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LIBS 425/525
School Library
Administration, Leadership,
and Management

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Course Guide

Independent
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Library Science 425/525 School Library Administration, Leadership, and Management

University of Idaho
3 Semester-Hour Credits

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RV: 03/2016
1-LibS 425/525
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LibS 425/525: School Library Administration, Leadership, and Management

3 Semester-Hour Credits: UI

Syllabus/Course Guide

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

Organization and management of school libraries. Research project and paper required for graduate credit. Pre- or co- requisite: LibS 433. Prerequisite for LibS 525: permission. [Contact ISI office]

Required: Internet access, additional work on assignments for graduate students

LibS 425: 10 graded lessons, 2 self-administered exams

LibS 525: 11 graded lessons, 1 graded project, 2 self-administered exams

Required Course Materials

Morris, B. (2010). *Administering the school library media center*. (5th ed. / Betty J. Morris. ed.). Santa Barbara, Calif.: Libraries Unlimited.

This textbook is also required for other courses in this program; hopefully students will be able to reuse this text through a number of courses and in their work as librarians. Additionally, many assignments require additional research and students are expected to use the databases and licensed content available to them through the University of Idaho Library. Instructors can provide help as needed using these resources.

The assignments in this course often ask you to describe or investigate aspects of your own library's collections, facility, or your school organization. If you are not currently working in a school library you will need to find a school library to use to answer these questions. If you are working in a public library, you are welcome to use that library when possible.

Students are welcome to use any major citation style (e.g., APA, MLA, Chicago) as long as it is used appropriately and consistently. There are many resources available online and in print to assist with proper citation of sources, and incorrect citation formatting will result in lost points.

Course Delivery

All ISI courses are delivered through Canvas, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

Course Introduction

Now, more than ever, school libraries need effective managers and strong leaders. They need individuals who can inspire students, collaborate with parents and teachers, and advocate for the library in their school and in their community. This course covers the fundamentals of managing a school library by looking at topics such as planning, budgeting, collaboration, human resources, and assessment. Students will be asked to pull on their experiences in their own library or, for students not currently employed in a school library, from a nearby school library that they are able to research.

Course Objectives

- This course will familiarize students with basic values and principles of librarianship and various fundamentals of management.
- Students will learn about resources available to assist library managers.
- The course will help students take a practical and creative approach to library management.
- Students will be prepared for jobs in school libraries.

Specific course objectives include development of the following:

- An understanding of the difference between management and leadership.
- Knowledge of the role of advocacy in librarianship.
- An understanding of basic financial principals as they apply to librarianship.
- The ability to express the mission of a school library and the ability to set a vision.
- Knowledge of the different ways that libraries collaborate and partner with stakeholders in the school and community.
- An understanding of how partnerships with various external organizations such as professional organizations and consortia can benefit a school library.
- The ability to gather appropriate data to help formulate policies, evaluate library services and collections, and better contribute to student learning outcomes.

Lessons

This course consists of 10 lessons and two examinations. The examinations follow lessons 5 and 10 (11 for graduate credit). Students taking the graduate level, Library Science 525, must complete a short paper that is part of every lesson. The graduate level of the course also includes a graduate project (Lesson 11), which is a term paper or in-depth library case study that is submitted after all the other 10 lessons are completed and before the final exam.

Many of the questions ask you to use your own library as an example. If you are not currently employed in a library, please find a nearby school library that you can use as an example for these questions.

Lessons include the following components:

- lesson objectives
- reading assignment
- lecture
- written assignment

Study Hints:

- Keep a copy of every lesson submitted.
- Complete all assigned readings.
- Think about the ways in which the readings and assignments apply to a library situation with which you are familiar.
- Set a schedule allowing for course completion one month prior to your personal deadline.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken webpage or URL.

Exams

- There are two self-administered exams that are both open book with no time limit.
- You must wait for grades and comments on lessons prior to taking subsequent exams.
- Exams are weighted exactly like other assignments.
- Exam one tests concepts from the first half of the course; the Final Exam is comprehensive.
- Exams contain only essay questions.
- For your instructor's exam guidelines, refer to your *Registration Confirmation Email*.

Refer to *Grading* for specific information on lesson/exam points and percentages. All exams are self-administered and instructor graded.

Self-Administered Exams

Refer to *Students, Assignments and Exams* on the ISI website for guidelines on self-administered exams.

Grading

The course grade will be based upon the following considerations:

All assignments and exams have the same weight. There are ten assignments and two exams, so each is worth about eight percent of the grade. Graduate students: there are eleven assignments and two exams, so each is worth about seven percent of the grade. Assignments and essay exams should be written in complete sentences, with attention to spelling, grammar, and proper citations. Grades for assignments are based on how well the student reflects an understanding of course concepts, and on whether the assignment shows a thoughtful and analytical approach that applies course concepts to real-life situations. Each lesson is grade on a 100-point scale, and within each lesson, each question is weighted equally when determining the final grade for the assignment (e.g., in a five-question assignment, each question is worth 20 points). The final course grade is issued after all lessons and exams have been graded and follows a standard scale for letter grades (90-100% = A, 80-89.9% = B, 70-79.9% = C, 60-69.9% = D, 0-59.9% = F).

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

About the Course Developer

Ben Hunter is currently Associate Dean of Library Services and Head of Technical Services at the University of Idaho Library. Before that, he served as Head of Cataloging and Collections and a Reference and Instruction Librarian at the University of Idaho Library, and an ARL Academy Fellow at the University

of Washington Libraries. Ben was an American Library Association Emerging Leader in 2011, served as President of the Idaho Library Association 2010-2011, and was named as a *Library Journal* Mover & Shaker in 2013. He holds a Bachelor of Music in Composition from the University of Idaho, a Master of Music in Composition from the University of Oregon, a Master of Science in Library Science from the University of North Carolina Chapel Hill, and is currently a doctoral candidate at Simmons College where he is studying Managerial Leadership in the Information Professions.

Contacting Your Instructor

Instructor contact information is posted on your Canvas site under *Course Rules*.

Assignment Submission Log

Lesson	Reading Assignment	Written Assignment	Date Submitted
1	Morris, Chapter 1	Essay questions	
2	Morris, Chapter 3	Essay questions	
3	Morris, Chapter 5	Essay questions	
4	Morris, Chapters 2 and 4	Essay questions	
5	Morris, Chapter 6	Essay questions and reading response	
It is now time to take Exam 1, which is self-administered.			
6	Morris, Chapter 12	Essay questions	
7	Morris, Chapter 7	Essay questions	
8	Morris, Chapter 14	Essay questions	
9	Giesecke (2012). The value of partnerships: Building new partnerships for success.	Essay questions	
10	Morris, Chapter 13	Essay questions	
11 (graduate credit only)	Readings chosen by student as part of research.	Term paper or case study.	
It is time to take the Final Exam, which is self-administered.			

Lesson 1

Leadership, Management, and Advocacy

Lesson Objectives

- Discuss leadership and management as two interrelated but distinct concepts.
- Identify how advocacy is a component of leadership.
- Reflect on your own management and leadership styles.

Reading Assignment

- Morris, B. J. (2010). "Chapter 1: School library: A historical perspective." In *Administering the school library media center* (5th ed.). Libraries Unlimited: Santa Barbara.

Introductory Lecture

The purpose of this lesson is to introduce you to concepts that will help lay the foundation for the rest of the material in the course. The reading assignment gives you historical context for school libraries in the United States with a particular focus on advocacy in recent decades. Though you may have already read this as part of other courses in this program, please take the time to reread the chapter. This short introductory lecture highlights the concepts of leadership and management and discusses advocacy as an important component of library leadership.

The terms "leadership" and "management" are often conflated, as are the terms "leader" and "manager." Adding to the confusion, there is no single agreed upon definition of the words, though there is a general consensus about what they generally mean. For example, in his book *A Force for Change: How Leadership Differs from Management* (1990) John Kotter states that the core processes of modern **management** include planning and budgeting, organizing and staffing, and controlling and problem solving. Generally speaking, these processes "produce a degree of consistency and order" (p. 4). **Leadership**, on the other hand, can be summarized as establishing direction, aligning people, and motivating and inspiring (p. 5). Note that leadership and management as defined by Kotter are not mutually exclusive; one can act as both an effective manager and an effective leader at the same time. Additionally, there is a great deal of gray area between the two terms. However, they are distinct concepts: while management creates order, leadership enables change.

Kotter is only one of countless individuals who have attempted to define the difference between management and leadership. In their book *Leaders: The Strategies for Taking Change* (1985) Warren Bennis and Burt Nanus state that "[t]here is a profound difference between management and leadership, and both are important. To manage means to bring about, to accomplish, to have charge of or responsibility for, to conduct. Leading is influencing, guiding in a direction, course, action, opinion. The distinction is crucial" (p. 21). In *The 7 Habits of Highly Effective People* (2004) Stephen R. Covey writes "[e]ffective management is putting first things first. While leadership decides what 'first things' are, it is management that puts them first, day-by-day, moment-by-moment. Management is discipline, carrying it out" (p. 148). Needless to say, there are many, many more quotes, articles, and books on the subjects of leadership, management, and the interrelatedness of the two concepts.

While this distinction is interesting from an academic standpoint, it can also be helpful to individuals seeking to better understand their own strengths and weaknesses. If you find yourself to be someone who can dream up great new ideas and generate enthusiasm from others to implement those ideas but

struggle with the nuts-and-bolts implementation, you may be stronger as a leader than a manager. Conversely, if you can make and implement plans and effectively on task but don't always have great new ideas you may find your strengths to be more as a manager than as a leader. These are simple examples, and the vast majority of people do not fit neatly into one category or another – some may fit into both, some into neither, but for most people it's a blend. Thinking in these terms can be beneficial to you as you develop your own skills, choose projects, and decide on who to work with (working with people who are strong in areas that you are weak can be extremely beneficial, for example).

Another important concept when discussing leadership is the difference between *assigned* leadership and *emergent* leadership. **Assigned leaders** have an official role at the head of their organization or department; part of their assigned work may be to set direction or supervise others. **Emergent leaders** can exist at any level of an organization; they exhibit leadership in the organization through their ideas, their actions, and through their influence on others. It's very important to remember that you don't necessarily have to be in a position of assigned leadership in order to act as a leader or exhibit the qualities of leadership. Conversely, those in a position of assigned leadership don't always exhibit the qualities that we might expect from a leader.

This brings us to the final component of this lesson – advocacy. The first chapter in *Administering the School Library* does an excellent job of describing how important advocacy has been to librarianship through the recent history of the profession. The American Association of School Librarians (AASL), a division of the American Library Association (ALA), defines advocacy as follows: "On-going process of building partnerships so that others will act for and with you, turning passive support into educated action for the library program. It begins with a vision and a plan for the library program that is then matched to the agenda and priorities of stakeholders" (<http://www.ala.org/aasl/advocacy/definitions>, retrieved October 13, 2015).

Advocacy can be political at the local, state, or national level. Advocacy can also involve promoting your library to your community and raising awareness of its importance. It can be done by individuals, by individual libraries, or by professional organizations. Advocacy is generally considered a component of strong leadership, but even if you don't consider yourself strong in this area keep in mind that advocacy can take many, many forms. The important message is that as a librarian, you need to make sure that you're out in your community (however you define that) letting people know what you do and letting them know why it is important.

One last important point about advocacy is that **when it takes on a political tone** (e.g., working to influence legislation), it is generally **illegal** for employees of cities, counties, or states to engage in advocacy **using your employer's resources**. In other words, if you're going to write an email to your congressperson, make sure that you're using your personal (not work) email address, doing it from your personal computer, and doing it on your own time ("your own time, your own dime"). Keep in mind that this only applies if you're advocating politically.

Written Assignment

Answer the following questions:

1. List five characteristics of a good leader and five characteristics of a good manager (one word or phrase apiece in a bullet point list is fine). Write a paragraph discussing what you think are the most important differences between the two concepts and where you see them overlap. If

you're still not clear on the difference, spend some time researching online and using the online resources available to you through the University of Idaho Library.

2. Discuss someone in your life who you feel demonstrates the qualities of a leader and describe why you feel that he or she is an effective leader. If you can't think of anyone from your personal experience you can choose a current public figure. Be specific and give specific examples.
3. Do you consider yourself to be more effective as a leader or a manager? Why? What could you do to be more effective in both areas?
4. Using the AASL definition of advocacy, discuss how you are (or could be) an effective advocate for your own school library. Think about the question in the context of how you would work with different stakeholder groups (teachers, school administrators, parents, etc.). Do you feel that the role of advocate is a natural fit for you given your personality?
5. If someone not familiar with school libraries asked you why it is important that school library media specialists act as advocates for their services, what would you tell that person? Please use historical examples from your text to help support your points.

For Graduate Credit:

6. Pages 14 and 15 of *Administering the School Library Media Center* list major legislation that librarians have actively promoted or opposed in recent years. Either choose one of these or a similar piece of recent legislation and write a response of approximately 1,000 words that outlines: the purpose of the legislation; who supported it and who opposed it; whether or not it passed; what the short- and long-term consequences of this legislation have been (or will be, or could have been); and your own thoughts on what the legislation was intended to do and whether this was an effective strategy. Please properly cite at least three sources (not including your textbook) in your response, and make sure that your perspective is from a library-centric point of view.

Exam 1 Information

Prior to taking this exam:

- You must submit lessons 1-5 to your instructor before taking this exam.
- Please do not take this exam until you have received graded lessons 1-5 back from your instructor.
- Do not submit any subsequent lessons until you have completed this exam.

Exam components:

- Submit the exam to the instructor using the same method you have used for your lessons.
- This exam covers lessons 1-5. Your response should reflect an understanding of all the major concepts covered so far.
- This is a self-administered, open-book exam. You may use the course study guide, the assignments you prepared, and any other readings you have used.
- Time limit: None.
- This exam is worth about eight percent of the grade for undergraduate students and seven percent of the grade for graduate students. Your grade will be based on the same general criteria as your lessons.