CUA LSC 607 (672) Management (3 Credit Hours)
Fall 2009

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Tuesdays, 5:10PM – 7:40PM
Start Date: September 1      Last Class: December 1      Final Exam: December 15,
          6PM – 8PM

Location: McGivney Hall, Room 004

Office Hours: Immediately following class OR in person by appointment or by
telephone/email

Academic Honesty

Please review the complete texts of the University policy and procedures regarding
Student Academic Dishonesty, including appeals at
http://policies.cua.edu/academicundergrad/integrityfull.cfm

Accommodations for Students with Disabilities

Any student who feels s/he may need an accommodation based on the impact of a
disability should contact the instructor privately to discuss specific needs. The
University’s Disability Support Services (202- 319-5211) will coordinate reasonable
accommodations for students with documented disabilities.

Campus Resources

Center for Academic Success   (202) 319-5018
Counseling Center           (202) 319-5765
Mullen Library (Access Services)   (202) 319-5060

University Grades

The University grading system for graduate students is available at
http://policies.cua.edu/academicgrad//gradesfull.cfm

Reports of grades in courses are available at the end of each term on
http://cardinalstation.cua.edu
Course Description

LSC 607 (672) Management is an “Introduction to the management process and functions as applied to all types of libraries, archives, media, and information centers. Emphasizes the development of competencies (see following paragraph) in utilizing human, financial, and other resources, and working with and through others to achieve effective and efficient organizational performance. “ (CUA SLIS Course Catalog)

This course will enable students to develop leadership and management competencies. These competencies include: strategic management and planning; human resource management; budgeting and financial management, marketing, including promotion; ethical management; leadership, communication, negotiation and teamwork; the management of technology; change and innovation; and the evaluation of organizational processes and programs. (Management competencies adopted by the CUA SLIS faculty March 26, 2008.)

Library and information professionals manage a variety of resources regardless of the type of library or information organization. At all levels of responsibility within an organization, information professionals must be prepared to manage people, time and priorities, financial resources, services, relationships with a wide variety of audiences, and, of course, themselves.

Through readings, this course will introduce students to general management concepts, terminology and practices that are used in different types of libraries and information centers. Class discussions, assignments and the class project will be used to see how general management concepts are applicable to an information organization.

Instructional Methods

Students should be open to learning from their peers, the instructor, the course readings, the processes used to complete assignments, and their ability as graduate students to bring together “lessons learned” from previous courses and life experience. Students should also be open to changing their opinions and positions and they should also be open to a good amount of self-examination as they think about themselves as managers.

It is required that every student participate actively in class discussions, complete readings in the specified timeframe, submit assignments when due, bring value to the team project, and express ideas that are their own and not taken from others without proper attribution.

Any assignment that is submitted late (or in an unacceptable format) without the prior approval of the instructor will be subjected to a “five point penalty” subtracted from the student’s grade.
If relevant, but unplanned, learning opportunities like a special guests or current events present themselves during the semester, we will make every effort to incorporate them into the course.

Last, but not least, the learning environment of the class should be fun and open. Questions and questioning are encouraged. Students should not avoid opportunities to laugh (at themselves in particular) and to think about problem analysis/solving in non-traditional ways.

Students are permitted to eat during the class as long as it is not distracting to their classmates. Cell phones should be turned off. We will have a break at an appropriate time during each class session.

**Required Text**

*Management* (Ninth Edition) by Richard L. Daft (South-Western/ Cengage Learning, 2009)

*Management* is a standard textbook used in many MBA programs in the US. It is a comprehensive, but basic text that will be part of your professional “bookshelf” for many years to come. The topics are presented in a clear manner and the graphics are excellent.

**Recommended Supplementary Text**


**Course Goals**

The purpose of this class is to twofold: to impart knowledge about management philosophies and techniques and to assist students in determining their own interests in management as a career. As current or future managers, students in the course should possess some, if not all, of the following: the self-confidence to be a leader, the humility to know that you can never know everything, strong respect for all of the resources that you may manage, especially staff, an ability to cope well with ambiguity, an ability to communicate well, and an ability to behave like an extrovert even if you’re an introvert.

Management is less about enforcing the rules than knowing how to apply the rules wisely in many different situations. Good management is nuanced and often invisible; bad management is clumsy and very visible. Finally, good management is not the absence of problems; it’s how problems are resolved.
Goals for Student Learning:

At the conclusion of the class, each student should:

✓ Know the leading management thinkers and theories of the 20th and early 21st centuries and how these theories can be practiced in information settings

✓ Know the basic management functions and why each is important

✓ Apply basic management principles to an information organization of his/her choosing

✓ Appreciate that management decisions are highly contextual in nature, but should be based upon solid reasoning and experience

✓ Understand and correctly apply the vocabulary and principles of management

✓ Be aware of his/her own management style, preferences, and areas for improvement

Professional Standards or Competencies Addressed

Please visit the websites of the American Library Association, the Special Libraries Association, the Medical Libraries Association, and the American Association of Law Libraries for professional competencies related to library management in different professional settings.

Course Requirements

Readings and Reflections (15%):

Weekly readings will be assigned from the required textbook, Management by Richard L. Daft, other recommended readings, and/or materials distributed or referred to in class. Students should incorporate principles from the readings into the class discussions and their other assignments.

In advance of every class, students will select an article from library and information science literature that relates to both the specific topic of the week and to their intended area of information practice or interest. The main points of these articles, websites, other materials, or personal interviews should be summarized, with the student’s own thoughts interjected and integrating what has been read in Daft, as well as any other relevant recommended readings. What is submitted weekly should be no longer than three pages,
double-spaced, typed/word processed, and include a full citation to the materials referenced. Use full sentences and proper attribution of any sources consulted. These articles will also be discussed in each class.

**Class Project (30%)**

Students will work collaboratively to develop a management prototype for a library. In consultation with the Instructor, the group will decide the type of library and specific characteristics of the community or organization it is meant to serve. See examples below. The final deliverable will be a written and oral report that addresses mission, strategic plan, staffing, services, technology, workforce attributes, workforce location; marketing and customer relations; financial processes; and professional development of information professionals and support staff.

Examples:

- A public library in a rapidly growing suburb with no central downtown (500,000 Pop.)
- A medical library in a newly established medical school (500 students)
- A school library where many of the students are learning disabled (1,500 students)
- An engineering branch of a university library located in the Middle East where English is the language of instruction (2,000 students)

The Class Project may be suitable for inclusion in the January, 2010 SLIS Research Day. Students should inquire about having their projects included in Research Day activities. Your project may be a formal presentation, a poster presentation, or an informal presentation.

**Class Discussion (20%)**

Everyone is expected to attend every class and participate actively in discussions by analyzing, listening and contributing.

**Self-Evaluation of Management Style (10%)**

During the semester, students will self-administer several instruments designed to identify management styles/types. Near the end of the semester (December 1st class), students will submit a three-page self-evaluation based upon the instrument indicators. This should include comments on the student’s perception of the reliability of the results in terms of his/her own self-image and any insights that the instruments helped the student to realize about him/herself. Also, each student should compare his/her self-
assessment against the professional competencies for their area of librarianship and discuss their professional growth plans.

**Final Written Essay Examination (25%)**

At the last session of the class, December 15th, students will take a final written essay examination covering various topics throughout the semester. Students are expected to take the examination in class; this is not a take home examination. Students will be graded on responses to the questions as well as on strong written communication skills.

### TOPICAL OUTLINE & READINGS

**September 1  Introduction to Management and its History**

**Required:** Daft: Pgs. 2–31; 32-61; Management in Practice: Experiential Exercises, Pgs. 25, 53

**Recommended:** MBIP: Pgs. 3-38

**September 8  Corporate Culture and its Environment; Ethics**

**Required:** Daft: Pgs. 62-93; 128-157; Management in Practice: Experiential Exercises, Pgs. 87, 149

**Recommended:** MBIP: Pgs. 39-52, 165-191

**September 15  Managerial Planning and Goal Setting**

Review and compare Strategic Plans of two libraries in your area of interest. Many libraries post their plans on the Internet. Do not use your current organization. Be prepared to compare and contrast the methodologies, the missions, the goals and objectives. Which do you think is more effective? More achievable? Each student will be expected to make a 10 minute presentation.

Also, please review the literature for materials relating to strategic planning for the type of library you are interested in. There are many publications dealing with planning processes in different types of libraries.

After the break, students should use the time to organize themselves for the class project. Take on various areas of responsibilities for the final report and make a project timeline.
Please introduce yourself to the professional literature of the type of library you have chosen for your project.

**Required:** Daft: Pgs. 209-231

**Recommended:** MBIP: Pgs. 145-164

**September 22  Strategy and Implementation**

**Required:** Daft: Pgs. 184-211; Management in Practice: Experiential Exercise P. 206 (Apply this exercise to your own current or a previous organization)

**Recommended:**

**September 29  Managerial Decision Making**

**Required:** Daft: Pgs.212-241; Management in Practice: Experiential Exercise Pgs. 232-233

**Recommended:** MBIP: Pgs. 125-144

**October 6  Organizational Design, Human Resources, and Diversity**

**Required:** Daft: Pgs.242-275;306-339;340-375; Management in Practice: Experiential Exercises Pgs. 269, 332-333, 365

**Recommended:** MBIP: Pgs. 359-404, 53-78

**October 13  Organizational Behavior and Communication**

**Required:** Daft: Pgs.376-407, 470-501 Management in Practice: Experiential Exercises Pgs.400-402, 494-495

**Recommended:** MBIP: Pgs. 255-292

**Mid-Semester Review of “Muddiest Points”**

**October 20  Leadership, Change, and Innovation**

**Guest Speaker:** Amanda J. Wilson, Director, National Transportation Library, United States Department of Transportation
Required: Daft: Pgs.276-304;408-439; 502-535; Management in Practice: Experiential Exercises Pp. 297, 432-433, 526

Recommended: MBIP: Pgs. 329-355, 107-124

October 27  Motivation

Required:  Daft Pgs.440-469; Management in Practice: Experiential Exercise Pgs. 463-464

Recommended: MBIP: Pgs. 293-327

November 3  Status Report on Class Project

Bring drafts of your report sections to class for class review and group reflection

November 10  Management of Quality and Performance

Required:  Daft Pgs. 536-567; Management in Practice: Experiential Exercise P. 561

Recommended: MBIP: Pgs. 223-254


November 24  Marketing

Required: MBIP: Pgs. 81-105  (Instructor will provide copies if necessary)

Recommended:

Student Management Self-Assessment Due
End of Semester Review of “Muddiest Points”

December 1  Written Class Project Due and Presentation of Oral Report to Panel of Experts

December 8  University Holiday

December 15  Final Written Examination