



Course Syllabus

LI 863XI

Current Issues in Management of Information

Organizations: Public Librarianship

Internet, begins 1/16

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Online Course Login:	https://elearning.emporia.edu
Credit Hours:	2.0
Note:	Course Syllabus May Change

Important Dates for Spring 2013

<i>1/16: First day of class</i>	<i>1/21: Martin Luther King Day (ESU closed)</i>	<i>1/30: Last day to add/drop</i>	<i>3/12: Midterm grades due</i>
<i>3/16-3/24: Spring Break</i>	<i>3/27: Last day to withdraw</i>	<i>5/10: Last day of classes</i>	<i>5/18: Commencement</i>
<i>5/21: Final grades due</i>			

Course Description

A series of special topic seminars to be taken as electives by students desiring to enhance their basic knowledge of management of people, information resources, services and systems in library and information agencies. Each of the seminars draws on the students' synthesis and application of knowledge in the areas of information transfer; psychology of information use, behavioral and communication theory, global information infrastructure, information technology; sociology of information, organization of information, and organization theory and management application.

Course Learning Outcomes

This course is designed to give the student a framework for becoming a leader - particular in management, senior management, or director level - in today's public library by:

Preparing students to analyze the current landscape within the historical context to identify core services with an emphasis on the WHY public libraries choose to do what they do.

Preparing students to understand the administrative role of the implementation of services through an understanding of the current relationships in public libraries between personnel, collections, and other resources - essentially developing an understanding of HOW to accomplish the WHY.

Preparing students to understand the interconnectedness of decisions made in public libraries in an ecosystem approach to facing difficult decisions leaders in today's public libraries must face.

Required Readings

Collins, J. (2001) Good to Great. Harper Business. New York.

Crowley, Bill (2005), "Rediscovering the History of Readers Advisory Service", [Public Libraries](http://www.ala.org/pla/sites/ala.org.pla/files/content/publications/publiclibraries/pastissues/janfeb2005.pdf) 44 (1): 37

Hanson, D (2007) The Business book club: leveraging brand to connect with your business community. RUSA-BRASS - Public Libraries Briefcase.

<http://www.ala.org/rusa/sections/brass/brasspubs/publibbrief/no18april2008>

Kim, W.C & R.A. Mauborgne. (2005) Blue Ocean Strategy. Harvard Business Review. Boston, MA.

Tycksoon, D.A. (1999) What's right with reference. American Libraries. Vol. 30, No. 5.

Mason, R.O. (1990). What is an information professional? Journal of Education for Library and Information Science, 31, no 2, 122-138.

Recommended Readings (optional)

Kelly, M. (2007) Dream Manager. Hyperion, New York.

Pink, D. (2006). A whole new mind. Riverhead Trade. New York.

Learning Activities

All students are required to:

Read the Required Readings

Post and Participate in online text discussions each week - 60% of final grade

Complete two papers as assigned - 20% of final grade

Participation in an online video discussion - 20% of final grade

Assignments

Assignment	Due Date	Points
Weekly Posts	No Later than Thursday 10:00 PM Each Week	45 (3 points per post)

Weekly Replies	No Later than Saturday 10:00 PM Each Week	15 (1 point per post)
Paper One	Monday of Week 8 by 10:00 PM	10
Paper Two	Monday of Week 15 by 10:00 PM	10
Final Live Group Discussion	TBD by Class Availability	20

Course Outline

Week 1

Why are there public libraries today?

Summary: Almost all public libraries are actually created by a law because a library is essentially a taxing district in some form or fashion. This week we focus on what the laws that create libraries actually require a library to be.

Assignments

Post (3 points): Find the law that created your local library and paste what ever the law requires the library to be. (i.e. what does the law say a library specifically has to provide).

Reply (1 point): Comment on at least one colleague's post discussing what you find interesting about a law that creates a public library.

Week 2

The Free to Be You and Me OR What to do with a such a blank slate.

Summary: In almost all cases, there isn't anything that compels a library to do anything, really. Libraries may have expectations when they are created, but essentially we decide WHY we have libraries. Favorite quote: A library can be anything, and that's the problem. So over the years while many government institutions have had a rudder, libraries haven't. Is that good, bad, or something else?

Assignments:

Post (3 points): Go to your local or favorite library and ask a leader (director, branch manager, team leader) what's the most important thing or service that's provided to patrons by his/her library AND what service or thing the library does/provides receives the most use.

Reply (1 point): Comment on what you think is interesting or surprising from the findings of others.

Week 3:

Weeding to Why.

Summary: Given that virtually any service or collection can be provided by today's libraries how do we get to an understanding of core services that make sense under current conditions? We will discuss how a leader decides on a core services and what it means to an organization. In the end, class will be introduced to case studies for three core services that are relevant - in the opinion of the instructor - to current libraries: Readers Advisory, Reference, Access to Entertainment.

Assignments:

Post (3 points): After reading the lecture notes, you may or may not agree with the core services outlined in the case study. If you could add one service to this list would you? What would it be? And Why?

Reply (1 point): Please find a service posted you think should not be a core service in today's public library and explain.

Week 4:

Print Motivation - the secret of Reader's Advisory

Readings: Please have the Crowley and the Hanson articles read prior to this lesson.

Summary: It seems quaint to believe Reader's Advisory is still relevant to modern public libraries, but given the size of budget expense used to support reading why wouldn't we? We'll discuss the evolution of RA and how a person can use it in practical terms in today's library environment. We will also discuss the limitations of a service that may seem more rooted in past than the future of libraries. This will include the role of format and the impact of hardware.

Assignments:

Post (3 points): Give your best sales pitch on why a person should use the library instead of Amazon or another service to pick his or her next book.

Reply (1 point): Post the argument showing the weakness to someone else's posted pitch.

Week 5

Reference - We still do that?

Readings: What's right with reference. Watch Food Service Model for Reference.

Summary: Modern Libraries and reference? Oxymoron? There's Google. There's Wikipedia? Yes but never, ever forget the niche. This week will be about how reference learned to fill a niche - a key point when considering today's library - and knowing when to give something up.

Assignments:

Post (3 points): What information based service would be really neat to have at the library, and what kind of librarian would you need to have to really make it go.

Reply (1 point): What do you think is the weakest point of Food Service Model for Reference.

Week 6

Access to Entertainment - How I learned to love the Internet

Summary: Years ago libraries used to debate the validity of having things in a library that were just for entertainment. Today, we routinely seek out and add entertainment options to boost circulation and connect to patrons. This includes the computers.

Assignments:

Post (3 points): Go to a library during a high use time. Walk around the computer area and count of the total number of computers being used for something other than research (email, gaming, watching videos). Then ask staff what they think computers are most used by patrons to do.

Reply (1 point): Identify something interesting or frightening or soothing you read in one of the posts and explain.

Week 7

**(Note you should be finishing reading Blue Ocean and Good To Great during this time).
Why is the why important? - Laying the foundation for a Post-Hardware Library**

Summary: Libraries can be anything and that's the problem. As future administrators and leaders, you have to have a vision for libraries that has to be more concrete than just give them what they want. To lead, you must discover a vision.

Assignments:

Post (3 Points): What is the single most important service, thing, object that public libraries must provide today? YOU MUST BE SPECIFIC. Access is not specific. Access to great literature is specific. This is meant to be hard and my comments will reflect that ideal.

Reply (1 Point): Please reply to at least one colleague that you feel gave a specific service that you hadn't fully considered before.

Reminder: Paper one will be due next week. This is a paper (5-8 pages) that outlines what you believe are the 3 to 4 Why's for the public library. You should support with research including the future opportunities.

Week 8

PAPER ONE DUE (10 Points)

I did it my way!

Readings: Good to Great should be read by now. Pay special attention to Level 5 Leadership.

Summary: Leaders arrive in libraries from all walks of life and for different reasons. The best leaders know why they are there or figure it out pretty quickly. This is the hard part because it's going to mean standing behind something you believe about public libraries and are willing to perhaps put your career on the line to accomplish. We'll spend some time looking at level 5 leaders and the impact they had on their companies. To be effective today, you need a personal mission statement.

Assignments:

Post (3 points): Post your personal mission statement for why you got into libraries. (Example: mine is - I believe public libraries change people's lives every day through print motivation, specialized reference and access to entertainment).

Reply (1 point): Please select the mission statement (excluding your own) that you think is the most inspiring.

Week 9

How Now Brown Cow : The Art of Modeling

Readings: Please review the posted model of services

Summary: You have decided on the Why for public libraries and now comes the How. Welcome to management. The first order of business is you have to know how your organization works if you hope to lead it. You need a model. What does a reasonable day look like? How much time do you have to devote to things you have to get done (shelving) and things you need to get down (your Why). You have to know if you want to manage in an increasingly difficult climate of today's libraries.

Assignments:

Post (3 points): For 5 days track one activity at your work or at a library. How much time does it take to do as a percentage of the working day? Do you think that's good or bad? Can it be improved?

Reply (1 point): Pick someone else's post and ask the question what would happen if the person didn't do that at all?

Week 10

So you have a model of what the library looks like& Don't forget the Why.

Readings: You should be finished with Blue Ocean Strategy now.

Summary: Today's world is limited. Limited budgets, limited time, limited future? How can we make sense of such a landscape. Operating a public library is one thing. Operating a public library toward a goal requires something totally different. You will need a hierarchy of strategic goals - i.e. the things you most want to get down (hint - it shouldn't be that many). You should be able to boil down the goal(s) to a simple measurement to facilitate communication with staff, and be able to build capacity by limiting or dropping things... Like the Blue Ocean Curve.

Assignments:

Post (3 points): Using the Blue Ocean graphing method take one of the Why's from your first paper and graph it with emphasis on the parts you would raise up, the parts you would eliminate and the parts you would drop down.

Reply (1 point): Please post to the curve that most surprised you.

Week 11

It's still about the people... er patrons... er customers.

Summary: So you know WHY you are a public library and have a sense of HOW you might operate. Whom are you operating toward (another word for it is sales). In business terms you have a product and you need to figure out who might want it, particularly in your community. A community that is changing faster than libraries I might add. (Yes, I know I have turned user-centered on its head. We will discuss why this week).

Assignments:

Post (3 points): Find the best demographic source you can (if you don't know, ask your local librarian) and get an overview of who lives in either your neighborhood or the community you'd like to provide library services.

Reply (1 point): Create one question (it need not be answered) based on the numbers you see from a colleague that a public librarian might ask based on the data.

Week 12

First Who Then What or the Needs of the Many Outweigh the Needs of the Few

Readings: please read the Mason article

Summary: Collins spends a lot of time thinking about the impact of hiring on success. Most managers will tell you privately that 70-80% of their job boils down to hiring the right people. This will be the week we discuss what people are doing today to attract and evaluate candidates for jobs and the hard decisions every public library faces.

Assignment:

Post (3 points): Post a test you'd give to an incoming employee that you believe would shed some light on how good he or she would be for a job in a specific public library field you would implement as a leader in

a public library of today.

Reply (1 point): Please vote (for a colleague's not your own) test you think is the harshest. I will give a bonus point to the winning test.

Week 13

The Eco-System

Reading: Download and review the ecosystem diagram

Summary: You have a WHY and a HOW. You have a way of evaluating talent. You even have a sense of who is in your community and may want your services. Your team comes to you and says - how does this all work together? Your response - it's an ecosystem.

Assignments:

Post (3 points): Pick a library WHY from your first paper and post how you would work the ecosystem model to be on all three levels with services.

Reply (1 point): Which EcoSystem (not including your own) do you think is the best realized. (Bonus point for the system with the most votes).

Week 14

Now it's time to sell - inside and out

Summary: Whether we want to believe this or not, everyone in a public library should be in sales mode. This week will discuss the basics of the sales pitch. It will be based in the WHY and the HOW, be able to be implemented by the people you are hiring for the ecosystem you created. This ability to communicate will be vital to board relations, community relations, and patron relations.

Assignments:

Post (3 points): Please write a sales pitch for one of the whys you'd give to someone based in your ecosystem.

Reply (1 point): Vote for the best sales pitch you read (excluding your own). Winner gets a bonus point.

REMINDER PAPER TWO WILL BE DUE NEXT WEEK.

Week 15

PAPER TWO IS DUE

Paper Two is your treatise on public libraries and your vision for what you will do and how you will get it done for a specific community. It should include the WHY's from your first paper. It should touch on the HOW, the demographic research, the ecosystem you think is available and the people you will recruit to see your vision come to life. In short, this would be your white paper to a board looking to hire a library leader for its organization. (5 to 7 pages)

The Art and Science of Being a Leader - Or How No is My Best Friend

Summary: Full circle - libraries can be anything and that's the problem. You have considered everything in the context of the current library world. You have a why, a how, who's, and an ecosystem. Now you must figure out how to be focused

Assignments:

Post (3 points): What would be the best service or collection a public library could give up tomorrow to

make it stronger?

Reply (1 point): Please vote on which idea you think is best (excluding your own). Bonus point to the winner.

Week 16

FINAL (20 Points)

This will be a scheduled face to screen online event. Each one of you will be given a role to play - board member, staff, community leader to consider a strategic initiative. You will be judged on how well you represent your role in the discussion. Reading will be available two weeks prior along with assigned roles.

END OF SEMESTER.

Grading Criteria

This is a course that is based on a lot of little things more than one big thing. So first and foremost, remember be diligent and things will work out for you.

Posts (45 total points for your grade): Please be specific when putting up your post. Make sure it includes all the materials required and PLAN AHEAD. Some of these posts will require extra work. Any post that is late will received a 1 point dock. Beyond a week late 2 points. In the event of a sickness, please contact the instructor.

Replies (14 total points): Please be specific when doing the replies. I will ask you to both praise and to be critical of each other's work. This is an important skill for any leader. Any post that is late will be docked .5 points. Beyond one week, 1 point will be deducted.

Papers (each is worth 10 points): I expect citations to be done in MLA style, but in both cases these are business documents. They should include an executive summary, an introduction, a body and a conclusion. These are documents you would share in an organization.

Final (20 points): You will be assigned a role to play in a real time online discussion as we wade into a case study in modern day libraries. The breakdown will be as follows:

- 50% - preparation for event as evidenced with the research you bring to your role in the discussion
- 25% - Your ability to disagree in a constructive manner with other points of view at the table
- 25% - Your ability to provide a positive and reasoned response when called upon to state your case.

SLIM Grading Scale*

96 - 100 A	77 - 79 C+
90 - 95 A-	74 - 76 C
87 - 89 B+	70 - 73 D
84 - 86 B	0 - 69 F
80 - 83 B-	

**The SLIM Grading Scale does not apply to pass/fail courses. Instead, each pass/fail course instructor will determine the number of points that must be earned to pass the course successfully.*

SLIM Attendance Policy

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](#) (PDF).

SLIM Grade Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grade Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: <http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until all**

incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [*Policy and Procedures Manual 43.11*]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
211 S Morse Hall
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