organization plan that you wish, but please identify and include URL if possible. Some questions that you might address: What is an effective plan? What factors do you need to address? How should staff be involved? If you’ve been part of a strategic planning effort, what went right; what went wrong? What are the best approaches for executing the plan?

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**Unit 9. Project Management Oct. 23-29**

**Lecture notes:** Project Management (in the Files section of the course website)

**Readings:** Dearstyn, Managing Records and Information Programs, Ch. 12

And any three of the following:

Char Booth, “Managing Technology Projects,” Public Services Quarterly, 5 (January – March 2009), 59-63


Written assignment (due Saturday, Oct. 29, midnight): Please address any or all of the following: How would you define the role of the project manager? How is it similar to, and how different from, program management in general? What are the best approaches to ensure an effective project team? How would you define *success* for a project? What are the most important causes when a project is less than successful?

Online discussion None this week.

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<tr>
<th>Unit 10. Information Technology in a Program Setting</th>
<th>Oct. 30-Nov. 5</th>
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*Lecture notes:* Information Technology in a Program Setting (in the Files section of the course web site)

*Readings:*


Two articles or reports you select.

Written assignment (due Saturday, Nov. 5, midnight): How do you define information technology? How would you assess its importance and impact in a library or other information program?

Online discussion (Nov. 2-5): What are the factors that make managing information technology in libraries and other programs so challenging and, as a manager, how would you deal with them? In the discussion, please draw on earlier units’ readings as appropriate.

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<th>Unit 11. Managing Financial Resources</th>
<th>Nov. 6-12</th>
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Lecture notes: Managing financial resources (in the Files section of the course web site)

Readings:

   Dearstyne, *Managing Records and Information Programs*, Ch. 11

   And any *three* of the following:


   Lynda James-Gilboe, “Raising the Library Profile to Fight Budget Challenges,” *Serials Librarian* 59 (October-December 2010), 360-369.


*Written Assignment*: None this week.

*Online discussion* (Nov. 9-12): Libraries and other information programs face considerable budget and resource challenges in these difficult economic times. Please discuss any or all of the following about how you would approach these challenges as a manager of such a program:
Developing a budget that is economical but also provides adequate services and builds for the future.

Identifying ways to economize, e.g., increasing efficiency, making more use of technology, volunteers, other strategies.

Defending your program’s budgets against reductions but, if reductions are imposed, scaling back in a way that protects program priorities and staff.

Keeping up staff morale in difficult budgetary times.

Any other strategies you would like to introduce for how to develop a budget for libraries and related information programs.

Please work in references to the readings as appropriate

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**Unit 12. Marketing and Advocacy**  
**Nov. 13-19**

Lecture notes: Marketing and Advocacy (in the Files section on the course web site)

Readings:

Please read any *three* of the following articles:


Please read any of the following examples that are of interest:


http://www.acrl.org/ala/mgrps/divs/acrl/issues/value/valueofacademiclibrariestoolkit.cfm
Written assignment (due Saturday, November 19, midnight): Strong library and information programs require a good deal of cooperation, support, and partnering from within the institutions they serve. This is particularly true in an era of the growing importance of the Web, electronic connections, social networking technologies, and mobile devices. What are the best strategies for a program manager to use to build connections that enable the program to better serve the institution and, at the same time, enable the program to leverage the resources from these connections?

Online discussion (Nov. 16-19): Drawing on the articles and examples you selected, what are the best strategies for advocating for information programs, and what are the best themes or messages to emphasize?

Nov. 20-26. Thanksgiving. No assignments. Enjoy!

Unit 13. Your Choice of a Topic  Nov. 27-Dec. 3

Reading: Bryan, Managing Facilities for Results, Chs. 1-6.

Written assignment (due Saturday, December 3, midnight). Please select any topic related to leadership or management of libraries or related information programs. It needs to be something different from your research paper. It can be similar to, but also needs to be different from, the previous written assignments in the course. It needs to be based on sufficient research in substantial sources, beyond the readings that we have already covered in the course. It should be approximately 5-8 pages, about the same length as the other assignments in the course.

Most important, it should be something that is of interest to you. The topic does not need my approval.

Online discussion: None this week

Unit 14. The Future of Libraries  Dec. 4-10

Please peruse the materials on the website of the ALA's Center for the Future of Libraries http://www.ala.org/transforminglibraries/future, particularly the Trends and the Blog

Written assignment: None this week
Online discussion (Dec. 7-10): Basing your posts on the materials in the Center for the Future of Libraries, previous course units, and your own perceptions and insights as they have evolved over the course, please address any of the following:

* As future leaders of libraries, does the future look promising or not-so-promising, and why?
* What are the main opportunities and the main challenges facing libraries in the future?
* What are the most important leadership and management skills that will be needed, and why? How, if at all, is this list different from the discussion back in Unit 2, as a result of what we have covered in the course?

8/20/2016