

1. LIS 2700: Managing Libraries and Information Systems and Services in Changing Environments

University of Pittsburgh
School of Information Sciences (SIS)
SIS Building Room 403
Tuesdays 3 PM – 5:50 PM
Spring Term 2013

2. James D. “Kip” Currier, PhD, JD Assistant Professor

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4. SYLLABUS

Components of this syllabus are based on a Managing Libraries syllabus created by Dr. Susan Alman.

Unit subject topics, assignments, scheduling, and other course components may be modified as necessary.

5. COURSE DESCRIPTION

Managing Libraries and Information Systems and Services in Changing Environments focuses on key aspects and competencies of library and information center management and leadership.

Librarians and information professionals are routinely responsible for managing people, projects, and resources. Rapid change is an increasing factor facing libraries and information centers and the individuals who manage and lead these institutions. Changing societal demographics, one important facet of this continual change, are challenging librarians and information professionals to better anticipate and address the information needs of the increasingly diverse people who work in libraries and information centers and similarly diverse users who depend upon these institutions for vital resources and services.

Throughout this term we will examine strategies for creating and sustaining inclusive, user-centered organizations and successfully dealing with change through human interaction and varied managerial and leadership styles. Key management and leadership “hot topics” and issues will be explored through lectures, small and large group discussion, live and taped guest speakers at various points throughout the term, readings, listenings, Blackboard postings, online resources, individual and group assignments, and other interactive and reflective activities.

6. COURSE GOAL

The overarching goal of this course is to provide developing librarians and information professionals with an overview and understanding of fundamental persons, theories, resources, services, issues, and competencies that are relevant to and necessary for effective 21st century library and information center management and leadership.

7. LEARNING OUTCOMES

- to identify and define influential management theories and theorists
- to recognize the importance of strategic planning and develop the basic skills needed to create a strategic plan for an organization and effectively work in teams
- to define and examine key management and leadership competencies, such as communication, evaluating, reporting, and managing people, diversity and inclusion, money, facilities, and change
- to analyze the challenges and opportunities of diversity and inclusion and generate tangible action plans for addressing the information needs of diverse user communities and organizations
- to define and assess the challenges and opportunities of varied “hot topics” and issues confronting librarians and information center managers and leaders, such as green technology, accessibility, disaster preparedness, community relations, collaboration and partnerships, financial constraints, and fundraising and development

8. DIVERSITY AND INCLUSION STATEMENT

An important aim of this course is to promote an inclusive learning community that encourages the dynamic, open exchange of ideas and affirms the diversity and dignity of participants and perspectives within a safe and mutually respectful environment.

9. TEACHING PHILOSOPHY STATEMENT

As the course instructor, my teaching goals are to share information and to guide students to seek, find, and critically engage with information that is relevant to this course, their programs of study and professional development, and to promote their individual construction of knowledge and understanding. I am committed to fostering and sustaining an inclusive learning community that is interactive *and* reflective and which encourages students to be active participants in their diverse exploration, discovery, learning, and developmental processes.

10. REQUIRED TEXTS, READINGS, LISTENINGS, WEBSITES, AND ONLINE RESOURCES

The **three required texts** for this course are:

1. **Evans, E., & Ward, P. (2007). 2nd edition. *Management basics for information professionals*.** New York: Neal-Schuman. ISBN-10: 1555705863; ISBN-13: 978-1555705862
2. **Gordon, R. (2004). *The accidental library manager*.** Medford, NJ: Information Today. ISBN-10: 1573872105; ISBN-13: 978-1573872102
3. **Nye, Jr., J. (2008). *The powers to lead*.** New York: Oxford University Press. ISBN-10: 0195335627; ISBN-13: 978-0195335620

These books are purchasable via the **Pitt Book Center**.

You may also purchase these required texts as new or used books via an online bookseller of your choice. **Print and/or e-book versions are fine.**

All three books are on reserve at Hillman Library, too.

You may also borrow library copies of the three texts, if you choose to do so, that you attain on your own.

Additional readings for each week will be listed in weekly folders on the course's Blackboard homepage, e.g. Week 1 Folder, Week 2 Folder, etc. **“REQUIRED Readings” listed in each folder MUST be completed by the next week’s class.** For some weeks additional “RECOMMENDED Readings” may be listed as supplemental resources that students can elect to read but which are not mandatory readings.

In addition to weekly readings, for some weeks students may be required to listen to podcasts and/or familiarize themselves with various websites. As indicated in the syllabus and each weekly module, these items **MUST** also be completed by students by the next week’s class.

Additional online resources to assist with assignments and augment the course objectives, such as a “POSTER PROJECT INFO” content area, will be accessible via the course’s Blackboard site.

11. **KIP CURRIER MANAGEMENT AND LEADERSHIP BLOG:**

The instructor maintains a management and leadership blog as a “resource to support Management and Leadership-related research and teaching, including “LIS 2700: Managing Libraries and Information Systems and Services in Changing Environments”, University of Pittsburgh School of Information Sciences”. The blog is accessible via

<http://kipcurriermanagementleadership.blogspot.com/> and via the course's Blackboard site homepage. The instructor will also discuss some of these blog items in class during a "Management and Leadership in the News" portion of the on-campus session.

Links to additional course-related blogs, **[Kip Currier Diversity and Inclusion Blog](http://kipcurrierdiversityinclusion.blogspot.com/)** <http://kipcurrierdiversityinclusion.blogspot.com/> and **[Kip Currier Ethics Blog](http://kipcurrierethics.blogspot.com/)** <http://kipcurrierethics.blogspot.com/> , are provided on the LIS 2700 Blackboard homepage.

12. BLACKBOARD FORMAT/STRUCTURE

A. BLACKBOARD

This course is supported by a Blackboard (Course Management Software) site. Students must regularly check the class's Blackboard site in order to stay up-to-date on course announcements, weekly reading assignments, etc. Resources are available on this site to aid with assignment preparation. Groups may wish to use Blackboard's wiki and/or blog features to facilitate communication and collaboration on the term-long Group Strategic Plan Assignment or use other social media options, such as Google Docs. Small Discussion Group Forums will also be accessible for students to post their coursework and read and respond to the submissions of other group members. The purpose of this is to promote broader awareness of diverse student perspectives and course-related content. Additional forums for Introductions, Course Questions and Answers, and student postings of course-related FYI's are available on the course's Blackboard site.

B. COURSE STRUCTURE

i. Weekly Folders

A weekly folder will be provided, e.g. Week 1, Week 2, etc. that will contain links the PowerPoint lectures, required and recommended readings, etc.

ii. Discussion Boards

Discussion boards will be provided for class-wide communication and smaller groups, to which each student will be assigned within the first week of class. Additional discussion boards will be available for posting questions, sharing class related FYI news and resources of interest, etc.

iii. Tools

Various Blackboard tools, such as a dedicated assignment forum for each group, will be available for students to use for group project work and communication.

iv. **Modules**

This class will generally employ a modular format of dividing an individual class into varied modules. Hence, a typical week in this course may, as an example, follow this schedule:

Sample modules for class:

1. Lecture presentation by instructor
2. Activity: Class Discussion, Small or Full Group Activity, etc.
3. Guest Speaker(s)
4. [Some weeks] Team presentations

13. **OPTIONAL OFFICE HOURS: BY APPOINTMENT**

Office hours for this course are optional for students. An appointment may be made with the instructor of record for an on-campus or telephone meeting. Students may also email the instructor and/or TA with questions.

14. **COURSE REQUIREMENTS**

A. **CLASS ATTENDANCE AND PARTICIPATION**

i. **IMPORTANT Attendance Requirements:**

a. **Students and Class Sessions**

Attendance is required for all on-campus students and will be taken at each on-campus session. On-campus students are expected to arrive on time for class and stay for the duration of each class. Late arrivals or early departures will be noted and will adversely impact a student's overall class grade.

b. **Students' Blackboard Participation**

Student Blackboard participation will be monitored via the LIS 2700 Blackboard site.

c. **Team Participation**

All students will be **randomly** assigned to a team and have the opportunity to work on a term-long Group Strategic Plan Assignment, for which regular participation will be necessary in order to successfully pass the course. To facilitate effective teamwork, each team will complete a "Group Contract" (see the Group Strategic Plan Assignment at the end of this syllabus for more detail) as to what means the team members will use to communicate with one another (e.g. email, social networking tool, etc.), how often they will communicate, etc.

ii. Expectations and Assessment

All students are expected and required to participate in required course activities and assignments in a timely and consistent manner. Failure to participate will significantly impact a student's grade and may result in failure of the course. A class participation grade for each student will be assessed based on factors that include class attendance, attention to in-class activities, participation in class discussions and activities throughout the duration of the term, and participation in venues applicable for on-campus students in this course.

iii. Rationale

Attendance during class sessions is important for each individual student's learning as well as to contribute to the group learning community. Blackboard site participation is vital for each individual student's learning, as well as to contribute to the group learning community.

iv. Extenuating Circumstances

Serious life circumstances do occur from time to time. If you should experience a serious life event, such as illness or bereavement—which may require submission of corroborating documentation to the instructor—please let the instructor know as soon as possible, so that alternative arrangements may be made, as necessary.

v. Attendance and LIS 2700 Required “Core” Course

Students who do not participate in LIS 2700 activities may not successfully pass the LIS 2700 course, which is a required “core” course for successful completion of the MLIS degree.

vi. Additional Details

Further details about requirements and activities will be provided in class lectures.

B. SUMMARY LIST OF ASSIGNMENTS

SUMMARY LIST OF ASSIGNMENTS

1. [Individual] Management Theorist/Theory Overview: **Due Wed., Feb. 6** (10 points)
2. [Team] Group Strategic Plan Project: **Due Wed., Mar. 6** (30 points)
3. [Team] Presentation of Group Strategic Plan Project (after submission of final plan by 3/6/13), **Randomly Assigned Dates To-Be-Announced** for each team (20 points)
4. [Individual] Virtual Poster on Library Management Issue: **Due Wed., Apr. 3** (25 points)
5. Class Attendance/Participation (15 points)

C. ASSIGNMENT LOGISTICS

i. Context for all assignments/activities in this course

ALL assignments and activities in this course MUST be addressed within the context of libraries and information centers. Students' submissions that do not clearly indicate relevance to this context will have points deducted and/or may be assessed as failing.

ii. Submissions

Submit all written material, unless otherwise directed, via (1) the Assignment link in the Assignments content area on the Blackboard homepage, and (2) to your assigned Small Group Discussion Board.

iii. Naming File Submissions for Assignments

To promote consistency and fast identification of assignments, please use the following format for naming files:

2700YourLastName1stInitialAssgtName e.g. 2700CurrierJMgtTheorist

iv. File Formats

Submit all items as Word documents.

v. Designation of Names on Assignments and All Communication/Correspondence

Students MUST write (1) the Assignment name and (2) their first and last name on the assignment submission, in order to facilitate speedy and unambiguous identification by the instructor. Assignments that are submitted without names will have one (1) point deducted for such omissions. For group assignments, list the names of all group members on any submission(s), or one (1) point will be deducted for such omissions.

15. POLICIES

A. CULTURAL NORMS AND CIVILITY

Students in this course are expected to adopt and practice the following cultural norms: exercise civility both in the classroom and in electronic forums; class attendance; active participation (including, but not limited to, refraining from: reading/composing/sending email and Instant Messages, social networking of any kind, using electronic devices to work on coursework for this course or any other course as well as *any* other activities, gaming and puzzles, reading, sidebar conversations, knitting, sleeping in class, etc.); civil discourse during class discussions and on electronic class discussion boards; refraining from creating distractions while someone else is speaking (e.g. instructor, guest speaker, fellow student); respect for different viewpoints; completion of and reflection upon all required readings;

critical thinking; timely submission of assignments and attention to submission requirements; intellectual curiosity; intellectual humility; and maintaining awareness of current issues and developments in the LIS field.

B. SOCIAL NETWORKING AND ELECTRONIC DEVICES

i. Cell phones, text messaging, and other electronic communication devices

Cell phones must be turned off while in class. Special circumstances must be discussed with the instructor and permission sought for keeping a cell phone on vibrate. Doing email, text messaging, etc. while in class is not permissible. Other electronic communication devices and social networking activities are also subject to these policies; see also B ii below. Students violating these policies will be asked to leave the classroom, will have points deducted, may be referred to Pitt SIS administration, and may fail the course.

ii. Laptops and other electronic devices

Laptop computers may only be used for taking notes while in the classroom. Impermissible laptop use in the classroom includes but is not limited to: Internet surfing, social networking, shopping, gaming, reading, and writing other than note-taking for this course. Abuse of this permission to use laptops solely for note-taking will result (1) in a student being banned from using his or her laptop in class and (2) class participation point deductions. Other electronic devices, such as PDA's, Blackberries, etc., are also subject to these policies.

C. DEADLINES AND LATE ASSIGNMENT POLICY; EXTENUATING CIRCUMSTANCES; INDIVIDUAL AND GROUP ASSIGNMENT SUBMISSIONS

Assignments must be submitted by 11:59 PM (Eastern Time Zone, or your applicable time zone) on the day they are due (see summary list of assignments for due dates).

Assignments that are submitted after the due date will be marked down (a) five (5) points for each day of lateness for 15-30 point assignments, or (b) two (2) points for each day of lateness for 5-10 point assignments. **NO CREDIT WILL BE GIVEN FOR ASSIGNMENTS SUBMITTED MORE THAN TWO (2) DAYS PAST THE SUBMISSION DEADLINE, UNLESS THE INSTRUCTOR DETERMINES THAT EXTENUATING CIRCUMSTANCES APPLY.** For example, an assignment submission due by Wed., Feb. 6th at 11:59 PM would receive no points if submitted AFTER Fri., Feb. 8th.

If **serious, extenuating circumstances** interfere with a student's ability to submit an assignment on time (e.g. pregnancy/childbirth issue; serious illness; bereavement; accident; "Act of God", such as verifiable weather emergency, fire or flood at one's residence), it is the student's responsibility to contact the instructor and Teaching Assistant as soon as possible. **The instructor shall determine if an extenuating circumstance applies and may require the student to submit corroborating documentation.**

- **Forgetting the due date of an assignment; forgetting to complete an *entire* assignment; recording in one's calendar the incorrect date for an assignment's submission; doing the wrong assignment; not submitting the assignment to the designated place(s); being busy with work at one's place of employment; being away at a conference, job interview, family event, or on vacation; being "stressed" (unless medical documentation and/or a Pitt Disability Resource Services office accommodation is/are provided); being on academic probation and/or being in academic jeopardy and needing to pass the course in order to graduate, etc.--as some sample situations, but not an exhaustive list--are NOT examples of extenuating circumstances.**

NO MAKE-UP ASSIGNMENTS OR "EXTRA CREDIT" ASSIGNMENTS WILL BE ALLOWED.

These policies are in effect to promote fairness and consistency for all students in the course.

Assignments that are submitted after a due date will be marked down. If the instructor determines that extenuating circumstances apply, such factors may be taken into account by the instructor in determining whether points will be deducted for late submission and how many points may be deducted.

Please note that for group assignments all members in the group are responsible for ensuring that each group's assignments are submitted on time. Failure to do so will result in point deductions.

Grading philosophy: A key principle undergirding the pedagogy and grading of student work in this course is that each student *earns* her/his grades, as opposed to being *given* her/his grades, via the submissions and contributions made by each student, per the grading requirements. Hence, it is the responsibility of each student to ensure that she/he is meeting all requirements and expectations for the course, in order to successfully pass the course.

D. POLICY ON EVALUATION/GRADING OF WRITING

Standard, grammatical English is essential for coherent, professional communication. Please spell-check and grammar-check all submitted assignments and postings. Proofreading is a vital part of the process of producing coherent, well-organized, and professional writing. When possible, it is recommended, but not required, that you have your writing proofread by another person.

Writing style: a semi-formal tone is recommended for your assignments. Please use complete sentences, correct grammar, punctuation, standard spelling, inclusive language, etc.

Structured writing is also essential for successful completion of assignments, e.g. introduction, logically constructed, clearly understandable paragraphs, conclusions, and citations as appropriate throughout the writing. Credit will not be given for writing that is solely of a "book report" nature and/or that excessively quotes from source materials without

providing the student's own analysis, synthesis, and expression of his or her reasoned reflections and authoritatively-supported observations and opinions.

IMPORTANT: Point deductions will be taken for submitted assignments that contain grammatical and other writing-related errors, as well as assignment submissions that do not satisfy the assignment requirements.

E. GRADING POLICY

i. General Grading Policy Statement

A grade of "A" is attainable, but it is awarded to those students whose performance in the course is outstanding. An "A-" is a high grade awarded to students whose work is excellent. Grades are not debatable with the instructor. **Students must earn a grade of B (84 points out of 100) or higher for this elective course to count toward their degrees.**

ii. Grading Scale

95-100	A
90-94.99	A-
87-89.99	B+
84-86.99	B
80-83.99	B-
77-79.99	C+
74-76.99	C
70-73.99	C-
67-69.99	D+
64-66.99	D
60-63.99	D-
00-59.99	F

F. INCOMPLETE GRADES (G) POLICY

Incomplete Grades (G) are granted for extenuating circumstances at the sole discretion of the instructor. If you anticipate needing and warranting an incomplete grade (G), please see the instructor as soon as possible. Any student seeking a G grade may be required to submit corroborating documentation (e.g. physician's supporting documentation) to the instructor.

G. ACADEMIC INTEGRITY POLICY

Students in this course are required and expected to comply with the University of Pittsburgh's Policy on Academic Integrity (see SIS policy below). Anti-plagiarism software may be used to monitor for instances of plagiarism in student submissions. Any student suspected of violating this policy for any reason during the term will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. If it is determined that a student has violated the policy on academic integrity, he or she will fail the course.

Academic Integrity (for full SIS policy and information on Adjudication see <http://www.ischool.pitt.edu/about/academic-integrity.php>)
Students and Faculty Obligations and Hearing Procedures

This document supplements the *University of Pittsburgh's Guidelines on Academic Integrity*. No attempt to use it should be made without consulting the parent document.

Effective September 1991 and Revised September 1995

Academic Integrity: Student Obligations | Academic Integrity: Faculty Obligations (See Also: Pitt's Guidelines on Academic Integrity)

ACADEMIC INTEGRITY: STUDENT OBLIGATIONS

I. STUDENT OBLIGATIONS

A student has an obligation to exhibit honesty and to respect the ethical standards of the library and information professions in carrying out his or her academic assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if he or she:*

1. Refers during an academic evaluation to materials or sources or employs devices not authorized by the instructor.
2. Provides assistance during an academic evaluation to another person in a manner not authorized by the instructor.
3. Receives assistance during academic evaluation from another person in a manner not authorized by the instructor.
4. Engages in unauthorized possession, buying, selling, obtaining, or using a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
5. Acts as a substitute for another person in any academic evaluation process.
6. Utilizes a substitute in any academic evaluation procedure.
7. Practices any form of deceit in an academic evaluation proceeding.
8. Depends on the aid of others in a manner expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
9. Provides aid to another person, knowing such aid is expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
10. Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgement of sources.
11. Submits the work of another person in a manner which represents the work to be one's own.

12. Knowingly permits one's work to be submitted by another person without the instructor's authorization.
13. Attempts to influence or change one's academic evaluation or record for reasons other than achievement or merit.
14. Indulges, during a class (or examination) session in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the instructor or fellow students.
15. Fails to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to another student, or any other breach of a student's obligation to exhibit honesty.
16. Violates the canons of ethics of the library and information professions.

H. DISABILITY SERVICES; STUDENTS WITH SPECIAL NEEDS: PHYSICAL OR LEARNING IMPAIRMENTS

If you have a disability for which you are or may be requesting accommodation(s), you **MUST** contact both the instructor and the Office of Disability Resources and Services (DRS), 216 William Pitt Union (412-648-7890/TTY:412-383-7366) within the first two weeks of the term. You should also consult the office's website www.drs.pitt.edu. DRS will verify your disability and determine whether reasonable accommodation(s) for this course are warranted. **It is the responsibility of any student seeking accommodation(s) for this course to present any necessary documentation to the instructor by Friday, January 18, 2013.**

I. Severe Weather Conditions/"Acts of God", Unusual and Exigent Circumstances

Occasionally severe weather conditions (e.g. icy, snowy, or blizzard conditions, rainstorms, flooding, landslides) and other "Acts of God" (i.e. force majeure), as well as unusual circumstances such as state and national emergencies, city-wide special events, exigent circumstances, anticipated or unanticipated traffic stoppages or road closures, etc. may necessitate class cancellation(s). In such events, the instructor will make every effort to communicate such cancellations to students and Teaching Assistants for this course. However, depending on the type of situation, communication may not always be possible. Such events may also require adjustments to class schedules, assignments, readings, etc. and the instructor reserves the right to make such changes as necessary.

J. Emergency Notification

Students and Teaching Assistants should ensure that they are registered with the university's Emergency Notification System to facilitate their expedient awareness of urgent situations that may impact their welfare and schedules:

"The University's Emergency Notification Service will be used to communicate with subscribers through voice, text, and email messages, as deemed appropriate in the event of an emergency. All University students, faculty, and staff are eligible to subscribe. Each subscriber can designate up to three contact numbers and specify

text and/or voice messages. The Quick Test features [sic] enables you to send a test message to your wireless device. The Emergency Notification Service is designed for use with portable devices and is only one aspect of a layered approach to notifying the University community of emergencies.” (<http://technology.pitt.edu/portal/emergency-notification.html>)

16. ASSISTANCE

A. WRITING HELP

The University of Pittsburgh’s Writing Center provides free consulting assistance for students (e.g. guidance and support).

For Writing Center information, see <http://www.wac.pitt.edu/writingcenter/>.

B. COMPUTER AND TECHNICAL HELP

Students who experience computer and technical problems should contact the University of Pittsburgh Technology Help Desk at 412-624-HELP [4357] or via <http://technology.pitt.edu/help.html> .

Some computer and technical issues, such as with the Blackboard course management software system, may necessitate students contacting Pitt’s Center for Instructional Design and Distance Education (CIDDE) at (412) 624-3335 or via cidde@pitt.edu. See <http://www.cidde.pitt.edu/> .

C. INTERNATIONAL STUDENTS

Pitt’s Office of International Services (OIS) maintains a website, <http://www.ois.pitt.edu/>, with a wide range of helpful information.

D. COUNSELING CENTER

The University of Pittsburgh “Counseling Center provides personal and academic counseling to nearly 2,000 undergraduate and graduate students at the University of Pittsburgh. The Center is staffed by psychologists, counselors, social workers, a psychiatrist, and pre-doctoral interns, and the services rendered to students are free and confidential.” See <http://www.counseling.pitt.edu/> .

University Counseling Center
334 William Pitt Union
Pittsburgh, PA 15260
(412) 648-7930

17. COURSE SCHEDULE:

Week 1, Tues., Jan. 8th:

Class Introductions, Course Overview, and Syllabus Review

[Readings listed for each week are to be completed by the start of the next class session. For example, the Week 1 readings listed below **MUST** be completed by the start of the Week 2 class session.]

REQUIRED Readings:

Evans, G., & Ward, P. (2007). *Management basics for information professionals*.
Chapter 1: Introduction, 1-14.
Chapter 2: Management Concepts, 15-38.
New York: Neal-Schuman.

Gordon, R. (2004). *The accidental library manager*. Chapter 1: Becoming a Library Manager, 1-27. Medford, NJ: Information Today.

Nye, Jr., J. (2008). *The powers to lead*. Chapter 1: Leadership, 1-25. New York: Oxford University Press.

Week 2: Tues., Jan. 15th:

Strategic Planning, Part 1

REQUIRED Readings:

Bryant, A. (October 13, 2012). Corner Office: Interview with Christopher J. Nassetta: President and Chief Executive of Hilton Worldwide; On a busy road, a company needs guardrails. *New York Times*.
<http://www.nytimes.com/2012/10/14/business/christopher-nassetta-of-hilton-on-focusing-its-values.html> [Access via ULS databases]

Dewan, S. (March 21, 2012). McDonald's says its chief will retire this summer. *New York Times*. http://www.nytimes.com/2012/03/22/business/mcdonalds-chief-jim-skinner-to-retire-this-summer.html?_r=0&adxnnl=1&adxnnlx=1357923907-Y9h2K11f212e0H7OCaZmMQ [Access via Pitt ULS databases]

DiMattia, E. (January 14, 2013). Leadership vs. Management: Focus on Leadership and Management. *Library Journal*. <http://lj.libraryjournal.com/2013/01/opinion/focus-on-leadership-and-management/leadership-vs-management-focus-on-leadership-and-management/>

Evans, G., & Ward, P. (2007). *Management basics for information professionals*.
Chapter 8: The Planning Process, 145-164. New York: Neal-Schuman.

Gordon, R. (2004). *The accidental library manager*. Chapter 11: Theories of Management, 259-287. Medford, NJ: Information Today.

Hill, L., & Lineback, K. (January/February 2011). Are you a good boss – or a great one? *Harvard Business Review*. [Access via ULS databases]

Kotter, J. (January 9, 2013). Management is (still) not leadership. *Harvard Business Review*. <http://blogs.hbr.org/kotter/2013/01/management-is-still-not-leadership.html>

Nye, Jr., J. (2008). *The powers to lead*. Chapter 2: Leadership and Power, 27-52. New York: Oxford University Press.

O'Brien, K. (May 4, 2012). How McDonald's came back bigger than ever. *New York Times*. http://www.nytimes.com/2012/05/06/magazine/how-mcdonalds-came-back-bigger-than-ever.html?pagewanted=all&_r=0 [Access via Pitt ULS databases]

REQUIRED Websites to examine:

American Library Association (ALA) Strategic Plan 2011-2015.
http://www.ala.org/ala/aboutala/missionhistory/plan/strategic%20plan%202015%20documents/cd_36.2_2015_strateg.pdf

Association of Research Libraries (ARL), Responsibilities for Managing the Strategic Plan. <http://www.arl.org/arl/governance/strat-plan/responsibilities.shtml>

Association of Research Libraries (ARL) Strategic Plan 2010-2012.
www.arl.org/bm~doc/strategic-plan-2010-2012.pdf

The ARL [Association of Research Libraries] 2030 Scenarios: A User's Guide for Research Libraries. <http://www.arl.org/bm~doc/arl-2030-scenarios-users-guide.pdf>

The British Library's Strategy 2011-2015.
<http://www.bl.uk/aboutus/stratpolprog/strategy1115/index.html>

Carnegie Library of Pittsburgh Strategic Plan, 2013-2017.
<http://www.carnegielibrary.org/about/strategicplan/>

Durham County Library Strategic Plan (5/5/09)
http://www.durhamcountylibrary.org/strategic_plan.php

Wiki for Durham County Library Strategic Plan:
<http://dclstrategicplan.pbworks.com/>

Library of Congress Strategic Plan, 2011-2016.
<http://www.loc.gov/about/strategicplan/strategicplan2011-2016.pdf>

Smithsonian Institution Strategic Plan 2010-2015: Inspiring Generations Through Knowledge and Discovery.

http://www.si.edu/content/pdf/about/si_strategic_plan_2010-2015.pdf

Special Libraries Association (SLA) Strategic Plan
(Adopted June 2000).

<http://www.sla.org/content/resources/leadcenter/leadresour/traimanual/Straplan.cfm>

Week 3: Tues., Jan. 22nd:

Strategic Planning, Part 2;

Diversity and Inclusion;

Organizational Culture

- ❖ **Asynchronous video lecture: Guest Speaker: Ms. Candi Castleberry-Singleton**, UPMC Chief Inclusion and Diversity Officer, Guest Talk for LIS 2700: Managing Libraries class on April 8, 2010

REQUIRED Readings:

Bryant, A. (January 9, 2010). Corner Office: Interview with Tony Hsieh: Chief Executive of Zappos.com; O.K., On a scale of 1 to 10, how weird are you? *New York Times*. <http://www.nytimes.com/2010/01/10/business/10corner.html?pagewanted=all> [Access via ULS databases]

Castleberry-Singleton, C. (2009). From bolted-on to built-in: Diversity management and intergroup leadership in U.S. corporations. In Todd, P. (Ed.), *Crossing the divide : intergroup leadership in a world of difference*. Boston, MA: Harvard Business Press.187-202. [See PDF]

Evans, G., & Ward, P. (2008). *Management basics for information professionals*. Chapter 4: Managing Diversity, 53-78. New York: Neal-Schuman.

Fertik, M. (Jan. 19, 2011). Managing and motivating employees in their twenties. *Harvard Business Review*.

http://blogs.hbr.org/cs/2011/01/managing_employees_in_their_tw.html

Kotter, J. (September 27, 2012). The key to changing organizational culture. *Forbes*. <http://www.forbes.com/sites/johnkotter/2012/09/27/the-key-to-changing-organizational-culture/>

Llopis, G. (January 7, 2013). Diversity management is outdated and needs a new approach. *Forbes*. <http://www.forbes.com/sites/glennllopis/2013/01/07/diversity-management-is-outdated-and-demands-a-new-approach/>

Miller, C., Rainie, L., Purcell, K., Mitchell, A., Rosentiel, T. (September 26, 2012). How people get local news and information in different communities (Summary of Findings).

Pew Internet & American Life Project.

<http://www.pewinternet.org/Reports/2012/Communities-and-Local-News/Summary-of-Findings.aspx>

Nye, Jr., J. (2008). *The powers to lead*. Chapter 3: Types and Skills, 53-84. New York: Oxford University Press.

Winston, M. (Summer 2010). Managing diversity. *Library Leadership & Management*. [See PDF]

RECOMMENDED Readings:

Knapp, J., Snaveley, L., & Klimczyk, L. (February 28, 2012). Speaking up: Empowering individuals to promote tolerance in the academic library. *Library Leadership & Management*, 26(1). <http://journals.tdl.org/llm1/article/view/5508/5849>

Kreitz, P. (2008). Best practices for managing organizational diversity. *Journal of Academic Librarianship*, 34(2), 101-120. [Access via ULS databases]

Martin, J. (2006). That's the way we do things around here: An overview of organizational culture. *Electronic Journal of Academic and Special Librarianship*, 7(1). [Access via Pitt ULS databases]

Linn, M. (2008). Library strategies: Organizational culture: an important factor to consider. *Bottom Line: Managing Library Finances*, 21(3), 88-93. [Access via Pitt ULS databases]

Saulny, S. (Jan. 30, 2011). Black? White? Asian? More young Americans choose all of the above. *New York Times*. [Access via Pitt ULS databases]

Tatum, B. (2000). The complexity of identity: 'Who' am I? *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism*. New York: Routledge, 9-14. [See PDF]

Tierney, W. (2008). Chapter 3: Organizational culture in higher education. 23-44. In *The impact of culture on organizational decision making: Theory and practice in higher education*. [See PDF]

REQUIRED Websites to examine:

American Library Association (ALA) Office for Diversity:
<http://ala.org/ala/aboutala/offices/diversity/index.cfm>

Association for Research Libraries (ARL) Initiative to Recruit a Diverse Workforce (IRDW):
<http://www.arl.org/diversity/init/index.shtml>

Special Libraries Association (SLA) Diversity Leadership Development Program Committee:

<http://www.sla.org/content/community/committe/divers.cfm>

UPMC, Center for Inclusion in Healthcare:

<http://www.upmc.com/aboutupmc/CommunityCitizenship/inclusion/Pages/default.aspx>

UPMC, Dignity and Respect Campaign:

<http://www.upmc.com/aboutupmc/CommunityCitizenship/inclusion/Pages/inclusion-focus.aspx>

UPMC, Dignity and Respect Brochure, 30 Tips to Promote Dignity and Respect:

http://www.upmc.com/aboutupmc/CommunityCitizenship/inclusion/Documents/dignity_respect_brochure.pdf

Week 4: Tues., Jan. 29th:

**Managing and Leading People;
Personnel and Human Resources Management**

REQUIRED Readings and Listenings:

Bryant, A. (April 10, 2010). Corner Office: Interview with Jilly Stephens: Executive Director of City Harvest; Rah-rah isn't for everyone. *New York Times*.

<http://www.nytimes.com/2010/04/11/business/11corner.html?pagewanted=all> [Access via ULS databases]

Clark, D. (January 10, 2013). Why great leaders make bad managers—and that's OK. *Forbes*. <http://www.forbes.com/sites/dorieclark/2013/01/10/why-great-leaders-make-bad-managers-and-thats-ok/>

Evans, G., & Ward, P. (2008). *Management basics for information professionals*. Chapter 15: Managing People, 359-404. New York: Neal-Schuman.

Gallo, A. (May 27, 2010). How to prevent hiring disasters. *Harvard Business Review*. <http://blogs.hbr.org/hmu/2010/05/how-to-prevent-hiring-disaster.html>

Gordon, R. (2004). *The accidental library manager*. Chapter 3: Managing People: Personnel Issues, 57-89. Medford, NJ: Information Today.

Gordon, R. (2004). *The accidental library manager*. Chapter 4: Managing People: Managing Different Groups, 91-112. Medford, NJ: Information Today.

LaGuardia, C. (November 28, 2012). Interviewing across the generations. *Library Journal*. <http://lj.libraryjournal.com/2012/11/opinion/not-dead-yet/interviewing-across->

[the-generations-not-dead-yet/](#)

NPR, Morning Edition. (January 29, 2010). Can Bosses Do That? As It Turns Out, Yes They Can. <http://www.npr.org/templates/story/story.php?storyId=123024596>

Listen to the podcast via

<http://www.npr.org/templates/player/mediaPlayer.html?action=1&t=1&islist=false&id=123024596&m=123098924>

Nye, Jr., J. (2008). *The powers to lead*. Chapter 4: Contextual Intelligence, 85-108. New York: Oxford University Press.

RECOMMENDED Readings:

Harro, B. (2000). *Readings for Diversity and Social Justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism*. New York: Routledge, 35-66. [See PDF]

Week 5: Tues., Feb. 5th:

Communicating by Managers and Leaders

- ❖ **Guest Speaker: Ms. Karen Liljequist**, MLIS, Pitt SIS alumna; Librarian, The Children's Institute, Pittsburgh, PA

REQUIRED Readings:

Bendekovic, D. (August 16, 2012). Leadership is not a static endeavor: Lead the change. *Library Journal*. <http://lj.libraryjournal.com/2012/08/managing-libraries/lead-the-change/leadership-is-not-a-static-endeavor-lead-the-change/>

Bryant, A. (June 12, 2010). Corner Office: Interview with Niki Leondakis: Chief Operating Office of Kimpton Hotels and Restaurants; O.K., newbies, bring out the hula hoops. *New York Times*.
<http://www.nytimes.com/2010/06/13/business/13corner.html?pagewanted=all> [Access via ULS databases]

DeLong, T. (August 26, 2011). Stop ignoring the stalwart worker. *Harvard Business Review*. <http://blogs.hbr.org/hbsfaculty/2011/08/stop-ignoring-the-stalwart-wor.html>

Evans, G., & Ward, P. (2008). *Management basics for information professionals*. Chapter 12: Communication, 255-292. New York: Neal-Schuman.

Kelley, M. (January 23, 2012). ALA Midwinter 2012: When looking for a job, remember to smile. *Library Journal*. <http://lj.libraryjournal.com/2012/01/careers/ala-midwinter-2012-when-looking-for-a-job-remember-to-smile/>

Nye, Jr., J. (2008). *The powers to lead*. Chapter 5: Good and Bad Leaders, 109-145, and Appendix: Leadership: A Dozen Quick Take-Aways. New York: Oxford University Press.

Porath, C., & Pearson, C. (January – February 2013). The price of incivility. *Harvard Business Review – The Magazine*. <http://hbr.org/2013/01/the-price-of-incivility/ar/1>

Schwartz, M. (August 14, 2012). Lead the change: Preparing today's leaders for tomorrow's challenges. *Library Journal*. <http://lj.libraryjournal.com/2012/08/managing-libraries/lead-the-change-preparing-todays-leaders-for-tomorrows-challenges/>

RECOMMENDED Readings:

Pallotta, D. (Dec. 21, 2010). How to fix misunderstandings at work and in life. *Harvard Business Review*. <http://blogs.hbr.org/pallotta/2010/12/communicate-with-humanity.html>

Sadri, G. & Tran, H. (2002). Managing your diverse workforce through improved communication. *Journal of Management Development*, 21, 227–237.

Week 6: Tues., Feb. 12th: Managing Change

- ❖ **Guest Speaker: Ms. Karen Rossi**, MLIS, Pitt SIS alumna; Department Head and Manager, Carnegie Library of Pittsburgh – Downtown and Business Branch, Pittsburgh, PA

Professional Associations

REQUIRED Readings:

Bryant, A. (December 17, 2011). Corner Office: Interview with Geoffrey Canada: President and C.E.O of the nonprofit Harlem Children's Zone; To stay great, never forget your basics. *New York Times*. <http://www.nytimes.com/2011/12/18/business/geoffrey-canada-of-harlem-childrens-zone-on-remembering-basics.html?pagewanted=all> [Access via ULS databases]

Conant, D. (July 28, 2011). How to make diversity and inclusion real. *Harvard Business Review*. http://blogs.hbr.org/cs/2011/07/how_to_make_diversity_and_incl.html

Evans, G., & Ward, P. (2008). *Management basics for information professionals*. Chapter 6: Change and Innovation, 107-124. New York: Neal-Schuman.

Fister, B. (January 10, 2013). Mission creep and mission criticality. *Library Journal*. <http://lj.libraryjournal.com/2013/01/opinion/peer-to-peer-review/mission-creep-and-mission-criticality-peer-to-peer-review/>

Gordon, R. (2004). *The accidental library manager*. Chapter 8: Managing Change, 183-201. Medford, NJ: Information Today.

Library Journal. (September 20, 2012). Voices from the Joint Conference of Librarians of Color. <http://lj.libraryjournal.com/2012/09/organizations/voices-from-the-joint-conference-of-librarians-of-color/>

Porter, B. (Fall 2010). Managing with emotional intelligence. *Library Leadership & Management*, 24(4). <http://journals.tdl.org/llm1/article/view/1857/1130>

Rouse, H., & Worland, J. (April 4, 2012). Future of Harvard libraries uncertain. *Harvard Crimson*. <http://www.thecrimson.com/article/2012/4/19/library-concerns-communication-fac/>

RECOMMENDED Readings:

Shumaker, D. (2009). Who let the librarians out? Embedded librarianship and the library manager. *Reference & User Services Quarterly* 48(3). 239-42, 257. [PDF available via Pitt ULS e-journal]

Week 7: Tues., Feb. 19th: Leadership

- ❖ **Guest Speaker: Professor Sheila Corral**, Chair, Library and Information Science Program, University of Pittsburgh School of Information Sciences, Pittsburgh, PA

Barden, D. (January 14, 2013). Seeking a different sort of leader. *Chronicle of Higher Education*. <http://chronicle.com/article/Seeking-a-Different-Sort-of/136605/>

Bernstein, J. (October 10, 2012). The education of Tony Marx. *New York Times*. http://www.nytimes.com/2012/10/11/fashion/tony-marxs-challenges-running-the-new-york-public-library.html?src=rechp&_r=0 [Access via Pitt ULS databases]

Bryant, A. (March 27, 2010). Corner Office: Interview with Debra L. Lee: Chairwoman and Chief Executive of BET Networks; Sometimes, you have to say 'my,' not 'our'. *New York Times*. http://www.nytimes.com/2010/03/28/business/28corners.html?pagewanted=all&_r=0 [Access via ULS databases]

Evans, G., & Ward, P. (2008). *Management basics for information professionals*. Chapter 14: Leadership, 329-355. New York: Neal-Schuman.

Gordon, R. (2004). *The accidental library manager*. Chapter 5: Managing People: Communication and Leadership, 113-143. Medford, NJ: Information Today.

Jensen, E. (December 4, 2011). New NPR chief faces tough landscape. *New York Times*. <http://www.nytimes.com/2011/12/05/business/media/new-npr-chief-faces-challenges-on-all-sides.html> [Access via Pitt ULS databases]

Lo, L. (May 1, 2012). A conversation with incoming ALA President Maureen Sullivan. *Library Leadership & Management*, 26(2).
<http://journals.tdl.org/llm1/article/view/6302/5952>

Wheeler, M. (December 27, 2012). Remembering Clara Stanton Jones. *Library Journal*. <http://lj.libraryjournal.com/2012/12/opinion/backtalk/remembering-clara-stanton-jones-backtalk/>

Wittenberg-Cox, A. (January 9, 2013). Can you push diversity without creating resentment? *Harvard Business Review*.
http://blogs.hbr.org/cs/2013/01/can_you_push_diversity_without.html

**Week 8: Tues., Feb. 26th:
Managing Money; Budget Challenges**

REQUIRED Readings:

Bryant, A. (September 11, 2010). Corner Office: Interview with Richard R. Buery Jr.: President and Chief Executive of the Children's Aid Society; Before making a big splash, learn to swim. *New York Times*.
<http://www.nytimes.com/2010/09/12/business/12corner.html?pagewanted=all> [Access via ULS databases]

Evans, G., & Ward, P. (2008). *Management basics for information professionals*. Chapter 16: Managing Money, 405-454. New York: Neal-Schuman.

Gordon, R. (2004). *The accidental library manager*. Chapter 7: Managing Money, 203-227. Medford, NJ: Information Today.

Kavner, L. (November 16, 2011). Library budget cuts threaten community services across country. HuffingtonPost.com. http://www.huffingtonpost.com/2011/11/16/can-the-american-library-_n_1096484.html?utm_hp_ref=libraries-in-crisis

Schwartz, M. (January 9, 2013). The budget balancing act: LJ's budget survey shows modest improvement, and signs of more to come. *Library Journal*.
<http://lj.libraryjournal.com/2013/01/funding/the-budget-balancing-act-library-budgets-show-modest-improvement-and-signs-of-more-to-come/>

Traska, M. (January/February 2013). American Dental Association library may be set to close. *American Libraries* 44(1, 2).

<http://americanlibrariesmagazine.org/features/12052012/american-dental-association-library-may-be-set-close>

Week 9: Tues., Mar. 5th:

**Collaboration and Partnerships;
Managing Facilities and Technology**

- ❖ **Guest Speaker: Dr. Barbara Zaborowski**, Pitt SIS alumna, Associate Dean for Learning Resources and Special Assistant To the President, Pennsylvania Highlands Community College, Johnstown, PA

REQUIRED Readings:

Anyon, Y., Gardner, J., & Fernández, M. (2007). Realizing the potential of community-university partnerships. *Change*, 39(6), 40-45.

Bracken, S. (2007). The importance of language, context, and communication as components of successful partnership. *New Directions for Community Colleges* 139, 41-47.

Bryant, A. (January 22, 2011). Corner Office: Interview with Jeremy Allaire: Chairman and Chief Executive of Brightcove, an online video platform for Web sites; How to shape the DNA of a young company. *New York Times*.
<http://www.nytimes.com/2011/01/23/business/23corner.html?pagewanted=all> [Access via ULS databases]

Evans, G., & Ward, P. (2008). *Management basics for information professionals*. New York: Neal-Schuman. Chapter 18: Managing and planning physical facilities for information services, 481-502.

Gordon, R. (2004). *The accidental library manager*. Chapter 7: Managing Facilities and Technology, 167-181. Medford, NJ: Information Today.

Examples of libraries that have received funding for community partnerships:

- ❖ City of Salinas, Public Library – Salinas, CA
Year: 2008
Amount: \$713,899

Grant: National Leadership Grants for Libraries - Library-Museum Collaboration
Cultivating Knowledge: Life and Literature in Salinas is a two-year project of the Salinas Public Library, the National Steinbeck Center, and a partner council of other Salinas organizations. The project will explore the area's cultural past, present, and future through a series of integrated activities and events focused on reviving Salinas' civic life, promoting lifelong learning for both children and adults, and supporting

community development efforts. It will also preserve unique aspects of Salinas's history; digitize key documents for online access; and collect new personal and organizational histories that comprise the untold story of the city.

****Press Release attached above****--They partnered with the United Farm Workers (UFW)

- ❖ Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation – , MT
Year: 2009
Amount: \$140,718

Grant: Native American Library Services

The Fort Peck Tribal Library, serving the Assiniboine and Sioux Tribes of the Fort Peck Reservation and located at the Fort Peck Community College, will enhance its technological capabilities by purchasing 12 new computers and workstations and providing wireless access points for laptops in the library. To encourage more preteens and teens to read, the library will invest in graphic novels, popular science fiction titles, and bestsellers. Adult reading discussion groups will be facilitated by local literary scholars who have expressed an interest in leading the reading groups. In addition, an estimated 32,000 pages of local newspapers and 14,400 microfilmed pages of the official tribal newspaper will be digitized and indexed by the University of Montana Mansfield Library and made accessible through the Montana Memory Project Web site.

- ❖ Broward Public Library – Fort Lauderdale, FL
Year: 2007
Amount: \$69,548

Grant: Museum Grants for African American History and Culture

The Broward County Library's African American Research Library and Cultural Center (AARLCC) will leverage a variety of partnerships to initiate the Sankofa Project to improve the specialized knowledge and skills of its employees. Funds will support a robust program including mini-workshops presented by visiting scholars; research fellowships; the hiring of a part-time curator to develop exhibits and assist with collaborative programming; and supplies and materials to support the ongoing process of collections digitization. The enhancement of staff expertise in the care and management of diverse collections will increase the Center's ability to process materials so that they are more readily accessible to the public. Staff members will also participate in staff exchanges with other institutions and relevant professional conferences to enrich their professional growth.

RECOMMENDED Readings:

Hilyard, N., & Auld, H. (2004). Community Partnerships. *Public Libraries*, 43(3), 147-152.

Hutchinson, N. (2001). Beyond ADA Compliance: Redefining Accessibility. *American Libraries*, 32(6), 76.

Spring Break: Mar. 10-17: [No Class on Tues., Mar. 12th and No New Folder This Week]

Week 11: Tues., Mar. 19th:

Marketing, Branding, and Public Relations

Group Strategic Plan Presentations

- ❖ **Asynchronous video lecture: Guest Speaker: Ms. Kelly Shaffer**, Director of External Relations, University of Pittsburgh School of Information Sciences, Pittsburgh, PA

REQUIRED Readings:

Bryant, A. (March 31, 2012). Corner Office: Interview with Charlotte Beers: Former Chairwoman and C.E.O. of Ogilvy & Mather Worldwide; The best scorecard is the one you keep for yourself. *New York Times*.
<http://www.nytimes.com/2012/04/01/business/charlotte-beers-on-the-importance-of-self-assessment.html?pagewanted=all> [Access via ULS databases]

Cullotta, K. (December 27, 2012). Libraries see opening as bookstores close. *New York Times*. <http://www.nytimes.com/2012/12/28/us/libraries-try-to-update-the-bookstore-model.html> [Access via Pitt ULS databases]

Evans, G., & Ward, P. (2008). *Management basics for information professionals*. Chapter 5: Marketing, 81-105. New York: Neal-Schuman.

Potter, N. (November 13, 2012). Marketing your library: An interview with Terry Kendrick, guru of strategic marketing in libraries. *American Libraries*.
<http://americanlibrariesmagazine.org/features/11132012/marketing-your-library>

Potter, N. (December 17, 2012). Marketing with video: It's now essential, and easier than you might think. *Library Journal*.
<http://lj.libraryjournal.com/2012/12/marketing/marketing-with-video-its-now-essential-and-easier-than-you-might-think/>

RECOMMENDED Readings:

Schneider, K. (November 6, 2012). Personal branding for librarians: Distinguishing yourself from the professional herd. *American Libraries*.
<http://americanlibrariesmagazine.org/features/11062012/personal-branding-librarians>

**Week 12: Tues., Mar. 26th:
Managing Legal Issues**

Group Strategic Plan Presentations

REQUIRED Readings:

- Bryant, A. (November 10, 2012). Corner Office: Interview with Jeff Weiner: Chief Executive of LinkedIn; In sports or business, always prepare for the next play. *New York Times*. <http://www.nytimes.com/2012/11/11/business/jeff-weiner-of-linkedin-on-the-next-play-philosophy.html?pagewanted=all> [Access via ULS databases]
- Carson, B. (2007). *The law of libraries and archives*. Chapter 1: Libraries and the U.S. legal system, 1-19. Lanham, MD: Scarecrow Press. [See PDF]
- Greenhouse, S. (Nov. 9, 2010). Company accused of firing over Facebook post. *New York Times*. http://www.nytimes.com/2010/11/09/business/09facebook.html?_r=0 [Access via Pitt ULS databases]
- Holland, P. (December 27, 2012). This is your wakeup call on employee privacy. *Harvard Business Review*. http://blogs.hbr.org/cs/2012/12/this_is_your_wakeup_call_on_em.html
- Korkki, P. (Oct. 9, 2010). Is your online identity spoiling your chances? *New York Times*. <http://www.nytimes.com/2010/10/10/jobs/10search.html> [Access via Pitt ULS databases]
- Owen, J. (October 9, 2012). Disability inclusion, the new green? *Forbes*. <http://www.forbes.com/sites/judyowen/2012/10/09/disability-inclusion-the-new-green/>
- Torrans, L. (2004). *Law and libraries: The public library*. Introduction: 1-9. Westport, CT: Libraries Unlimited. [See PDF]

**Week 13: Tues., Apr. 2nd:
Ethics of Managing and Leading**

Group Strategic Plan Presentations

REQUIRED Readings:

- Bryant, A. (September 22, 2012). Corner Office: Interview with Mark B. Templeton, President and C.E.O. of Citrix, the Internet software company; Paint by numbers or connect the dots. *New York Times*. <http://www.nytimes.com/2012/09/23/business/mark-templeton-of-citrix-on-the-big-career-choice.html?pagewanted=all> [Access via ULS databases]

Gordon, R. (2004). *The accidental library manager*. Chapter 12: Philosophical, Legal, and Ethical Issues, 289-301. Medford, NJ: Information Today.

Kelley, M. (October 31, 2011). Director of Salt Lake City Public Library resigns. *Library Journal*. http://www.libraryjournal.com/lj/home/892622-264/director_of_salt_lake_city.html.csp

Pallotta, D. (December 18, 2012). Never lie about who you really are. *Harvard Business Review*. <http://blogs.hbr.org/pallotta/2012/12/never-lie-about-who-you-really-are.html>

Pogrebin, R. (December 28, 2010). Small town, big word, major issue. *New York Times*. http://www.nytimes.com/2010/12/28/arts/design/28librarian.html?_r=1&scp=1&sq=museums%20board%20deaccession&st=cse [Access via Pitt ULS databases]

Tugend, A. (Nov. 19, 2010). Incivility can have costs beyond hurt feelings. *New York Times*. [Access via Pitt ULS databases]

REQUIRED Websites to examine:

American Library Association (ALA) Code of Ethics. (1939; amended 1981, 1995, and 2008). <http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm>

American Society for Information Science & Technology (ASIS&T) Professional Guidelines. (1992). <http://www.asis.org/AboutASIS/professional-guidelines.html>

Association for Computing Machinery (ACM) Code of Ethics and Professional Conduct. (1992). <http://www.acm.org/about/code-of-ethics>

International Federation of Library Associations and Institutions (IFLA). Professional Codes of Ethics for Librarians. (Last updated January 2013). <http://www.ifla.org/faife/professional-codes-of-ethics-for-librarians#nationalcodes>

Medical Library Association (MLA) Code of Ethics for Health Sciences Librarianship. <http://www.mlanet.org/about/ethics.html>

Society of American Archivists (SAA) Core Values Statement and Code of Ethics. <http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics>

Special Library Association (SLA) Professional Ethics Guidelines. (2010). http://www.sla.org/content/SLA/ethics_guidelines.cfm

RECOMMENDED Readings:

Coutu, D. (June 2007). We Googled you. *Harvard Business Review*.
<http://onlineacademics.org/CACaseStudies/CaseStudy/WeGoogledYouCase.pdf>

Rosen, J. (July 21, 2010). The Web means the end of forgetting. *New York Times*.
<http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html?pagewanted=all>
 [Access via Pitt ULS databases]

Week 14: Tues., Apr. 9th:

**Grant Writing;
 Fundraising and Development;
 Project Management**

Group Strategic Plan Presentations

- ❖ **Asynchronous video lecture: Guest Speaker: Ms. Margaret “Peggy” Domer**, MLIS, Pitt SIS alumna; Senior Librarian, Carnegie Library of Pittsburgh – The Foundation Center, Pittsburgh, PA

REQUIRED Readings:

Bryant, A. (February 27, 2010). Corner Office: Interview with Tachi Yamada, M.D.: President of the Bill and Melinda Gates Foundation’s Global Health Program; Talk to me. I’ll turn off my phone. *New York Times*.
<http://www.nytimes.com/2010/02/28/business/28corner.html?pagewanted=all> [Access via ULS databases]

Evans, G., & Ward, P. (2008). Management basics for information professionals. Chapter 19: Career Development, 505-526. New York: Neal-Schuman.

Hodis, H. (2005). Tips to Successful Grant-writing, Community Partnerships, and Fundraising. *Criticas*, 5(3), 8-14.

Huang, S. (2006). Where there's a will, there's a way: fundraising for the academic library. *Bottom Line: Managing Library Finances*, 19(3), 146-151.

RECOMMENDED Readings:

Price, L. (2007). With a little help from my friends. *Public Libraries*, 46(5), 43-46.

Stoss, F. (2010). Libraries taking the 'LEED'. *Online*, 34(2), 20-27.

REQUIRED Websites to examine:

The Foundation Center: <http://foundationcenter.org/>

Carnegie Library of Pittsburgh Foundation Center:
<http://www.clpgh.org/locations/foundationcenter/>

IMLS Grant Search: <http://www.imls.gov/search.asp>

IMLS National Leadership Grant:
<http://www.imls.gov/applicants/grants/nationalLeadership.shtm>

Week 15: Tues., Apr. 16th:

Guest Panel of Information Practitioners

- ❖ **Ms. Rachel Callison**, MLIS, Pitt SIS alumna; Senior Librarian, Carnegie Mellon University – Software Engineering Institute, Pittsburgh, PA
- ❖ **Mr. James Cassaro**, MLS; MA, Musicology; Head, Theodore M. Finney Music Library; Adjunct Assistant Professor of Music, University of Pittsburgh, Pittsburgh, PA
- ❖ **Ms. Holly McCullough**, MLIS, Pitt SIS alumna; Manager and Department Head, Squirrel Hill Branch - Carnegie Library of Pittsburgh, Pittsburgh, PA

Kip Currier: Course Synthesis: *Ready to Manage and Lead*

REQUIRED Readings:

Baldoni, J. (March 24, 2011). Using stories to persuade. *Harvard Business Review*.
http://blogs.hbr.org/cs/2011/03/using_stories_as_a_tool_of_per.html

Bryant, A. (December 10, 2011). Corner Office: Interview with Amy Schulman: Executive Vice President, General Counsel, and President of Nutrition at Pfizer; A blueprint for leadership: Show, don't tell. *New York Times*.
<http://www.nytimes.com/2011/12/11/business/amy-schulman-of-pfizer-on-demonstrating-leadership.html?pagewanted=all> [Access via ULS databases]

Evans, G., & Ward, P. (2008). Management basics for information professionals. Chapter 20: Looking Forward, 527-534. New York: Neal-Schuman.

Gordon, R. (2004). The accidental library manager. Chapter 13: Where to Go From Here, 303-329. Medford, NJ: Information Today.

18. Assignments

SUMMARY LIST OF ASSIGNMENTS

1. [Individual] Management Theorist/Theory Overview: **Due Wed., Feb. 6** (10 points)
 2. [Team] Group Strategic Plan Project: **Due Wed., Mar. 6** (30 points)
 3. [Team] Presentation of Group Strategic Plan Project (after submission of final plan by 3/6/13), **Randomly Assigned Dates To-Be-Announced** for each team (20 points)
 4. [Individual] Virtual Poster on Library Management Issue: **Due Wed., Apr. 3** (25 points)
 5. Class Attendance/Participation (15 points)
- A. Assignments may be modified by the instructor as necessary.
- B. Detailed instructions and requirements will be provided for each assignment. Instructions and requirements are NOT negotiable with the instructor. Students **MUST** read and meet all instructions and requirements for each assignment or points will be deducted.
- C. Each assignment will have a designated Word file with instructions and requirements, which will be accessible via the Assignments content area on the course's Blackboard site.
- D. Each assignment will also be explained by the instructor, via PowerPoint slides, during various "Housekeeping" portions of class sessions throughout the term. Students may ask questions during these in-class assignment explanations. Students may also ask the instructor and Teaching Assistant(s) questions about the assignments via email, phone, and/or scheduled meetings.