

Department of Information Studies

**MLIS 7200 Management of Information Organizations**

Syllabus

Assignments

Course Objectives

Instructor: Dr. Ravonne A. Green, Department of Library & Information Science  
Email: ravgreen@valdosta.edu

Required Texts:

Green, R. (2007). Library Management: A Case Study Approach. Oxford: Chandos.

Stueart, R. & Moran, B. (2007). Library & Information Center Management, 7<sup>th</sup> ed. Littleton, CO: Libraries Unlimited.

Highly Recommended:

Evans, G. and Ward, P. (2007). Management Basics for Information Professionals, 2<sup>nd</sup> ed. New York: Neal-Schuman.

Evans, G. Edward. (2003). Beyond the Basics: The Management Guide for Library and Information Professionals. New York: Neal-Schuman. This is a practical every-day guide for library managers.

Matthews, Joseph. (2005). Strategic Planning and Management for Library Managers. Westport, CN: Libraries Unlimited.

Snyder, H. (2006). Small Change Big Problems: Detecting and Preventing Financial Misconduct in Your Library. Chicago: ALA.

Stueart & Moran have put together an excellent website.

<http://www.lu.com/management/>

The basic required readings are taken mostly from the textbook and material available on the web. All journal articles should be available through the Valdosta State University Odum Library GALILEO site.

<http://books.valdosta.edu/gal1.html>

Course Description:

This course is an introduction to the functions of library management and its underlying theoretical concepts. The course provides an overview of the history of management, an introduction to management theory and functions, including planning, leading, organizing, staffing, controlling, budgeting, human resource issues, and an understanding of management as a system involving all staff.

## Objectives:

1. To develop competencies in planning, organizing, communicating, and directing programs of Library and Information Services.
2. To provide a theoretical basis for courses in particular areas of management and in programs of Library and Information Services.
3. To provide students with experience in analyzing and evaluating concepts and identifying issues.

## Class Organization & Participation: (20%)

Class participation will be an important component of this course. You are responsible to read the text and other pertinent materials and to apply these materials to class projects. There will not be any required weekly discussions for this course. You may post to the discussion board each week if you have questions or would like to share information with classmates. You should also post assignments to the discussion board as well as to the drop box so that you can share these materials with classmates. The main discussion activity should be the case study (Week 5).

## Technical Requirements

All independent searches and projects must be submitted in MS Word format.

To view assigned online tutorials, you will need the Adobe Acrobat Reader, the Flash viewer, and the PowerPoint Viewer (if you have PowerPoint, you have the Viewer already). Free download URLs will be listed in your course notes.

The university's Information Technology department provides step-by-step guides on how to use VSU's email and other sources. The IT Help Desk is at <http://www.valdosta.edu/helpdesk/guides/> and their phone hot line is 220-245-4355.

## Distance Learning Support

A VSU reference librarian, Ms. Shiloh Smith, is responsible for coordinating library services for off-campus VSU students. She may be reached by email at [shismith@valdosta.edu](mailto:shismith@valdosta.edu) or by phone at 229-245-3515. An online guide for distance education students is on the Odum Library Web site at <http://books.valdosta.edu/dist/dmain.html>. A brochure for off-campus students provides valuable links to the reference desk and to the library's rather new reference chat service.

## Academic Dishonesty

“Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement

of external sources. Specific regulations related to student conduct and behavior is contained in the *Student Handbook, Student Code of Ethics*.

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1953. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students must register with the Special Services Program in Nevins Hall, Room 2164, 229-245-2498.

### **Grades**

Assignments and Evaluation:

All assignments are due by Friday of the week that is indicted unless other arrangements have been made with the professor. I look at the date that the assignment was submitted and not the time. One percent per day will be assessed for assignments that are late. You are expected to properly edit assignments and posts. Use spell check. 1-5 points may be deducted per assignment for spelling and grammar errors. Special Services will help you to find a tutor if you have significant difficulties.

Exercises (5% each except for Budget assignment; 35% total)

There will be four exercises based on field experiences in a library. These exercises are intended to provide each student with direct contact with a librarian and to provide comparative data for focused class discussions. Each student is to find a library willing to host them for this assignment. This will involve contacting the library director. Schedule an appointment with the library director to discuss your projects. While some exercises may require some independent research, most of the information required will come from interviewing the director. This assignment will probably require multiple sessions. In addition to providing answers to the specific questions, you will also evaluate the information provided in terms of the course readings. These exercises will be submitted via the discussion board.

Exercise 1. University and Library Characteristics. Week 2. (2%)

- Provide a brief history of the library (i.e., of the college or university, school, or community) and identify its major academic programs.

- What is the institution's Carnegie classification?(academic libraries only)
- How many faculty, staff, and students does the institution have? What is the population? (For public libraries only)
- What is the library's total budget?
- Describe the library's collections in terms of number of volumes, number of serial subscriptions, etc.

#### Exercise 2. Organization and Governance. Week 3. (2%)

- Describe the institution's and the library's system of governance, paying particular attention to the role of faculty.
- Describe the library's organization in terms of the concepts introduced in Stueart and Moran. Library and Information Center Management, Section 3 (Chapters 5-7).
- Provide an organization chart for the library if possible.

#### Exercise 3. Budgeting. Week 4 (15%)

- Describe the library's system of budgeting in terms of the concepts introduced in Stueart and Moran. Library and Information Center Management, chap. 15.
- Which staff members are involved in the budgeting process?
- What are major budget categories (e.g., personnel, collections, etc.) and what percentage of the total budget does each comprehend?
- Prepare an annual materials budget proposal for the library that you will use for your strategic plan. (Be sure to include adequate finances to meet the stated goals, objectives, and activities.) Your figures will be estimates but should be realistic based on the size and type of library. A line item budget is acceptable, but you must include justifications for each item separately. You may use a spread sheet program to present your budget or a Word table. (See Chapters 13 and 14 of the text and the Stueart and Moran website for examples.)

#### Exercise 4. Staffing. Week 5. (2%)

- What are the different categories and numbers of staff (e.g., administrators, librarians, paraprofessionals, student workers, etc.)?
- What status do librarians have (e.g., faculty status, academic status, etc.)?
- Is paraprofessional staff now performing some tasks once assigned to professionals? If so, which tasks?
- What are the minimum education requirements for librarians (e.g., ALA-accredited master's degree, second master's degree, etc.)?

- Do librarians have any formal teaching responsibilities, and, if so, what are they (e.g., bibliographic instruction, for-credit courses, etc.)?
- In which media does the library usually advertise professional vacancies (e.g., Chronicle of Higher Education, etc.)?

## Case Studies or Article (35%) Due Week 9

### Case Study

In library education as well as in management training, group problem solving of case studies helps to provide insights into the nature of human behavior in various situations. Many management problems involve complicated attitudes and challenging behaviors. A supervisor needs to be able to analyze the behavior of others and his/her own behavior in order to determine how it influences others in various library situations. A major component of this course will involve solving case studies in groups.

You will write a case study based on your own experience or a case study that the director at your site may share with you. This can be a group activity. Review A.J. Anderson's Problems in Library Management case studies located on the Stueart & Moran website. Also review the material included in the Resource section of your syllabus about case study analysis. Case studies are not just entertaining stories. Your case study should present a management issue that you can present for group analysis and discussion.

Do not write a case study about an individual. The case study must involve a library program or a management issue that involves more than one person. **DO NOT INCLUDE ACTUAL NAMES, NAMES OF LIBRARIES, OR LOCATIONS. DO NOT WRITE CASE STUDIES ABOUT YOUR IMMEDIATE SUPERISOR OR YOUR LIBRARY DIRECTOR. This is not a vindictive exercise.**

### Article

Review a sample copy of a peer-reviewed library management journal. Check author guidelines. Write an article about a current management topic suitable for publication in a specific journal. Make sure to check requirements for references. The title page should include your name, address, email address, and telephone number. You will not be required to do a case study analysis if you write an article. However, you may participate in this exercise if you would like to do so. The article is due the same week as the case study. Carefully edit your paper. Send this to me as an email attachment in MS Word format. If you have followed all of the guidelines, I will help you to get your article published.

### Case Study Analyses (5%) Due Week 11

Each person in the class will select someone else's case study for analysis. Contact the other person before writing your analysis to make sure that someone else is not already doing that case study. We want to make sure that each case is analyzed. You will suggest the best alternative(s) for resolving the problem and suggest an implementation plan if this is appropriate. The Wertheim model is a good one for analysis purposes.

<http://web.cba.neu.edu/~ewertheim/introd/cases.htm>

After each person has given a recommendation, the person who submitted the case study should describe how the case was resolved in real life.

### Strategic Plan (35%) (Due Week 13)

Each group will prepare a strategic plan for a real or mythical library. The plan should not be more than about 5 or 6 pages double-spaced. You will select your own group members.

As the Librarian of a library of your choice you are required to submit a strategic plan for approval by your Board of Trustees or administrator before you submit your budget in 12 months. (Your time, staff, and funds are limited but realistic for a library of your type and size.) Your first page should outline the process of HOW to design a strategic plan for a library of your choice (school, public, or academic).

Pages one and two: Outline the process you will use and who will serve on the planning team. Include a timeline. Include the HOW and WHO for each step.

Page three-: After you identify the process, write a mission statement (You may choose an existing mission statement for a library.) Write at least 2 goals and 2 objectives for each goal for your library. Include 2 action steps for each objective explaining each activity to help implement these goals and objectives. (See Chapter 6 of the text and the Stueart and Moran website for samples).

### Week 15 (5%) Reflection Paper & Course Evaluation

Write a reflection paper, approximately two pages discussing what you have learned from this course and how this information will be useful to you as a

library director or manager. Submit to course drop box. Complete the course evaluation and return it to Mrs. Karrie Yeatman. ([kyeatman@valdosta.edu](mailto:kyeatman@valdosta.edu))

Resources:

[www.ala.org/Content/NavigationMenu/Our\\_Association/Divisions/LAMA/LAMA.htm](http://www.ala.org/Content/NavigationMenu/Our_Association/Divisions/LAMA/LAMA.htm) (The American Library Association's Library Administration and Management Association)

<http://libraryjournal.reviewsnews.com/index.asp?layout=sectionsMain&verticalid=151&industry=How+Do+You+Manage%3F&publication=libraryjournal>  
(Library Journal's "How Do You Manage" section, with a lengthy selection of case studies and responses, which may be helpful to test your skills)

<http://www.sla.org/chapter/ctor/toolbox/resource/index.html>

(Librarians' Resource Centre: Library & Information Science Topics: Management)

The Leadership and Organizational Development Journal  
(<http://gessler.emeraldinsight.com>)

E-Learning Leadership  
([http://www.findarticles.com/cf?o/moEIN/2001\\_May\\_24/5496200/p1article.html?](http://www.findarticles.com/cf?o/moEIN/2001_May_24/5496200/p1article.html?))

Business Week Magazine (<http://www.businessweek.com/>)

Fortune Magazine (<http://www.fortune.com/fortune/>)

Fieldler Contingency Theory  
(<http://www.stfrancis.edu/ba/ghkicku/stuwebs/btopics/works/fied.htm>)

Case Study Resources:

<http://web.cba.neu.edu/~ewertheim/introd/cases.htm>

[http://bingweb.binghamton.edu/~tchandy/Mgmt411/case\\_guide.html](http://bingweb.binghamton.edu/~tchandy/Mgmt411/case_guide.html)

<http://writecenter.cgu.edu/students/buscas.html>

<http://choo.fis.utoronto.ca/FIS/Courses/LIS1230/LIS1230sharma/history1.htm>

[http://www.tsufl.edu/fwestfall/case/case\\_analysis\\_1.html](http://www.tsufl.edu/fwestfall/case/case_analysis_1.html)

## Journals, Newsletters, and Other Sources of Information

### A Selected List

College and Research Libraries  
College and Research Libraries News  
Journal of Academic Librarianship  
Library Quarterly  
ARL Minutes of the ... Meeting of ARL  
ARL Newsletter  
Office of Management Studies (OMS) Spec Kits  
Resources and Technical Services  
Chronicle of Higher Education  
Community and Junior College Libraries  
Urban Academic Libraries  
American Libraries  
Library Journal  
Library Trends  
The College Library Handbook (annual)  
Selected Reference Sources

The Carnegie Classification of Institutions of Higher Learning, 2000 ed. (Menlo Park, Calif.: Carnegie Foundation for the Advancement of Teaching, 2000)  
<http://www.carnegiefoundation.org/Classification/>.

U.S. National Center for Education Statistics. The Condition of Education. Chapter 3: Higher Education, latest edition.

U.S. National Center for Education Statistics. Digest of Education Statistics. Chapter 3: College and University Education, latest edition.

U.S. National Center for Education Statistics. Projects of Education Statistics to 1995-98.

American Library Directory. N.Y.: Bowker, 1923- .

Association of College and Research Libraries. ACRL University Library Statistics, latest edition. Chicago: ACRL.

Association of Research Libraries. ARL Statistics. 1954-55 to date.



Statistics of Southern College and University Libraries. Annual, 1928-29 to date.

Books and Conference Proceedings:

Academic Libraries as High-Tech Gateways (2001) by Richard J. Bazillion and Connie L. Braun. Chicago: ALA.

ACRL National Conference. (1984) Academic Libraries: Myths and Realities - Proceedings of the Third National Conference of the Association of College and Research Libraries. Chicago: ACRL.

Adams, Roy J., Collier, Mel & Marcus Meldrum (1990) Decision Support Systems in Academic Libraries. Wetherby, West Yorkshire: British Library.

Johnson, Richard David. (1993). OPAC Directory: An Annual Guide to Online Public Access Catalogs and Databases.

Lancaster, F. Wilfrid (1993) Libraries and the Future: Essays on the library in the twenty-first century. New York: Haworth Press.

Saunders, Laverna M. (1993) The Virtual Library: Visions and realities. Westport, Conn.: Meckler.

Whitlatch, Jo Bell. (1990) The Role of the Academic Reference Librarian. New York: Greenwood Press.

Lynch, Mary Jo (ed.) (1990) Academic Libraries: Research Perspectives. Chicago: ALA.

McCabe, Gerard B. (ed.) (1992) Academic Libraries in Urban & Metropolitan Areas; A Management Handbook. New York: Greenwood Press.

Mech, Terrence F. And Gerard B. McCabe. (1998). Leadership and Academic Librarians. Westport, Connecticut: Greenwood Press.

Journal Articles:

Library trends & issues.

Hisle, W. Lee. "Top issues facing academic libraries: a report of the Focus on the Future Task Force (of ACRL)," C&RL News. 63(11):514-515, 530.

Jacobson, Jennifer. "A Shortage of Academic Librarians," Chronicle of Higher Education, 14 August 2002 [journal online]; available from <http://chronicle.com/jobs/2002/08/2002081401c.htm>; Internet; accessed 20 August 2003.

McElrath, Eileen. "Challenges that academic library directors are experiencing as perceived by them and their supervisors," *College and Research Libraries*. 63(5):304-321, July 2002.

Munde, Gail. "Beyond mentoring: toward the rejuvenation of academic libraries", *The Journal of Academic Librarianship* 26, no3 (May 2000): 151-155.

Shontz, Priscilla A. *Jump Start Your Career in Library and Information Science* (Lanham, Md.: Scarecrow Press, 2002).

Academic librarians-responsibilities, competencies and status.

Association of College and Research Libraries. *Standards for Faculty Status for College and University Librarians*, Approved by ACRL and ALA, January 2001. [http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards\\_and\\_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=8504](http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards_and_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=8504)

Cary, Shannon. "Faculty Rank, Status, and Tenure for Librarians," *College & Research Libraries News* 62, no. 5 (May 2001): 510.

Hardesty, Larry. "Future of academic/research librarians: a period of transition-to what?" *portal: Libraries and the Academy*. 2(1):59-95, 2002. [http://muse.jhu.edu/journals/portal\\_libraries\\_and\\_the\\_academy/v002/2.1hardesty.html](http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v002/2.1hardesty.html)

Jackson, Michael G... "Image and status: academic librarians and the new professionalism," *Advances in Librarianship*. 23:93-115, 2000.

Organizing and managing academic libraries.

Andaleeb, Syed and Simmonds, Patience. "Explaining user satisfaction with academic libraries: strategic implication," *College and Research Libraries*. 59(2):156-168, March 1998.

Berry, John N. "Arizona's new model-an academic library for the present and future," *Library Journal*. 125(18):40-42, November 1, 2002.

Howze, Philip C. "Perspectives on collegiality, collegial management, and academic libraries," *Journal of Academic Librarianship*. 29(1):40-43, January 2003.

Wilson, Lizabeth A. "Building the user-centered library," *RQ*. 34(3):295-302, Spg. 1995.

Information needs, seeking and use of clients.

Washington-Hoagland, Carlette and Clougherty, Leo. "Faculty and staff use of academic library resources and services: a University of Iowa Libraries' perspective" portal: *Libraries and the Academy*. 2(4):625-646, 2002.  
[http://muse.jhu.edu/journals/portal\\_libraries\\_and\\_the\\_academy/v002/2.4hoagland.html](http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v002/2.4hoagland.html)

Wilkins, Janie and Leckie, Gloria J. "University professional and managerial staff: information needs and seeking," *College & Research Libraries*. 58(6):561-554, November 1995.

Information services--access to information resources.

Dilevko, Juris and Gottlieb, Lisa. "Print sources in an electronic age: a vital part of the research process for undergraduate students," *Journal of Academic Librarianship*. 28(6):381-392.

Kelley, Kimberly B. and Orr, Gloria J.. "Trends in distance student use of electronic resources: a survey," *College and Research Libraries*. 64(5):156-191, May 2003.

Kleiner, Jane P. and Hamaker, Charles A.. "Libraries 2000: Transforming libraries using document delivery, needs assessment, and networked resources," *College and Research Libraries*. 58(4):355-354, July 1995.

Information services--reference service.

Frank, Donald et. al. "Information counseling: The key to success in academic libraries," *Journal of Academic Librarianship*. 25(2):90-96, March 2001.

Janes, Joseph. "Digital reference: reference librarians' experiences and attitudes," *Journal of the American Society for Information Science and Technology*. 53(5):549-566, May 2002.

Tenopir, Carol and Ennis, Lisa. "A decade of digital reference, 1991-2001," *Reference & User Services Quarterly*. 41(3):264-253, Spring 2002.

Information services—electronic reserve service.

Smith, Lorre B.. "Frequently asked questions about electronic reserves," *Managing Electronic Reserves*. American Library Association, Chicago, IL., 2002, pp. 1-20.

Thornton, Glenda A., "Impact of electronic resources on collection development, the roles of librarians, and library consortia", *Library Trends* 48 (Spring 2000): 842-856.

Information services--distance learning.

Association of College and Research Libraries. Guidelines for Distance Learning Library Services. Draft revision of 2000 edition. 2003.  
[http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards\\_and\\_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=26883](http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards_and_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=26883)

Ault, Meredith. "Thinking outside the library: how to develop, implement and promote library services for distance learners," *Journal of Library Administration*. 35(1/2):39-48, 2002.

Information services--access to the Internet.

Schwartz, Jennifer. "Internet access and end-user needs: computer use in an academic library," *Reference & User Services Quarterly*. 41(3):253-262, Spring 2002.

Thompson, Christen. "Information illiterate or lazy: how college students use the web for research," *portal: Libraries and the Academy*. 3(2):259-268, 2003. (available online at [http://muse.jhu.edu/journals/portal\\_libraries\\_and\\_the\\_academy/v003/3.2thompson.html](http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v003/3.2thompson.html))

Weessies, Kathleen and Wales, Barbara. "Internet policies in mid-sized academic libraries," *Reference & User Services Quarterly*. 39(1):33-41, Fall 1999.

Information services--information literacy and instructional services.

Association of College and Research Libraries. "Information literacy competency standards for higher education". *College & Research Libraries News*. 61(3):205-215, March 2000.  
[http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards\\_and\\_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=34969](http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards_and_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=34969)

Association of College and Research Libraries. "Characteristics of programs of information literacy that illustrate best practice: a draft," *C&RL News*. 64(1):32-35. January 2003.

Marybeth McCartin and Paula Feid. "Information literacy for undergraduates: where have we been and where are we going?" *Advances in Librarianship*. 25:1-25, 2001.

Evaluating academic libraries.

Association of College and Research Libraries. Standards for College Libraries, 2000 edition. Approved by ACRL in January 2000.  
[http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards\\_and\\_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=8955](http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards_and_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=8955)

Association of College and Research Libraries. "Standards for libraries in higher education," C&RL News. 64(4):329-336, May 2003.  
[http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards\\_and\\_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=26854](http://www.ala.org/ACRLPrinterTemplate.cfm?Section=Standards_and_Guidelines&Template=/ContentManagement/HTMLDisplay.cfm&ContentID=26854)

Gratch-Lindauer, Bonnie. "Comparing the regional accreditation standards: outcomes assessment and other trends," Journal of Academic Librarianship. 28(1):14-25, Jan-Mar 2002.

Academic library futures.

Billings, Harold "The wild-card academic library in 2013," College & Research Libraries. 64(2):105-109, March 2003.

MacMhinnie, Laurie A. "The information commons: the academic library of the future." Portal: Libraries and the Academy. 3(2):241-255, 2003.  
[http://muse.jhu.edu/journals/portal\\_libraries\\_and\\_the\\_academy/v003/3.2macwhinnie.html](http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v003/3.2macwhinnie.html)

Sapp, Gregg and Gilmour, Ron. "A brief history of the future of academic libraries: predictions and speculations from the literature of the profession, 1955 to 2000, part two, 1990-2000," portal: Libraries and the Academy. 3(1):13-34, 2003.  
(available online at  
[http://muse.jhu.edu/journals/portal\\_libraries\\_and\\_the\\_academy/v003/3.1gilmour.html](http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v003/3.1gilmour.html))

Classic Management Texts:

Blanchard, Kenneth H. and Johnson Spencer (1982). The One-Minute Manager. New York: Berkley Books.

Galbraith, John Kenneth (1983). The Anatomy of Power. Boston: Houghton Mifflin.

Glatthorn, Allan and Adams, Herbert (1983). Listening your Way to Management Success. Glenview, IL: Scott Foresman and Company.

Herzbert, Frederik, Mausner, Bernard, and Snyderman, Barbara (1959). The Motivation to Work. New York: John Wiley & Sons.

Iacocca, Lee (1984). Iacocca: An Autobiography. New York: Bantam Books.

Jacobs, T.O. (1951). Leadership and Exchange in Formal Organization. Alexandria, VA: Pippin.

Kimball, Bob. The Book on Management. New York: Hawthorn, 2004.

Maccoby, Michael (1956). The Gamesman: The New Corporate Leaders. New York: Simon and Schuster.

Mackay, Harvey (1988). Swim with the Sharks Without Being Eaten Alive. New York: Fawcett Coumbine.

McCormack, Mark H. (1984). What They Don't Teach You at Harvard Business School. New York: Bantam Books.

McCormack, Mark H. (1996). On Managing. Los Angeles: New Star Press.

McGregor, Douglas (1960). The Human Side of Enterprise. New Star Press.

Peter, Laurence J. and Hull, Raymond (1969). The Peter Principle: Why Things Always Go Wrong. New York: William Morrow and Company.

Peters, Thomas J. and Waterman, Robert H. (1982). In Search of Excellence: Lessons from America's Best-Run Companies. New York: Warner Books.

Rooney, Andy. (2000). My War. New York: Public Affairs.

Schaef, Anne Wilson and Fassel, Diane (1988). The Addictive Organization. San Francisco: Harper & Row.

Walton, Mary (1986). The Deming Management Method. New York: Dodd, Mead, & Company.

Whyte, William H. Jr. (1956). The Organization Man. New York: Simon & Schuster.

Note: I have not listed individual Peter Drucker titles because they are so numerous. Peter Drucker is an author in the management field that every manager should read.