

COURSE DESCRIPTION

An overview of the elements of management and how they are applied to the effective administration of information organizations. The organization will be viewed from the perspectives of those working in all levels. Examination of the functions of planning, organizing, staffing, controlling, and leading/directing as well as the theories of management and the effective use of them in an information organization.

OBJECTIVES

Specifically, at the end of the course, each should have the following:

- A knowledge of the functions of management and their underlying theoretical concepts;
- An understanding of how these functions can be applied to create effective information organization management;
- Skills in applying management tools and techniques by means of practical, individual and group experience in using these functions in a simulated organizational setting;
- An understanding of management as a system involving all staff - not something the "boss" does;
- Experience in working in self-managed teams; and
- An appreciation of the idea that asking good questions is a precondition to understanding what makes a good answer and that good questions and answers are usually the products of many minds working together.

MATERIALS

The guiding text for the course is *LIBRARY AND INFORMATION CENTER MANAGEMENT* by Robert D. Stueart and Barbara B. Moran (Libraries Unlimited, 2007) 7th edition. Other materials include journal articles and monographs. Supplemental material is found on web site <http://www.lu.com/management/>. A bibliography is provided for your use in preparing some of the work in this course.

ASSIGNMENTS

I. MANAGEMENT/ORGANIZATIONAL LITERATURE PAPER MINIMUM REQUIREMENTS: Write a paper in the range of 10-12 pages or so that explores the management & organizational literature (**not LIS literature**) particularly the journal literature on a management/organizational topic of your choice. This topic may be an

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organizational issue, a problem or concern that you have/had relative to management and organizations, or simply a topic of interest that you would like to explore in more detail than we are able to do in the class sessions. It may also be written on a theorist. In this case indicate what he/she has done, his/her contribution and why we should know about this person, who this person cited, and who is citing this person now. You must also read some of his/her writings. Since this assignment is in part to "get you into" the general organizational and management literature (as opposed to the derivative literature in LIS), your paper should include at minimum, 8-10 appropriate references that in number and kind are presumably representative of the literature on the topic you choose. You will want to emphasize the scholarly (as opposed to popular literature) and comment generally on the nature of the literature you find. As a final note, identify the one or two best sources you would recommend that would give a good overview to someone who wishes to become familiar with the topic. In general, relying on Web sources is like searching for food in a dumpster; you will eventually find food, but its quality will be questionable and it might make you sick. Make sure your sources are reliable and responsible. Peer reviewed professional journals are the best. Generally avoid the popular press. If you use magazines and newspapers, be cautious: a lot of garbage gets published in even the best ones. Read *critically*, i.e., look for bias, for missing information, for evidence that people interviewed are not simply taken at their word.

A helpful way to begin preparation for this assignment is by reviewing the indexing and abstracting apparatus in order to get of sense of the subject matter. This will provide you with an idea of the content of the overall subject of management and organizations. In writing your paper, you may use any standard style manual, e.g., APA, Chicago, MLA, etc.

Criteria used to evaluate your paper:

- Number & appropriateness of sources consulted.
- Insights into the literature of the subject
- Depth of coverage of topic.
- Level of analysis (e.g., descriptive, analytic, critique)
- Insights (with supporting evidence) on subject.
- Clarity/focus/organization of writing.

II. ANALYSIS OF LEADERSHIP PAPER MINIMUM REQUIREMENTS: Write a paper in the range of 10-14 pages that uses the characteristics of effective leading to analyze the effectiveness of a boss and to propose changes where indicated from your perspective as a subordinate.

Use the following guidelines to prepare this paper:

- What is an effective leader? Your paper should provide an overview of the concepts and ideas of the directing/leading function of management in sufficient detail to allow depth analysis. Stuart and Moran effectively provide material on the six areas in chapters 3, 13, 14, 16, and 17. No need to consult other sources.
- Analyze and diagnose. Take a boss and compare his/her directing/leading behaviors (effective and not effective) using all of the concepts, ideas, and theories from above that apply. **All information about specific individuals is kept confidential.** Remember to stick to the characteristics of effective leading. The idea is not to simply restate these concepts, etc., but to use them to analyze behavior. When analyzing behavior, make explicit the characteristic of leading that is being exhibited. Also provide enough description of the setting for the reader to be able to interpret your analysis. The purpose is to develop an understanding of leading in the context of the culture and dynamics of the organization. Give specific examples to illustrate your conclusions.

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- Prescribe. Describe in operational terms what changes the boss should make in order to become more effective as a leader. Also include the effective characteristics that you would re-enforce.
- Intervention strategy. Develop a plan outlining what you can do as a subordinate to influence change in the boss in the direction that you have identified as being needed. Be specific.

Criteria used to evaluate your paper:

- Discussion of the characteristics of effective leading sufficient for appropriate analysis, diagnosis, prescription and intervention.
- Analysis and diagnosis using concepts of leading.
- Prescription for behavior change.
- Intervention Strategy.
- Depth of coverage.
- Level of analysis.
- Insights with supporting evidence.
- Clarity/focus/organization of writing.

III. CASE STUDY (Case study provided at appropriate time). The purpose of this assignment is to provide you an opportunity to integrate what you have learned in the course by addressing the problems, issues, and opportunities presented in "real" situation. This will consist of a written report due the last class and will form the basis of our discussion for that meeting.

Criteria used to evaluate your report:

- Situational assessment of past actions (Depth and level of analysis)
- Identification of problems and opportunities (Depth and level of analysis).
- Recommendations (Explicit strategies appropriate to the problems/opportunities and to the internal and external environments).
- Rationale that is effectively grounded in sound principles, theories, practice that illustrate clear understanding of them.

COURSE EVALUATION

It is expected that all assignments will be submitted on the date due. Evaluation of late papers will be reflected in the grade without prior permission of the instructor (or except in dire, unexpected circumstances). The following elements will be the basis for evaluation of class member performance:

- Paper 1 - 15 % (individual)
- Paper 2 - 20 % (individual)
- Simulation Team Products - 35 % (team)**
- Case Study - 30 % (individual)
- Class attendance is essential

** Team simulation grades are typically the same for all members of a given team. However, the instructor may assign lower grades to individuals when a lack of appropriate participation in the team occurs.

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Grading Policy: Papers are assigned grades based upon the specific requirements and criteria outlined above in the description of the assignments as well as the:

- Quality of thought and ideas,
- Effectiveness of communication,
- Thoroughness of research and references (as appropriate).

Simulation exercises are evaluated on a point system where each assignment is worth a given number of points. Total points are then converted to letter grades as follows.

100-96	A
95-91	A-
90-86	B+
85-81	B
80-76	B-

While the performance of some classes may be skewed in either direction, typically the modal grade in graduate classes will approximate a "B+" - meaning that only exceptional work would receive an "A" grade. Grades are calculated on a scale where A = 4.0. In arriving at the final grade for the course, the numeric equivalent of the grade is multiplied by the percentage of weighting of each assignment. Because of the experiential nature of this course, Incomplete grades will not be given

Grades:

- A = Outstanding, very high degree of mastery of material with good insights. Level of originality and/or creativity surpasses course expectations.
- A- = Excellent, distinguished work. Completes all assignments in a superior fashion.
- B+ = Good work, beyond the minimum requirements and basic understanding of content.
- B = Fully satisfactory work that solidly meets the minimum requirements of the course.
- B- = Barely graduate level work. Meets some of the course requirements or understanding of content.

N.B.: STUDENTS WILL NOT RECEIVE A PASSING GRADE IF THEY FAIL TO COMPLETE AND SUBMIT ALL REQUIRED ASSIGNMENTS EVEN THOUGH THE GRADE POINT AVERAGE OF THOSE SUBMITTED IS A "B" OR ABOVE. STUDENTS WHO DO NOT RECEIVE A PASSING AVERAGE ON THE INDIVIDUAL WORK WILL NOT RECEIVE A PASSING GRADE FOR THE COURSE ON THE BASIS OF THE TEAM WORK ALONE.

METHODS

In order to provide learning experience that will give an understanding of the functions of management and how they work - plus experience in using them - a major portion of the course will utilize a simulation method. It will function as follows:

- Students will be assigned to simulated information agency as members of management teams.
- Each agency will assume standard roles and functions. Early in the term each person may wish to meet with an information professional who has a similar role in a comparable environment. This interview can serve as a starting point for a position description.

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- Roles and functions in typical information organizations may include the following but vary according to venue:

1. Associate/Assistant Director who serves as team leader
2. Five to ten unit heads responsible for, among the following functions:

User Education

Content delivery: Reference/Information/Access
Services

Document Delivery: Circulation

Interlibrary Lending

Media/Computer labs

Services to Target Groups/disciplines

Content management:

Cataloging/classification/indexing

Content management:

Acquisitions/Collection Devel.

Serials

Special (legacy) collection
management

Outreach/branches

You will note that these functions will vary significantly between types of information organizations and you are not limited to the above roles/functions and may add or combine these where appropriate. The structural components should be the appropriate ones to achieve the work of the organization.

- The instructor will serve as Director (CEO) of each organization.
- The instructor will meet briefly with Associate/Assistant Directors as team leaders before each class.
- As Director, the instructor will give, through the Associate Directors, tasks or issues to each organization by memo, directive, or verbally. Each agency will then carry out the assignment or task and submit it for critique and feedback. In all cases the team should show how its "approach" is appropriate to the mission and culture of the organization.
- The following are examples from among the specific documents to be produced:

Selected Position Descriptions

Organizational Structure

Goals/objectives/strategies

Policies and Procedures

Recruitment Package

Personnel Classification

Compensation Package

Performance Appraisal System

Budgets

Program and outcome Assessment

- As much teamwork as possible will be carried out during class time, but teams schedule additional meetings as each team determines the need. It is the team's responsibility to manage its own life as it sees fit in order to achieve maximum productivity and accountability.
- Team members are required to read appropriate literature and make notes for use at the weekly team meetings. It is desirable that these meetings be as **informed as** possible, so it is essential that each person prepare for them. In fact, it will be difficult for you to complete the tasks if you have not informed yourself in advance. The instructor will provide summary and overview information; consider applications to information organization settings; and answer questions. Be prepared to raise questions about areas that need clarification or more discussion.
- From time to time shifts in roles/positions may be made in order to give broader experience.

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- Each management function or topic will be approached in three ways:
 1. Reading of appropriate literature.
 2. Summary and overview remarks by the instructor with discussion.
 3. Team meetings of each simulated organization to produce products associated with the management function under consideration.
 4. Discussion and feedback on product and process.

N.B.: It is important to observe that the learning outcome of the team experience is not a body of knowledge per se but what David W. Brown* calls *reflexive practice*. This involves learning to observe, to ask good questions, to structure problems, and to produce answers in an ongoing collaboration with each other. We will "treat any problem that arises from such collaboration as further opportunity for learning. If some team members rely on others to do the work for them; if some claim to know more and ask the others to defer to them; if some complain that others 'goofed-off' and ruin the outcome - all these 'problems' are grist for useful discussions about what one does when these things happen. You should not see these as 'glitches', but rather as the kind of problems that arise in any real-world collaboration.

Brown, David W. *When Strangers Cooperate*. New York: Free Press, 1995

Caveat: The schedule and procedures in this course are subject to change during a given term only in the event of extenuating circumstances.

ALL RIGHTS TO THE MATERIALS IN THIS COURSE ARE RESERVED. MATERIALS MAY NOT BE GIVEN TO PERSONS WHO ARE NOT REGISTERED FOR THIS COURSE WITHOUT PERMISSION. THIS PROHIBITION INCLUDES LECTURES, WHICH ARE COPYRIGHTED. SHARING NOTES TAKEN FROM LECTURES WITH THIRD PARTIES WITHOUT PERMISSION IS EXPRESSLY FORBIDDEN. VIOLATORS WILL BE HELD LEGALLY ACCOUNTABLE.

Academic Integrity:

As required by university regulations, the instructor will assign a grade of E for the course to any student found guilty of cheating or plagiarism on an examination or a class assignment. Unless formally approved by the instructor of this class, a student may not use academic work completed for another class (e.g., a paper, etc.) to satisfy the academic requirements of this class. As defined by the University Senate Rules (6.3.2), a student's use of previous class work to satisfy the academic requirements of this class is a form of academic cheating. For details regarding cheating and plagiarism please refer to Section 6.4.0-1 of the **Student Rights and Responsibilities Handbook** (<http://www.uky.edu/StudentAffairs/Code/>) and Section 6.3 of the **University Senate Rules** (<http://www.uky.edu/USC/Section.VI.pdf>) for details.