

Management of Library and Information Systems
Course Agenda 5120 Every Thursday January 13 – April 21
Spring 2005 6PM – 8:30PM

Sheryl Anspaugh and John Lubans, Jr.
Phone and Fax: (919) 493-4979
2507 Sevier Street
Durham, NC 27705
E-mails:
John@Lubans.org
SAnspa@aol.com

Web site: www.lubans.org
Course Introduction and Information

Our mutual objective is for you to learn in depth about management and how organizations work to achieve goals. By the end of the semester you should have well formed answers to questions like: What is "management"? What is a manager and what do they do? Who is a leader? What are followers? What is a bureaucracy? What does a budget have to do with me?

You will find throughout the course that we emphasize our own management philosophy, one that is anchored in our library experience that a team based participatory approach is the best way to achieve a flexible organization, one that is most responsive to change, and one that can achieve the highest productivity. We will be doing several activities in this class that relate to team problem solving and that lead to a better understanding of group dynamics.

Management of libraries, IT departments, or of any organization is complex and multi-faceted.

We will have 14 classes in which to explore this vast and interesting topic. To assure the best use of time, we will need to abide by the operating norms set up by the class on our first day of class.

We propose that if we work hard and come to class well prepared we can have fun, learn a lot about management and ourselves and finish the course by April 21.

NOTES ON ASSIGNMENTS

Readings: There is no textbook. This course requires the reading of 2 dozen articles. We have made copies for each student. There is a photocopying fee of \$10 due on Day 1 or no later than by Day 2. We require you to read all the articles and to be ready to discuss them by the dates indicated – there will be quizzes on the day readings are due.

We will assign an article, one by one, to small groups of students – your team. Each team will:

1. enumerate the significant learnings in the article,
2. the implications for libraries, and
3. lead a short class discussion. Plan on about 8-10 minutes. We suggest you prepare two to three questions or comments to prompt class discussion of your article.

And, each team is to prepare a one page, single spaced, typed summary of the article. Make copies to hand out to the class at the time of your presentation.

DO NOT READ YOUR SUMMARY TO THE CLASS. And, do not waste time discussing the writing style. Instead, argue with the content.

Case studies: Read each case study and spend time thinking about the questions of investigation: who, what, when, where, and why. Push the limits in your exploration of solutions; remember you are not only managers but also leaders!

Budget: You will be part of a team that develops a budget, a narrative and budgetary summary for the current year, the past year and the next year (the request year) and presents it to the class. You will need to know how to figure percentage increases and decreases, and do lots of addition. Begin NOW to look at budgets and what items must be considered including details like utilities, copier paper and staff benefits. One purpose of this exercise is to realize how much it costs to run a library enterprise. You will gain experience in making decisions as to what you will fund and what will not be funded and in defending your decisions. It is also a chance to explore fund-raising opportunities in order to supplement your budget.

Personnel documents: Much of management is people related. You will want to fine-tune your thoughts about typical personnel documents. Make opportunities to look at and reflect about job descriptions and performance appraisal forms. Please begin looking at such documents NOW.

Grades: Grades will be based on homework, quizzes, class attendance and participation, discussion, and one team project and one individual project. Grade percentages:
Quizzes 15%;
Homework 35%;
Participation 20%;
Budget Project 30%.

Homework will be returned by the next class session. At around Day 8 we will give each of you a written progress report. Absences will lower your grade. Being tardy or leaving early from any class will lower your grade. This class is taught experientially – you have to be in class with your fellow students - contributing and participating - to get the most out of it.

An unexcused absence on a day your Reading or Budget team is presenting will result in an F for that assignment.

Homework will be returned with a check mark on it, or a check mark with a plus or a minus next to it. A check is equal to a B. A check plus is equal to an A. A check minus is equal to a C. You may be asked to revise and resubmit work.

Prior to submitting any written work, proof it and read it out loud to yourself or someone else for sense and sound. If it does not sound right because it has incomplete sentences, misspellings or other grammatical problems, revise it. DO NOT submit un-proofed work.

Work received after its due date will receive, at best, a B.

Agenda & class format: The below agenda is fairly fixed. However, depending on length of class discussion and activities there may be revisions. If there are revisions, I will send them to you via e-mail several days ahead of the class.

There will be one ten minute break around the mid-point of each class. Tardiness after a break is the same as coming late to class.

Day 1 January 13, 2004

1. Activity: Simply Paper
2. Introduction of participants and development of group norms - how we will work together in this course: consequences and calling behaviors
3. Introduction to the course, readings, assignments, quizzes and grading.
Development of a group directory to be exchanged for reading report and budget teams.
4. Draw your ideal organization & post. Gallery review.
5. Activity: "Management Inquiry" twice
6. Plus/Delta
7. Day 2 readings teams meet.

READ: Gulick, Barnard

Day 2 January 20

1. Quiz 1 on readings
2. Activity: Egg drop
3. Reading reports: Gulick, Barnard
4. Organizational theory
5. Time permitting: Case Studies: Attitudes
6. Plus/Delta

READ: Merton, Katz and Kahn, Taylor

HOMEWORK: TAKE the "Organizational Culture Index" - **TWICE** and score. Take it the first time as you view the organization with which you are currently or most recently associated. Take it a second time as if you were working in your ideal organization.

WRITE a one page report on what you learned about yourself from this activity and the type of organization culture to which you might be most suited.

WRITE a 250 word paper on YOUR learning from the Egg drop activity. **Due Day 3 January 27.**

Day 3 January 27

1. Quiz 2 on readings
2. Political theory
3. Reading reports: Merton, Katz and Kahn, Taylor
4. Discuss homework: "Organizational Culture Index"
5. Plus/Delta

READ: Lubans: "Sherlock's dog"; "Orchestrating Success (Simone Young)"; and "More than a Game"

Day 4. February 3

1. Quiz 3 on readings
2. Problem solving and mess finding
3. Activity: Fishbowl Pyramid
4. Reading Reports: "Sherlock's dog", "Orchestrating Success (Simone Young)", and "More than a Game"
5. Plus/Delta

HOMEWORK: TAKE the Thomas-Kilmann "Conflict Mode" self-test and score. **WRITE** a 250 word paper re what you learned about yourself.

WRITE a 250 word paper on YOUR learning from the Pyramid activity. **DUE Day 5, Feb 10.**

Day 5. February 10

1. Discuss homework: "Conflict mode instrument"
2. Conflict discussion
3. Social systems model
4. Plus/Delta

READ: Kelley, Kotter, Parkinson

HOMEWORK: Read Steuart and Moran excerpt: "Budgetary Control" (This will be on the Quiz but is not a reading report.)

Day 6 February 17

1. Quiz 4 on readings
2. Budgeting theories, strategies, and aids to calculations
3. Review of budget forms
4. Reading reports: Kelley, Kotter, Parkinson
5. Form budget teams. Develop and defend in an oral and written presentation your library's annual budget. Feedback from last semester's budget teams.

Present on Days 13 & 14, April 14 & 21.

6. Plus/Delta

READ: Campbell, Handy, Marshall

Day 7 February 24

1. Quiz 5 on readings.
2. New roles for leaders and followers
3. LPC test, score.
4. Activity: Followership on display: A role play.
5. Reports on readings: Campbell, Handy, Marshall
6. Plus/Delta

Read: Herzberg, Lubans, "I've Closed My Eyes to the Cold Hard Truth I'm Seeing: Making Performance Appraisal Work", Roethlisberger

Day 8 March 3

1. Quiz 6 on readings
2. Reading reports: Herzberg, Lubans, "Making performance appraisal work", Roethlisberger
3. Activity: Mirage
4. Budgeting and budget team questions; reports on progress.
5. Written progress reports, how you are doing in class.
6. Plus/Delta

READ: Maslow, Follett, McGregor

HOMEWORK: WRITE a 250 word paper on YOUR learning from the Mirage activity. **Due: Day 9, March 10.**

Day 9 March 10

1. Quiz 7 Readings
2. Reading reports Maslow, Follett, McGregor
3. Making Performance Appraisal Work
4. Case studies: Five case studies & skits
5. Plus/Delta

READ: Lubans, "Teams in Libraries," P.G. Wodehouse.

- Spring break: No class March 17 -

Day 10 March 24

1. Quiz 8 readings
2. Reading reports: Lubans, "Teams in Libraries", P. G. Wodehouse.
3. Personnel tools, writing a job description, job announcement, use of critical achievements.
4. Plus/Delta

HOMEWORK:

1. **WRITE** a job description – NOT a job announcement. Pay attention to wording and format. Is it clear, concise? Can the J. D. be used in the performance evaluation to describe what a person is hired to do?
2. "Evaluate" in **writing** an imaginary PROBLEM employee. Use the provided form. What concerns and difficulties do you experience? Take it one step further and hold an imaginary conference with this person, reviewing the performance evaluation you have written about them.
3. **WRITE** out a 90-day critical achievement program to help this imaginary individual improve. Make the goals achievable.
4. **WRITE** a paragraph of your thoughts and insights about each aspect of doing a performance appraisal: include your thinking process in the written evaluation, what happened in the conference and the experience of developing the critical achievements.

Job description, performance appraisal, 90 day critical achievements, and your reflections are due Day 11, March 31.

Day 11 March 31

1. Teams and teamwork
Video
2. Storming
3. Feedback
Self-tests
4. Activity: Money in the Middle
5. Plus/Delta

Homework: WRITE a 250 word reflection on the Money exercise. **Due day 12, April 7.**

Day 12 April 7

1. Discussion and return of personnel homework
2. Activity: "Management Inquiry" revisited
3. Plus/Delta
4. Time for group budget work (60 minutes).
ALL GROUPS REHEARSE your budget. TIME IT. What will the audience hear? Seek clarity. Be confident in your statements, especially the numbers. Your classmates will be supportive, but if they are confused, their support will be hindered. And, your instructors (or your bosses in the future) will take any lack of preparation into account.

Day 13 April 14

1. Team Budget presentations, **first half**. Plan on 10 minutes to present to the class and 5 minutes for questions. The class is an approving agency which you must convince of the merits of your budget. Expect skepticism. Do not ignore the need to convince the approving agency of your budgetary need. Do NOT engage in a discussion of the merits or shortcomings of the assignment during your presentation.

2. Plus/Delta

Day 14 April 21

1. Team Budget presentations, **second half**. See Day 13 elaboration.
2. Group assessments (how did your team work, what worked, what did not?)
Written in class.
3. Closure ceremony. For this bring in some small thing that represents YOUR most important learning in this class, about yourself, or about management.
4. Plus/Delta for semester.