

**LIS 650: Management of Libraries and Information Centers**  
**Summer 2007 | June 12-29, 5-7:40pm**  
**Rich Gazan (gazan@hawaii.edu)**

**Catalog description:** Basic theories and principles of administration for effective management of public, academic, and special libraries and information centers, with emphasis on planning, organizing, staffing, directing, and control. Administrative aspects of public and technical services, facilities, planning, evaluation, public relations, interagency cooperation, and the management of change in bureaucratic organizations.

**Prerequisites:** none

**Program learning objectives:** This course addresses the following LIS Program Goals and Objectives:

1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology;
2. Demonstrate an understanding of the development, organization, and communication of knowledge;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments;
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources;
7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;
8. Demonstrate basic competencies required for instructional program development in particular information environments;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

**Course learning objectives:** After taking this course, students will be able to:

- Understand a range of issues relevant to the management of libraries and information centers, and develop strategies to address these issues in practice.
- Understand basic management theories, terminology and methods.
- Understand the theories and processes involved in managing personnel, resources, facilities and budgets.
- Understand the management challenges unique to different types of libraries and information centers.
- Discuss the historical development and contemporary attributes of various types of libraries and information centers.
- Demonstrate knowledge of, and contribute to, the library management research literature.

### **Professional expectations**

Students are required to follow the highest standards of intellectual and personal honesty throughout their careers at the University of Hawaii, as reflected in the LIS Program guidelines: <http://www.hawaii.edu/slis/students/profexp.html>

### **Research methods**

Some of the research methods used in this course include action research, case studies, content analysis, critical incident analysis, ethnography, naturalistic inquiry, needs assessment and usability studies.

**Required texts**

Gazan, Rich (2007). Library Management Education and Reality: A Clearer Connection. In: Edward D. Garten, Delmus E. Williams and James M. Nyce, eds. *Advances in Library Administration & Organization*, vol. 24. JAI Press, Greenwich, CT. (preprint will be provided)

Harford, Tim (2006). *The Undercover Economist*. Oxford: Oxford University Press (190-197).

Magretta, Joan (2002). *What Management Is*. New York: Free Press.

Perrow, Charles (1985). The Short and Glorious History of Organizational Theory. In Beverly Lynch, ed. *Management Strategies for Libraries: A Basic Reader* (232-247).  
<http://splibrary.mvschools.org/library204/Perrow%20article.htm>

Stueart, Robert D., and Barbara B. Moran (2002; 6th ed.). *Library and Information Center Management*. Greenwood Village, Colo.: Libraries Unlimited.

**Recommended text**

Buckland, Michael (1999). *Library Services in Theory and Context* (2nd ed.; online):  
<http://sunsite.berkeley.edu/Literature/Library/Services/index.html>

**Course outline (subject to change)**

Mon June 11	Kamehameha Day—no class	
Tue June 12	Value creation and the scope of library services	Magretta, intro. and ch. 1 Stueart & Moran, ch. 1
Wed June 13	Development of management thought	Perrow Stueart & Moran, ch. 2
Thu June 14	Strategy and planning	Magretta, ch. 3 Stueart & Moran, chs. 3-4
Fri June 15	Organizational structure and communication	Magretta, ch. 4 Stueart & Moran, chs. 6-7, 13
Mon June 18	Organizational context and culture	Harford Magretta, ch. 2 Stueart & Moran, ch. 5
Tue June 19	Resource allocation	Magretta, ch. 8 Stueart & Moran, ch. 15
Wed June 20	Evaluating content and collections	Magretta, chs. 5-6 Stueart & Moran, ch. 14
Thu June 21	Evaluating programs and services	Gazan
Fri June 22	Staffing and human resources	Stueart & Moran, chs. 8-10
Mon June 25	Leadership	Magretta, ch. 9 Stueart & Moran, chs. 11-12
Tue June 26	Managing innovation and change	Magretta, ch. 7 and epilogue Stueart & Moran, ch. 16
Wed June 27	Project work day	
Thu June 28	Project work day	
Fri June 29	Final presentations and discussion	

## Assignments

### Exercises and participation (10%)

Class discussions and exercises are your chance to contribute to the direction of the class, ask questions and share your experiences. Full marks will be given to students who:

- attend every class meeting
- participate actively and knowledgeably
- initiate discussions and contribute to existing discussions
- contribute to an environment where all students are encouraged to participate

### 'Water cooler' presentation and discussion (30%, due June 18-22)

Each team will choose one of the following course topics in the middle third of the course, and lead an informal 'water cooler' presentation and discussion:

Monday, June 18	Organizational context and culture
Tuesday, June 19	Resource allocation
Wednesday, June 20	Evaluating content and collections
Thursday, June 21	Evaluating programs and services
Friday, June 22	Staffing and human resources

*Before your presentation:* Create an annotated list (one page, single-spaced, including title, bibliographic information and a brief evaluative synopsis) of traditional information resources that would help managers find out more about your topic (don't include required readings). Resources could include professional and academic journals, books, Web sites, listservs and conferences or professional meetings. Then, find **one** less-traditional, non-LIS article or information resource that addresses the issue in a different light. Hand this out (or provide a URL) to the class **the day before** your presentation.

*The day of your presentation:* Give copies of your annotated resource list to the class, then give a 15-20 minute presentation about the topic, and how your less-traditional article informs thinking about the issue. You are encouraged to link your presentation with concepts from the day's readings, but don't spend time summarizing what students have already read. Conclude your presentation with 3-5 takeaways—bullet points that summarize what you think are the most important issues, then lead a 15-20 minute class discussion designed to give students a chance to respond and contribute their ideas. Be as creative as you like with the content and format of the presentation and discussion.

### Rapid prototype project and presentation (40%, due June 29)

The last third of the course will be devoted to a rapid prototype project. Details will be discussed in class.

### Individual assessment of team performance (20%, due June 29)

In a 6-8 page paper, describe and evaluate the work process of the rapid prototype project, and specifically address the following questions: How were decisions made? How was work allocated? Do you feel your skills and interests were used effectively? Who helped or hindered? What could you, your fellow students, and the instructor have done to make the team work more efficiently? **Important:** relate your observations and ideas to concepts from the course readings (include formal citations and a bibliography), and conclude by writing a formal job description of your role in the rapid prototype project.