

LIS 603 Management in Information Organizations

Online Course

INSTRUCTOR INFORMATION:

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Office hours: Tuesdays 1-3 pm and Thursdays 10 am – 12 pm (or by appointment)

Response time: If you email me, you can expect a response within 24 hours. There may be a delay over weekends or holidays.

COURSE DESCRIPTION

LIS 603 is one of four core courses in the library science master's degree program. The course description reads:

Students learn and apply the basic elements of management and leadership within the context of information organizations.

STUDENT LEARNING OUTCOMES

At the end of the course, students will be able to:

- Describe an information organization and its connection to its community
- Create a strategic plan for an information organization
- Operate successfully as a team member and team leader
- Plan an approach to engage with a diverse element in the community

Program Learning Objectives	Course Objectives	Assignment that ties in
Describe how communities & individuals interact with/in information ecosystems.	Describe an information organization and its connection to its community	Leadership Paper
Analyze the major tenets of information practice and apply them in multiple contexts	Create a strategic plan for an information organization Operate successfully as a team member and team leader	Strategic Plan
Connect diverse communities & individuals with appropriate resources	Plan an approach to engage with a diverse element in the community	Strategic Plan

Academic Course Policies

All academic policies for the course can be found here:

<https://www.uky.edu/universitysenate/acadpolicy>.

Rules regarding academic offenses: <https://www.uky.edu/universitysenate/ao>.

Statement on Diversity, Equity, and Inclusion: <https://www.uky.edu/universitysenate/syllabus-dei>

Resources available to students: <https://www.uky.edu/universitysenate/student-resources>.

Diversity: The School of Information Science defines diversity as “embracing differences between people and promoting increased inclusion with the purpose of creating a welcoming community, including with regards to age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, culture, and nationality. This definition of diversity values an institutional commitment that actively contributes to academic and professional excellence through its inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents and recognizing that human differences are organizational strengths.” In this course, we address diversity in several ways. Part of the semester-long project incorporates a diversity-related goal. Readings which are especially relevant to the theme of diversity are marked with a ☺ symbol.

Technology: The School of Information Science emphasizes the importance and centrality of technology in today’s society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology across multiple readings. Readings that are particularly relevant to the theme of technology are marked with a ☹ symbol.

COURSE MATERIALS

Required textbook:

Hussey, L. K. & Velasquez, D. L. (Ed.). (2019). *Library management 101: A Practical Guide. 2nd edition*, American Library Association.

Additional readings: There will be additional readings to the textbook, and they will be made available on the course Canvas site.

ASSESSMENT & ASSIGNMENTS

Assignments & Grading (total grade = 100 points):

Strategic Plan Project	60 points (60%)
Leadership Paper	20 points (20%)
Participation on Discussion Boards	20 points (20%)

Final Grading Scale:

90% and above (270 – 300)	=	A
80% to 89% (240 – 269)	=	B
70% to 79% (210 – 239)	=	C
Below 70% (0 – 209)	=	E

Strategic Plan and Leadership Paper:

The detailed descriptions of strategic plan and leadership paper will be made available on Canvas. **Late submissions are subject to a penalty of 10% off per day.**

Participation on Discussion Boards:

In this course, participation is measured by your contributions to the online discussions each week. **Each class member must contribute regularly (i.e., at least 3 postings) to each module's set of Discussion Board questions—the equivalent of a "B" grade for "participation."** (Note: this means at least three posts per module, not three posts for each question in each module.) Less participation will lower the grade; frequent, informed participation will raise it. In addition, consistently thoughtful contributions that advance discussion will receive more credit. Participation is worth 20% of your final grade. Due every module.

COURSE SCHEDULE AND READINGS

Module One (6/13-6/17): Course and syllabus overview and team dynamics

Email instructor with time/day availability and preferences for type of information organization

- Review syllabus and familiarize yourself with organization of the course in Canvas.
- Textbook: Chapter 16: Conflict Negotiation and Mediation (pp. 187-195).
- [Konak, A., Kulturel-Konak, S., & Cheung, G. W. \(2019\). Teamwork attitudes, interest and self-efficacy between online and face-to-face information technology students. *Team Performance Management*, 25\(5/6\), 253-278.](#)
- [Pfaff, E., & Huddleston, P. \(2003\). Does it matter if I hate teamwork? What impacts student attitudes toward teamwork. *Journal of Marketing Education*, 25\(1\), 37-45.](#)
- (Optional) [Shi, W. W., Jagannadharao, A., Lee, J., & Bailey, B. P. \(2021\). Challenges and Opportunities for Data-Centric Peer Evaluation Tools for Teamwork. *Proceedings of the ACM on Human-Computer Interaction*, 5\(CSCW2\), 1-20.](#)
- (Optional) [Chou, S. Y., & Ramser, C. \(2019\). Becoming motivated to be a good actor in a student project team. *Journal of International Education in Business*, 12\(1\), 65-79.](#)
- (Optional) [Dingel, M., & Wei, W. \(2014\). Influences on peer evaluation in a group project: An exploration of leadership, demographics, and course performance. *Assessment & Evaluation in Higher Education*, 39\(6\), 729-742.](#)

Module Two (6/18-6/21): History and theory

Email instructor with team contract

- Textbook: Chapter 1: Management Theory (pp. 1-19).
- [Vong, S. \(2021\). More critical, less managerial; Addressing the managerialist ideology in academic libraries. Partnership. *The Canadian Journal of Library & Information Practice & Re-search*, 16\(2\), 1-20.](#)
- [Amis, J., Brickson, S., Haack, P., & Hernandez, M. \(2021\). Taking inequality seriously. *Academy of Management Review*, 46\(3\), 431-439.](#)
- (Optional) Gosling, J., & Mintzberg, H. (2003). The five minds of a manager. *Harvard Business Review*, 81(11), 54-63.

Note: June 19 is an academic holiday

Module Three (6/22-6/24): Leadership

- Textbook: Chapter 7: Leadership (pp. 75-84) and Chapter 8: Decision Making (pp. 85-92).
- [Schlak, T. \(2022\). Leadership and social capital: What library leaders need to know about trust, values, and bridge building. *Journal of Library Administration*, 62\(2\), 235-242.](#)
- [Lo, P., Allard, B., Wang, N., & Chiu, D. K. \(2020\). Servant leadership theory in practice: North America's leading public libraries. *Journal of Librarianship and Information Science*, 52\(1\), 249-270.](#)
- (Optional) [Lombard, E. \(2018\). Gender and Leadership in Academic Libraries. *The Journal of Academic Librarianship*, 44\(2\), 226-230.](#)
- (Optional) [Patel, D. \(2017\). 11 powerful traits of successful leaders. Forbes.com.](#)
- (Optional) [Unaeze, F. E. \(2003\). Leadership or management: Expectations for head of reference services in academic libraries. *The Reference Librarian*, 39\(81\), 105-117.](#)

Module Four (6/25-6/28): Planning/ strategic planning

Identify and submit your team's organization

- Textbook: Chapter 6: Strategic Planning (pp. 65-74).
- [Leebaw, D. \(2019\). Participatory and ethical strategic planning: What academic libraries can learn from critical management studies. *Library Trends*, 68\(2\), 110-129.](#)
- [Sanches, T. \(2018\). Shrink to fit or prune to strengthen: Adapting the strategic plan in an academic library as response to environmental change. *New Review of Academic Librarianship*, 24\(3/4\), 312-327.](#)
- (Optional) Evans, G.E. & Alire, C.A. (2013). Chapter 4: The Planning Process. In *Management basics for information professionals* (3rd edition), (pp. 85-105). Chicago, IL: Neal-Schuman.
- (Optional) [Wayne, R. \(2011\). The academic library strategic planning puzzle: Putting the pieces together. *College & Research Libraries News*, 72\(1\), 12-15.](#)
- (Optional) [Aamot, G. \(2007\). Getting the most out of strategic planning. *College & Research Libraries News*, 68\(7\), 418-426.](#)

Module Five (6/29-7/01): Ethics

- [ALA Code of ethics.](#)
- [Diaz de la Cruz, C., Fernandez-Fernandez, J. L., & Ferrero, I. \(2022\). Ethical decision-making: From practice to theory. *Journal of Applied Ethics*, 13, 207-244.](#)
- [Senior, H., & Scott, J. \(2018\). An academic library's self-study in ethics: A library-wide investigation of ethical practice. *Journal of Library Administration*, 58\(8\), 891-902.](#)
- (Optional) [Knox, E. J. M. \(2017\). Opposing Censorship in Difficult Times. *The Library Quarterly*, 87\(3\), 268-276.](#)
- (Optional) [Mosley, P.A. \(2014\). Engaging leadership. *Library Leadership & Management*, 28\(1\), 1-7.](#)
- (Optional) Textbook: Chapter 15: Ethics and Confidentiality (pp. 173-186).

Module Six (7/02-7/05): Budgeting

Submit interview notes, introduction to organization, and peer evaluations

- Textbook: Chapter 12: Financial Management (pp. 135-147).
- [Gerke, J., Knievel, J. E., & Reynolds, L. J. \(2021\). Where Does the Money Go? Creating Transparency in Libraries Operational Budgeting. *Library Leadership & Management*, 35\(2\).](#)
- [Rossmann, D. \(2019\). Narrative budgets: Telling the story of your library's value and values. *Library Leadership & Management*, 33\(4\), 1-10.](#)
- (Optional) [Cottrell, T. \(2012\). Three phantom budget cuts and how to avoid them. *Bottom Line: Managing Library Finances*, 25\(1\), 16-20.](#)
- (Optional) [Collins, T. \(2012\). The current budget environment and its impact on libraries, publishers, and vendors. *Journal of Library Administration*, 52\(1\), 18-35.](#)

Note: July 4 is an academic holiday

Module Seven (7/06-7/08): Assessment and evaluation

- Textbook: Chapter 13: Assessment and Evaluation (pp. 149-162).
- [Julien, H., Gerstel, D., Detlor, B., Rose, T. L., & Serenko, A. \(2022\). Digital literacy training in Canada, part 2: Defining and measuring success. *Library Quarterly*, 92\(1\), 87-100.](#)
- [Zaugg, H. \(2020\). The development, design, and implementation of library assessment framework. *Journal of Library Administration*, 60\(8\), 909-924.](#)
- (Optional) [Welch, A. N., & Wyatt-Baxter, K. \(2018\). Beyond metrics: Connecting academic library makerspace assessment practices with organizational values, *Library Hi Tech*, 36\(2\), 306-318.](#)
- (Optional) [Greenwood, J.T., Watson, A. P., Dennis, M. \(2011\). Ten years of LibQual: A study of qualitative and quantitative survey results at the University of Mississippi 2001-2010. *The Journal of Academic Librarianship*, 37\(4\), 312-318.](#)

Module Eight (7/09-7/12): Marketing

Submit strategic plan part A and peer evaluations

- Textbook: Chapter 5: Customer Service (pp. 59-64) and Chapter 11: Marketing (pp. 119-133).
- [Kinlen, A., & Golding, D. \(2022\). You can't see it! It's electronic! A fictional marketing plan for a public library's unseen resource. *Serials Librarian*, 81\(2\), 213-222.](#)
- [Choi, N. and Joo, S. \(2021\). Understanding public libraries' challenges, motivators, and perceptions toward the use of social media for marketing. *Library Hi Tech*, 39\(2\), 352-367.](#)
- (Optional) [Luo et al. \(2013\). Marketing via social media: A case study. *Library Hi Tech* 31\(3\), 455-466.](#)
- (Optional) [ALA. Libraries Transform Campaign \[take a closer look at any of the resources that interest you\].](#)

Module Nine (7/13-7/15): Development

- Textbook: Chapter 14: Internal and External Environments (pp. 163-171) and Chapter 21: Grants and Grant Applications (pp. 253-266).

- [Saunders, L., & Corning, S. \(2020\). From cooperation to collaboration: Toward a framework for deepening library partnerships. *Journal of Library Administration*, 60\(5\), 453-469.](#)
- (Optional) [Moreland, D., & Kammer, J. \(2020\). School and Public Library Collaboration: Opportunities for Sharing and Community Connections. *Knowledge Quest*, 49\(1\), 41-44.](#)
- (Optional) [Woodward, E. \(2013\). Building a donor base for college and university libraries: Exploiting archives as a foundation for development. *College & Research Libraries News*, 74\(6\), 308-311.](#)
- (Optional) [ALA. Library Fund Raising Annotated Bibliography \[take a closer look at any of the resources that interest you\].](#)

Module Ten (7/16-7/19): Organizational culture

Submit strategic plan part B, stakeholders for presentation, and peer evaluations

- Textbook: Chapter 9: Organizational Communication (pp. 93-102) and Chapter 10: Change Management and Organizational Culture (pp. 103-117).
- [Erickson, S. \(2021\). Communication in a Crisis and the Importance of Authenticity and Transparency. *Journal of Library Administration*, 61\(4\), 476-483.](#)
- (Optional) [Vela, S. \(2018\). Knowledge management, diversity, and professional hierarchies in libraries. *Journal of Library Administration*, 58\(8\), 835-860.](#)
- (Optional) [Michalak, S. C. \(2012\). This changes everything: Transforming the academic library. *Journal of Library Administration*, 52\(5\), 411-423.](#)

Module Eleven (7/20-7/22): Human resources

- Textbook: Chapter 2: Human Resources Management (pp. 21-35), Chapter 3: Mentoring (pp. 37-43), and Chapter 4: Unions (pp. 45-58).
- (Optional) [Heady, C., Fyn, A. F., Foster Kaufman, A., Hosier, A., & Weber, M. \(2020\). Contributory factors to academic librarian turnover: a mixed-methods study. *Journal of Library Administration*, 60\(6\), 579-599.](#)
- (Optional) [Smigielski, E. M., Laning, M. A., & Daniels, C. M. \(2014\). Funding, time, and mentoring: a study of research and publication support practices of ARL member libraries. *Journal of Library Administration*, 54\(4\), 261-276.](#)

Module Twelve (7/23-7/26): Human resources, continued

- [Foy, C. M. \(2021\). Successful Applications of Diversity, Equity, and Inclusion Programming in Various Professional Settings: Strategies to Increase DEI in Libraries. *Journal of Library Administration*, 61\(6\), 676-685.](#)
- [Redd, R. T., Sims, A., & Weekes, T. \(2020\). Framework for change: Creating a diversity strategic plan within an academic library. *Journal of Library Administration*, 60\(3\), 263-281.](#)
- [Jaeger, P. T., Cooke, N. A., Feltis, C., Hamiel, M., Jardine, F., & Shilton, K. \(2015\). The virtuous circle revisited: Injecting diversity, inclusion, rights, justice, and equity into LIS from education to advocacy. *The Library Quarterly*, 85\(2\), 150-171.](#)
- (Optional) [Hill, H. \(2013\). Disability and accessibility in the library and information science literature: A content analysis. *Library & Information Science Research*, 35\(2\), 137-142.](#)

- 📖(Optional) Textbook: Chapter 17: Diversity (pp. 197-206).

Module Thirteen (7/27-7/29): Professionalism

Submit marketing presentation and peer evaluations

- Textbook: Chapter 22: Outsourcing (pp. 267-279).
- [Fraser-Arnott, M. A. \(2019\). Evolving practices and professional identity: How the new ways we work can reshape us as professionals and a profession. *IFLA journal*, 45\(2\), 114-126.](#)
- [Hamerly, D. and Crowley, B. \(2014\). Sustaining professionalism in the fields of library and information studies. *Library Philosophy and Practice*, Paper 1231.](#)
- (Optional) [Fraser-Arnott, M. \(2019\). Personalizing professionalism: The professional identity experiences of LIS graduates in non-library roles. *Journal of Librarianship and Information Science*, 51\(2\), 431-439.](#)
- (Optional) [Barriage, S. \(2013\). Library workers will not be shushed. *Progressive Librarian*, 41\(Fall\), 86-97.](#)

Module Fourteen (7/30-8/02): Facilities

- Textbook: Chapter 18: Facilities Management (pp. 207-215).
- [Johnston, N. \(2022\). Planning a Library of the Future: Incorporating the Student Voice through User Perspectives. *Journal of Library Administration*, 1-21.](#)
- [Ayoung, D. A., Baada, F. N. A., & Baayel, P. \(2021\). Access to library services and facilities by persons with disability: Insights from academic libraries in Ghana. *Journal of Librarianship and Information Science*, 53\(1\), 167-180.](#)
- (Optional) [Otterman, S. \(2019\). New Library Is a \\$41.5 Million Masterpiece. But About Those Stairs, *The New York Times*.](#)
- (Optional) [Gisolfi, P. \(2014\). UpClose: Designing 21st century libraries. *Library Journal*, June 16.](#)

Module Fifteen (8/03-8/05): Information technology management

Submit leadership paper

- Textbook: Chapter 19: Information Technology Management (pp. 217-231).
- [Solomon, L. \(2022\). Overcoming Preconceptions of the Perfect Library Website: Anecdotes versus Research. *Library Technology Reports*, 58\(3\), 5.](#)
- [Breeding, M. \(November/December 2020\). Consolidation of the Library Technology Industry. *Library Technology Reports*, 56\(8\).](#)

📖: Readings that are particularly relevant to the theme of diversity

🔧: Readings that are particularly relevant to the theme of technology