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.

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. It will also help you plan your work during the course, e.g., which weekly assignments to submit and which online discussions you want to join.

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.shc.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 directly 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 in the e-mail section 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 do not submit as an e-mail attachment. 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 *February 9.*

**Online 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 February 9.

**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, schedule and needs.

*Books.* Two 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. Used copies are fine.
G. Edward Evans and Camila A. Alire, *Management Basics for Information Professionals*. Chicago: Neal-Schuman, 2013. (Often, starting with the "Key Points to Remember" at the end of each chapter can be helpful.)


*Articles.* Articles are available online and can be accessed via the [University Library's Database Finder](https://lib.guides.umd.edu/information_studies). These databases may be particularly helpful: *ArticleFirst, Academic Search Ultimate, Business Source Complete, Education Source, Google Scholar, JSTOR, Library and Information Science Source* and *PsycINFO.*

The University Library has developed a site on [Research Guides for Information Studies Students](https://lib.guides.umd.edu/information_studies) which may be useful.

Lindsay Inge Carpenter is our contact at the Library. Please contact her if you have any questions: linge@umd.edu

If you have any other questions or problems, please contact the University Library. A good place to start is their [Contact Us](https://www.lib.umd.edu/about/contact-us) page.

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.

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.*

*Other material.* A few items are included in the "Files" section of the course website. Other items are available online by clicking on the URL provided in the syllabus.

### Assignments

Two types of written 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.

   *Please also read the assigned readings each week.*

   There are two types of weekly written 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**. 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.

**At least one of the four must be for one of the first three units that have essays (Unit 2, 3, or 4).** This gives you a chance to submit an essay early in the course and gives me an early opportunity to get back to you with comments and a grade.

One of the four may be Unit 5, your choice of a topic.

You may submit more if you wish, but you will be graded only on the first four you submit.

Please submit in Word if possible. Please submit via the Assignments Tool on the course website. **Please do not send to me as e-mail attachments.**

I will get back to you by e-mail with comments and a grade on each assignment.

*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 4 discussions must be one of the first two units that have discussions (Unit 2, 3 or 5).** This ensures that everyone gets involved in the discussions early in the course.

For each of the four units you select, you need to **post at least twice**:

*An original post the first day of the discussion (Wednesday). This ensures that everyone has an opportunity to get their ideas out the first day for everyone's consideration.*

* Another post (any of the four days of the discussion) which may be another original one, a response to someone else, or a post that brings in an outside source.

More than two posts are welcome if you wish but are not required.

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 but not have it count in the grade, 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.
I will get back to you by e-mail with comments and a grade for each discussion unit.

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

As noted above, I will e-mail you comments and a grade for each assignment. We will not be using the ELMS Gradebook feature in this course.

### 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. However, the paper cannot be a description or case study of your own work situation or program.

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 *February 16*. 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 *May 4*. 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. Challenges in Leading and Managing Information Programs**

January 28-February 2

*Lecture notes:* Challenges in Leading and Managing Information Programs (in the Files section on the course web site)

*Readings:* Please read:

- [Iron Mountain, Seizing the Information Advantage](https://www.ironmountain.com/resources/whitepapers/s/seizing-the-information-advantage) 2015. (Please note: you will need to register with Iron Mountain to download this report.)


Written assignment: None this week

Online discussion: None this week

| Unit 2. Leadership and Management Responsibilities | February 3-9 |

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

Readings: Please read:

Evans and Alire, Management Basics for Information Professionals, chs. 1 and 13

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


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


Gavin J. Woltjer, "You're a Library Director, Now What?," *PNLA Quarterly* 82 (2018), 19-25.

Written assignment (due Saturday, February 9, 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 (February 6-9): 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?

**Unit 3. Gender and Diversity**

February 10-16

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

*Readings:*

Please read:

Evans and Alire, *Management Basics for Information Professionals*, ch. 15

And any four of the following:


Shelley Correll, "Creating a Level Playing Field" (video) StanfordVMWare Women's Leadership Innovation Lab. https://womensleadership.stanford.edu/level


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


Kate Lechtenberg and Jeanne Phillips, "Speaking Up for Equity Takes Courage--But the Standards Have Your Back," *Knowledge Quest* 46 (May/June 2018), 56-63


Joan C. Williams, "What Works for Women at Work" (Video) Stanford VM Ware Women's Leadership Innovation Lab. (https://womensleadership.stanford.edu/whatworks)

Written assignment (due Saturday, February 16 midnight): Several of the articles in this unit 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 (February 13-16): How would you define diversity? Why is it so important for libraries? What are the best ways to promote and manage diversity?

Unit 4. Managing Organizational Complexity Feb. 17-23

Lecture notes: None this week

Readings:

Please read:

Evans and Alire, Management Basics for Information Professionals, ch. 2


And any three of the following:


Maria Carpenter, “Cheerleader, Opportunity Seeker, and Master Strategist: ARL Directors as Entrepreneurial Leaders,” College and Research Libraries 73 (January 2012), 11-32


Written assignment (due Saturday, February 23, midnight): In this unit, Bierarguel, Blank, Dearstyne, Mathews, and Furr/Dyer in particular explore methodologies for changing program services, extending the program into new areas, and changing its character and services. Please identify what you regard as the most viable strategies and indicate why you feel they are the most viable.

Online discussion: None this week.

| Unit 5. High Performance Organizations | Feb.24-March 2 |

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

Readings:

Please read

Evans and Alire, Management Basics for Information Professionals, ch. 9

And any four of the following:


Cyril Bouquet et al., "Bring Your Breakthrough Ideas to Life," Harvard Business Review 96 (December 2018), 102-113


Sarah C. Michalak, "This Changes Everything: Transforming the Academic Library," *Journal of Library Administration* 52 (August 2012), 411-423


**Written assignment** (Due Saturday, March 2, midnight): Your choice of a topic. It can be anything related to the management of information programs, but must be different from the other written assignments and your research paper. It needs to be based on appropriate sources. Approximately 5-8 pages, similar to the length of the other written assignments. You do not need my approval beforehand.

**Online discussion** (Feb. 27-March 2): The topic this week is high performance organizations -- ones that are particularly strong and effective, deliver outstanding services, are agile and resilient, marked by creativity and innovation, and change with the times. What are the most important approaches that a program director can use to promote high performance library programs?

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**Unit 6. Issues in Personnel Management**

**March 3-9**

**Lecture notes:** Issues in Personnel Management (in the Files section of the course web site)

**Readings:**

And any three of the following:


Written assignment: None this week

Online discussion (March 6-9). Management expert [Bruce Tulgan](http://rainmakerthinking.com/blog) in his book *It's OK to Be the Boss* and other writings contends that there is too much "undermanagement" -- managers setting general expectations but stepping back and deferring to employees to figure out how to get things done. Management expert [Gary Hamel](http://www.garyhamel.com) leans in the opposite direction, arguing that the main problem these days is too much bureaucracy, red tape, overly-close supervision, second-guessing, etc. Which one seems closer to being valid, and why? Or if they both seem off the mark, why is that so? What are the implications for library management?

| Unit 7. Managing Program Personnel | March 10-16 |

Lecture Notes: Managing Program Personnel (in the Files section of the course website)

Readings:

Evans and Alire, *Management Basics for Information Professionals*, chs. 12 and 14
And any two of the following:


Guy Kawasaki, “Ten Steps to Enchanting Your Employees,” *Leader to Leader* 65 (Summer 2012), 33-37.


*Written assignment* (due Saturday, March 16, midnight). Drawing on the readings for Units 6 and 7, as well as earlier units and your own analysis, what are the most effective ways to foster and support employee engagement and productivity?

*Online discussion*: None this week

March 17-23. Spring Break. Enjoy!

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**Unit 8. Work Processes and Communication**

**March 24-30**

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

*Readings:*


Bruce W. Dearstyne, "Effective Decision Making," in *Managing Records and Information Programs*, Ch.10 (In the Files section of the course website).

And any two of the following:

Warren Bennis *et al*, “Creating a Transparent Culture,” *Leader-to-Leader* 50 (Fall 2008), 21-27.


*Written assignment:* None this week

*Online discussion* (March 27-30): 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 9. Planning March 31-April 6

*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:

Evans and Alire, *Management Basics for Information Professionals*, ch. 4

Bruce W. Dearytime, "Strategic Planning and Program Development," Chapter 4 of *Managing Records and Information Programs* (in the Files section on the course website)

And any three of the following:


Anne Marie Casey, "Grassroots Strategic Planning: Involving Library Staff from the Beginning." *Journal of Library Administration* 55 (May/June 2015), 329-340


Robert Fox and Bruce Keisling, "Build Your Program By Building Your Team: Inclusively Transforming Services, Staffing and Spaces," *Journal of Library Administration* 56 (July 2016), 526-539.


Written assignment (Due Saturday, April 6, midnight). One of the outstanding features of strategic plans should be strategies. Based on your reflective reading of the sources, your review of the plans at the end of this unit's lecture notes, and any other plans that you identify as a good model, please identify and discuss the most important strategies that are set forth in these plans.

Online discussion (April 3-6): Please discuss the best approaches to the process of strategic planning for a library or information program. 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?

| Unit 10. Information Technology in a Program Setting | April 7-13 |

Lecture notes: Information Technology in a Program Setting (in the Files section of the course web site)

Reading:


Written assignment (due Saturday, April 13, midnight): How do you define information technology, and why do you define it that way? Why is information technology so important to libraries? 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?

Online discussion: None this week

| Unit 11. Libraries and Social Media | April 14-20 |

Reading:
Lecture notes: None this week.

Readings: Please read any four of the following:


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


Written assignment (due Saturday, April 20, midnight): What are the most important approaches that library directors should use in planning, managing, and assessing the effectiveness of, social media?

Online discussion: None this week
Lecture notes: Managing financial resources (in the Files section of the course website)

Readings:


And any two of the following:


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


Luther Cottrell Terrance,"Strategic Budgeting Instead of Strategic Planning", *The Bottom Line*, 27 (2014), 49-53

Written Assignment: None this week.

Online discussion (April 24-27): Libraries and other information programs often face budget and resource challenges in challenging economic times. Please discuss any or all of the following:

How to develop 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.

Crafting budget presentations to make the strongest case for your budget request.
Any other strategies you would like to introduce for how to develop a budget for libraries and related information programs and secure adequate funding.

Unit 13. Marketing and Advocacy  
April 28-May 4

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

Readings:

Please read the following:


Evans and Alire, Management Basics for Information Professionals, Chapter 11.


Please read or peruse any of the following that may be of interest:


American Library Association, Libraries Transform -- Why Libraries are Transforming (http://www.ilovelibraries.org/libriestransform)


Written Assignment: None this week.
Online discussion (May 1-4): What are the best strategies for advocating for information programs, and what are the best themes or messages to emphasize?

**Unit 14. The Future of Libraries**  
**May 5-11**

* Lecture notes: None this week

Please take a look at the following:

ALA's Center for the Future of Libraries. particularly the Trends.  
http://www.ala.org/tools/future

* Written assignment: None this week

Online discussion (May 5-11, all five days). Looking back to the issues in Unit 1, the intervening 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?

1/12/2019