

7700 Syllabus

LIS 7700 G01: Management of Library and Information Centers, Fall 2013

St. Catherine University, Master of Library and Information Science Program (As of 1/03/13)

Credit hours: 3

Time: Sunday, 12:00 PM – 5:00 PM, CDC Room 17

Instructor: Anthony Molaro, PhD

Office: CDC 49; Hours: before/after class & by appointment

Contact: agmolaro@stkate.edu; 651-690-6626 (office phone)

Course website: Registered students may request access through D2L

**Syllabus draft as of 08/01/2013. Subject to change.*

I. Course Description

Organizational theory, behavior, and change form the foundation of this course. Planning, organizing, staffing, budgeting, leadership, and advocacy issues will be addressed in the context of a variety of information organizations.
3 credits. Prerequisite or co-requisite: LIS 7010.

II. Course Texts

Required

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.

Lencioni, P. (2010). *Getting naked: A business fable about shedding the three fears that sabotage customer loyalty*. (Please skim this book, or listen to the audio version before our first class meeting, but you don't need to buy it).

Harvard Business School Course Pack. (2013). Link to purchase:
<https://cb.hbsp.harvard.edu/cbmp/access/18801567> -- 7 cases at \$3.95 each or \$27.65 before tax.

Recommended

Drucker, P. F. (1990). *Managing the non-profit organization: Practices and principles*. New York, N.Y: HarperCollins.

Further Reading

See Context Books List

III. Student Learning Outcomes

Course Learning Outcomes

By successfully completing this course, the student will be able to:

- Apply the four frames of an organization to a library or information center.
- Discuss the theories, roles, functions, and activities of management in information organizations.
- Demonstrate understanding of organizational goals, objectives, plans, policies, practices, and procedures as they apply to the management of information organizations.
- Demonstrate a familiarity with budgeting and allocation of human, material, and virtual resources.
- Discuss the applications of human communication and organizational theory in the information workplace.
- Analyze a library organization using the theories, models and concepts discussed in class.

These are achieved through lecture, discussion, collaboration, practice, and assignments.

MLIS Program Student Learning Outcomes

This course helps students meet the following MLIS Program student learning outcomes (SLOs):

Student Learning Outcome	Assessment
<ul style="list-style-type: none">• Demonstrate critical thinking by integrating relevant models, theories, research and practices. (SLO 2)	<ul style="list-style-type: none">• Case Studies• Context Book• Consultant Report
<ul style="list-style-type: none">• Demonstrate management, interpersonal and organizational skills. (SLO 3)	<ul style="list-style-type: none">• Case Studies• Consultant Report

<ul style="list-style-type: none"> • Demonstrate leadership and advocacy skills. (SLO 4) 	<ul style="list-style-type: none"> • Case Studies • Consultant Report
<ul style="list-style-type: none"> • Communicate knowledge from library and information studies and related disciplines. (SLO 5) 	<ul style="list-style-type: none"> • Case Studies • Context Book • Consultant Report
<ul style="list-style-type: none"> • Promote and model the professional values of ethical responsibility, intellectual freedom, and universal access to information. (SLO 8) 	<ul style="list-style-type: none"> • Case Studies • Consultant Report
<ul style="list-style-type: none"> • Participate in ongoing professional development. (SLO 12) 	<ul style="list-style-type: none"> • Context Book

MLIS Program Curriculum Threads Addressed

- Diversity
- Leadership
- Research
- Technology
- Ethics

IV. Course Philosophy & Learning Strategies

The approach taken in this class is inquiry and project/problem-based learning, described as:

- Student-driven
- Focused on exploration, questioning, critical thinking, and reflection
- Goes beyond information accumulation in a quest for knowledge that favors depth over breadth
- Seeks solutions, not answers
- Collaborative learning using diverse expertise to teach each other

Resources we bring to the learning:

- Knowledge of and experience with management and leadership
 - Knowledge of and experience with critical thinking/research
 - Teamwork in social and professional settings
 - Motivation
 - Life experience
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V. Assignments and Course Requirements

Case Studies (30% of grade; 6 exercises @ 5% each)

A case study will be assigned most weeks for thorough discussion before the class. This method is called the “case study method” and originated at the Harvard Business School. Each case will be discussed thoroughly and will take approximately 45 minutes to an hour to discuss. To make sure each student is prepared to discuss the case, a discussion paper not to exceed 500 word will be turned in prior to class via D2L by 12:00 PM. Please attempt to frame the case within the particular frame from Bolman & Deal. No late assignments will be accepted for case study assignments.

Consultation (35% of grade; 25% paper, 10% presentation)

The class will be divided into groups of three or four depending on the size of the class by end of our first week. Each group will be a **consultant** to a public or academic library and choose a community in the Twin Cities area by **September 22, 2013**. In order to determine whether or not it is effectively managed, the group must evaluate and analyze the budget, planning, and the operations of the library. The groups cannot choose St. Catherine University, or work at the library they choose to evaluate. The library also cannot be in any phase of renovation or building of any kind.

A consultant is someone who comes into an organization and looks at the library to determine what is being done effectively, what areas for improvement exist, how internal and external trends are likely going to affect the library, and what services and products should be offered. The consultant does not take anything the library director or staff says at face value. The consultant should question everything they are told and make all of their own decisions and opinions. In other words, the project should not reiterate what the consultant are told but be a work of originality that discusses how there could be improvement. (Think of the two Bobs from *Office Space*)

If the group chooses they can visit the physical library; however, they are only allowed to interview **one** person at the library. The group may contact the director of the library to get access to the documents needed to evaluate the library if they are not available on the web site or through the city, village, or university. To answer the technology question an **on-site visit** will be necessary by at least one member of the group. Look at the web site to locate the mission and goals, the budget, and the planning documents in order to answer the following questions:

1. Based on the evaluation and analysis of the website, do you believe the library targets the demographics adequately? Please create a persona to justify who they are or are not targeting. Is the site user friendly and would a patron/customer

see it as having ease of use? What is available to patrons/customers via the web site? In your group's opinion as a consultant, are there any recommendations as to how to improve the site (visually, content, etc.)? By looking at the website, can you determine the library's demographics? Do the services offered reflect the library's demographics? How can this information be used in the planning and evaluating of services, materials and personnel? This should not be a blow by blow of what is on the web page or describe the colors that dominate the web page. It is to be a critical analysis of whether or not the website is navigable and if it needs updating and is adequate for the library's needs.

2. Planning is the key to any organization. Find the strategic planning documents and determine whether or not these documents take into account the governing values and mission statement of the library. If so, how is this done? If not, how would you resolve the problems seen in those documents? If there are no planning documents, would your group suggest a planning session to create a plan? If so, how would your group suggest facilitating this planning session? If not, why not?

3. The budget is one of the most important factors in determining how an organization finances its goals. Look at the budget for the current year. Based upon the library type and its patron/customer base, is it adequately funded to do provide access to information and knowledge to satisfy the needs of its patrons? If not, what improvements could be made to the budget that would help it serve its mission? How is the budget allocated? Where is the library spending its money? Is it being spent in the appropriate places? What is the basis of the funding for the library? How does this influence the budget? Would the group change any of the allocations? The budget allocations (line items) should be explained and listed in the report for both expenses and income. In the report, tables are the best way to convey numbers and how the money is spent.

4. The larger organizational context is important to understand the overall functioning of any information center. Libraries are rarely independent entities. Look at the larger organization of the information center. Beyond supplying funding, what other influences do you see reflected in the mission, goals, planning documents, and other information on the website? What advantages does the larger organizational context provide? What limitations? How does this affect the information center? Are there internal stakeholders that influence the library's mission, vision, and objectives? How does the governing board function? You should attend at least one board meeting.

5. The external environment of the library impacts the funding, building, materials, and everything else that goes into managing it. Is it obvious who the external stakeholders are from the web site? Are there any organizations that the library mentions on their web site as stakeholders? Discuss the external stakeholders and their influence upon the library organization. Does the library miss any external stakeholders in their community they could partner with to

improve conditions at the library? If so, who are they and how could these stakeholders be approached?

6. Review the staffing situation of the library. Please locate job descriptions to support your evaluation. How many professional staff and how many paraprofessional (clerical) staff? Does this reflect the mission and goals? How or how not? Are there gaps in the staff? Do the current staffing levels adequately serve the community the library serves? If the current staffing levels are adequate, explain why your group believes that to be true. If the current staffing levels are not adequate, explain the reasoning for that determination and any reasons behind this. The reasons should be the groups not the directors or other staff members. If the funds were available for either one professional position or two staff members, which would you hire? Why? For what department(s)?

7. Technology is another key aspect in any library in today's environment. Besides the website, what kind of public internet access computers does the library provide? Is it adequate for the patron base (note you may want to visit at a peak time to determine this)? Are there public access computers in the children's or youth services area that are connected to the internet? Are any of the computers filtered? If they are filtered, do they participate in e-rate? Are there separate OPAC computers? Give an overview of the technology an average patron would encounter in terms of hardware and software. Does the library use any Library or Web 2.0 technology? Is it effective? If so, why? If not, why not? If this is an academic library, the questions can be answered; however, consider that their community is a little different and how would the group would need to answer these.

8. Within the context of this project, take a look at programming and collections. Does the balance of adult and children's/YA portions of the collection make sense? If not, why not? How should it be adjusted if it should? What is the programming? Does the library provide programming for all of their major age groups (preschool, children's, teens, adults, and seniors)? What is missing? What suggestions would your group make regarding collections or programming? Do not go too deep but look at anything that is a glaring issue that jumps out at the group. Make sure there is a collection development, book reconsideration, and other policies that make sense for a public or academic library to have.

9. What is the structure of the library? How do they fit within the governance structure (I.E. do they report directly to a board, do they report to an academic unit, etc...). Please have at least one team member attend a governance meeting (please ensure the meeting is open to the public). What do you learn from the governing body? How does that influence library operations?

10. Once again looking at the budget, assume a 10% increase for the next fiscal year. As consultants, where do you recommend investing more funding? What new

programs or purchases, if any, would you suggest? These suggestions should be realistic and be in line with the vision, mission, and goals.

11. Please apply the four frames from *Reframing Organizations* to your evaluation. How does the organization address each of the frames, if at all? Are some of the strengths that you find in the organization related to how they approach a particular frame?

I will suggest that Peter F. Drucker's *Managing the Non-Profit Organization: Principles and Practices* might be helpful.

There is *no page limit* on the paper. It should be a cohesive group paper presenting the group's findings as consultants. There should be a bibliography for any sources that have been used using the APA style guide. **Papers must be uploaded to the course space on D2L prior to class time and a print copy should also be brought to class.**

Date Due: December 15, 2013

Group Presentation

Group Presents: December 15, 2013

Worth: 10 Points

Each group will present an executive summary of the information about their library assignment. The presentation should be **concise and well-practiced**. The group will have 20 minutes for the presentation. It will be timed. There will be an additional five minutes for questions and answers from the group. Be aware that if the presentation continues into the question and answer time there will be a deduction for going over time in the grade for the presentation of one point per minute over the time limit.

An executive summary is an overview of what is in the consultant report. An executive summary is typically two to three pages long and gives the highlights of the report. There is no need to write an executive summary but this should be what is in the presentation. So this should not be a blow by blow of any section of the report – just the highlights.

Context Book (20% of grade; 10% paper, 10% presentation)

As a professional librarian, we come into contact with a variety of ideas outside of libraries through the books we encounter in our daily life. As a way to hone your professional skills, look outside the box, and learn from the broader world, I require a context book report. Please write a brief reflection and reaction paper to the book (see Context Book List). The paper should be around 1,000 words. **The paper is due October 6, 2013. Papers must be uploaded to the course space on D2L prior to class time and a print copy should also be brought to class.**

The second part of the assignment is to present the context book to the class. Your presentation should be 5 minutes in length with 3 additional minutes for questions.

In both the paper and the presentation you may address the following:

- What is the basic premise for the work?
- What can librarians learn from this work?
- How might the focus of this work impact library services?
- How might the focus of this work impact library members?
- How might this work shape your service philosophy?
- Do you find that this book has made you want to read more or less business/management related literature?

Date due: October 6, 2013

Class Participation (15% of grade)

Active class participation is essential to the atmosphere of this class because we learn from each other and participation acts as a model of reference work itself. Full points (10 points) will be given if all the following criteria are met: Completing all case studies and assignments on time, being prepared to discuss the readings, perfect attendance, regularly contributing to class discussions, regularly contributing in small group exercises, encouraging others to participate in asking questions and making relevant comments during class discussions and lectures. The scale goes down to one (1) point for the following: Two or more absences, incomplete exercises, no contributions to class discussions, little contribution to small group work.

VI. Assessment

Grading Scale

100-95	A
94-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-74	C
73-70	C-
> 70	F

Assignments and Grading

All assignments are expected to have:

- Your name, date submitted, and assignment title (e.g., Cast Study #1)
- Page numbers
- An original title for the assignment if any
- 1" margins
- 12 point Times New Roman or a similarly readable font style
- Double-space
- Subheadings with the document (if more than 4 pages)
- APA citations of works cited
 - If you are not familiar with APA format, please visit the CSC Library website at <http://www.stkate.edu/library/guides/style.html>

Incomplete Grade

A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade form (available online) no later than the last day of the term in which course requirements are due. You must be making satisfactory progress in the course and you must have completed 75% of the course at the time the petition is filed. Incompletes are awarded at the instructor's discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or sub-session in which the course is offered. The instructor may establish a due date after the normal deadline if you request it and special circumstances warrant it. The instructor will submit an alternate grade that will automatically be recorded if you do not complete the requirements for the course by the deadline. If you complete the course requirements in the time allotted, the instructor must submit the final grade by the deadline. Extensions to the due date originally agreed to by you and your instructor must be approved by the appropriate academic dean.

Assignment Grading

Case Studies 30%
Consultation Paper & Presentation 35%
Context Book 20%
Class Participation 15%
Total 100%

VII. Other Course Requirements & Information

Assignment Due Dates

All assignments are due at the beginning of the class period. Late assignments will be accepted for up to 3 days after they are due, with a 3% reduction in grade per day late. Sometimes emergency or other understandable circumstances prevent students from turning in assignments on time. In these cases, assignments more than 3 days late may be accepted on consultation with the instructor prior to the due date.

SCU Attendance Policy

St. Catherine University has instituted an [attendance policy](#) for its graduate classes. Of note is the policy that the Registrar may drop those who do not attend the first class session.

Professionalism and Academic Integrity

Regular attendance is very important. It is very difficult to keep up without attending every class. If you will miss class, you should notify the instructor in advance. You are responsible for checking your St. Kate's email account for messages from the instructor. Please check your email at least once a day.

St. Catherine University expects each of its students to uphold the Student Code of Conduct, which includes civility, respect for differences, and academic integrity and honesty. Appropriate credit must be given to original creators of all works used.

Major violations are cheating and plagiarism. Cheating includes copying others' works, collaborating without authorization, and accessing others' computer files without authorization. Plagiarism includes intentionally or unintentionally using someone else's words, works, thoughts, or expression of ideas without giving proper credit. Please see the [St. Catherine University Academic Integrity Policy](#).

Special Needs

Saint Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University's goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O'Neill Center at **651-690-6563** to discuss academic adjustments or accommodations.

Emergency Situations

St. Kate's has an [Emergency Preparedness](#) page. We hope no one will be infected, but if you are, we will make every effort to allow you to complete the course without physically attending class.

Since St. Catherine University is committed to the healthy well-being of our community, we support The Centers for Disease Control's following recommendation: students, faculty, or staff with influenza like illnesses (temperature of 100.0 or greater, plus a cough or sore throat) are directed to self-isolate (or stay home) for at least 24 hours after their fever is gone without the use of fever-reducing medicine. In the event that students are unable to attend classes due to this self-isolation recommendation, they should notify their professors of their absence. Faculty will provide opportunities for these students to participate in alternative delivery of class material due to illness.

Inclement Weather

Should the weather create conditions that are unsafe for us to have classes on campus, the instructor reserves the right to hold class online. This may include classes in which the university may or may not cancel classes. Should the instructor deem travel conditions hazardous, while the school remains open, the students will receive an email about holding class online (either synchronously or asynchronously).

VIII. Course Outline and Schedule

September 8, 2013

Part I Introductions and Overview

Readings:

Lencioni, P. *Naked Leadership*

Bolman & Deal 1, 2

September 8, 2013

Part II Teams

Case Study:

Army Teams (not graded)

Readings:

Hackman, J. R. (1987). The design of work teams. *Handbook of organizational behavior*, 315.

Katzenbach, J. R., & Smith, D. K. (2005). The discipline of teams. *Harvard Business Review*, 83(7/8), 162-171.

Russo Martin E. Team effectiveness in academic medical libraries: A multiple case study. *Journal of the Medical Library Association*. July 2006;94(3):271-278.

September 22, 2013

Part I Organizational Culture & Change Management

Due: Library selection

Case Study:

Apple Computer (B): Managing Morale and Corporate Culture

Readings:

Bolman & Deal 12, 13 & 14

Katzenbach, J., Steffen, I and Kronley, C. (2012). Cultural change that sticks. *Harvard Business Review*. 90 (7/8), 110-117

Kegan, R., & Lahey, L. (2001). The real reason people won't change. *Harvard Business Review*, 79(10), 85-92.

Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 73(2), 59-67.

Schein, E. H. (2003). The concept of organizational culture: Why bother? In *Organizational culture and leadership* (3rd ed., pp. 3-24). San Francisco: Jossey-Bass. [PDF in D2L]

September 22, 2013

Part II Technology & Facilities

Readings:

McAfee, A., & Brynjolfsson, E. (2008). Investing in the IT that makes a competitive difference. *Harvard Business Review*, 86(7/8), 98-107.

McClure, C. M., Jaeger, P. T., & Bertot, J. C. (2007, December). The looming infrastructure plateau? Space, funding, connection speed and the ability of public libraries to meet the demand for free internet access. *First Monday*, 12(12). Retrieved from <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2017/1907>

October 6, 2013

Part I Context Book Presentations

Due Context Book Paper & Presentation

Part II Structure & Governance

Readings:

Bolman & Deal 3, 4, 5

Quinlan, C. & McHarg, H. (2012): The emerging library: Structure, culture, and lessons learned from the dissolution of a combined libraries- IT organization, *Journal of Library Administration*, 52(2), 147-161

October 20, 2013

Part I Financials

Readings:

Stueart & Moran, Ch. 19 [PDF via D2L]

Curzon, S. C. (2010, April 1). Survivor: The library edition. *Library Journal*, 134(6), 22-24.

Van Orsdel, L. C., & Born, K. (2009, April 15). Reality bites: Periodicals price survey 2010. *Library Journal*, 134(7), 36-40.

October 20, 2013

Part II Assessment & Evaluation

Case Study:

Starbucks: Delivering Customer Service

Readings:

Bowlby, R. (2012). Living the future: Organizational performance assessment. *Journal of Library Administration*, 52(6/7), 626-652.

Hernon, P., Nitecki, D. A., & Altman, E. (1999). Service quality and customer satisfaction: An assessment and future directions. *Journal of Academic Librarianship*, 25(1), 9.

- Greenwalt, T. (2013). The wired library: In search of better metrics. *Public Libraries*. Retrieved from <http://publiclibrariesonline.org/2013/05/in-search-of-better-metrics/>
- Lloyd, S. (2006). Building library success using the balanced scorecard. *Library Quarterly*, 76(3), 352-361.
- Taylor, M., & Heath, F. (2012). Assessment and continuous planning: The key to transformation at the University of Texas Libraries. *Journal of Library Administration*, 52(5), 424-435.
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October 27, 2013 [Online]
Part I & II Human Resources & Motivation

Case Study:

SAS Institute: A Different Approach to Incentives and People Management Practices in the Software Industry

Readings:

Bolman & Deal 6, 7, & 8

Banks J, Pracht C. (2008). Reference desk staffing trends: A survey. *Reference & User Services Quarterly*, 48(1), 54-59.

Hammonds, K. H. (2005). Why we hate HR. *Fast Company*, (97), 40-47.

Hawthorne, P. (2004). Redesigning library human resources: Integrating human resources management and organizational development. *Library Trends*, 53(1), 172-186.

Herzberg, F. (2003). One more time: How do you motivate employees?. *Harvard Business Review*, 81(1), 87-96.

Managing Your Company's Behavioral Outliers
<http://www.fastcompany.com/1841254/managing-your-companys-behavioral-outliers>

Oder, N. (2009). MLS: hire ground?. *Library Journal*, 134(10), 44-46.

Rice, C., Marlow, F., & Masarech, M.A., (2012). Making the most of the dreaded annual review. *Fast Company*. Retrieved from:
<http://www.fastcompany.com/3002806/making-most-dreaded-annual-review>

Wilson, D. (2012). Why year-end reviews are a big fat waste of time. *Fast Company*. Retrieved from <http://www.fastcompany.com/3004111/why-year-end-reviews-are-big-fat-waste-time>

November 3, 2013

Part I Internal & External Environment

Readings:

Bolman & Deal 9, 10, 11

American Library Association. (2013). *The state of America's libraries: A report from the American Library Association*. Retrieved from: <http://www.ala.org/news/state-americas-libraries-report-2013>

Most current Horizon Report.

November 3, 2013

Part II Marketing & Organizational Communication

Case Study:

The Museum of Fine Arts Boston

Readings:

Aharony, N. (2010). Librarians' attitudes towards marketing library services. *Journal of Librarianship & Information Science*, 41(1), 39-50.

Argenti, P. A., Howell, R. A., & Beck, K. A. (2005). The strategic communication imperative. *MIT Sloan Management Review*, 46(3), 83-89.

Kotler, P., & Lee, N. R. (2007). Marketing in the public sector: The final frontier. *Public Manager*, 36(1), 12-17.

Mckee, R. (2003). Storytelling that moves people. *Harvard Business Review*, 81(6), 51-55.

Sikowitz, J., & Carlson Weeks, A. (2010, March/April). Marketing the Mount Pleasant Public Library to transitory residents. *Public Libraries*, 48(2), 38-44.

November 17, 2013

Part I Design Thinking & Innovation

Case Study:

Design Thinking and Innovation at Apple

Readings:

Bolman & Deal 18

Bell, S. J. (2008). Design thinking. *American Libraries*, 39(1/2), 44-49.

Dyer, J. H., Gregersen, H. B., & Christensen, C. M. (2009). The innovator's DNA. *Harvard Business Review*, 87(12), 60-67.

Kurt, L., Kurt, W., & Medaille, A. (2010). The Power of play: Fostering creativity and innovation in libraries. *Journal of Library Innovation*, 1(1), 8-23.

Matthews, B. (2012). *Think like a startup*. Virginia Tech:
<http://vtechworks.lib.vt.edu/bitstream/handle/10919/18649/Think%20like%20a%20STARTUP.pdf>

Matthews, B. (2012). *Too much assessment not enough innovation*. Virginia Tech:
http://vtechworks.lib.vt.edu/bitstream/handle/10919/19047/Too_Much_Assessment_R%26D_Paper_Mathews_Enhanced_Version.pdf?sequence=1

November 17, 2013

Part II Personas

Readings:

United States. (n.d.). *Develop Personas*. Retrieved from
http://usability.gov/methods/analyze_current/personas.html

Fienen, M. (2011). *Persona Resources for Better Development*. Retrieved from
<http://doteduguru.com/id7025-persona-resources-for-better-development.html>

December 1, 2013 [Online]

Part I Leadership

Readings:

Bolman & Deal 15, 16, 17

Goleman, D. (2004). What makes a leader?. *Harvard Business Review*, 82(1), 82-91.

Heifetz, R. A., & Laurie, D. L. (2001). The work of leadership. *Harvard Business Review*, 79(11), 131-141

Kotter, J. P. (2001). What leaders really do. *Harvard Business Review*, 79(11), 85-96.

**December 1, 2013 [Online]
Part II Strategic Planning**

Case Study:

Transforming Singapore's Public Libraries

Readings:

Bolman & Deal 20

Kaplan, R. S., & Norton, D. P. (1992). The balanced scorecard--measures that drive performance. *Harvard Business Review*, 70(1), 71-79.

Kim, W., & Mauborgne, R. (2004). Blue ocean strategy. *Harvard Business Review*, 82(10), 76-84.

Mankins, M. C., & Steele, R. (2005). Turning great strategy into great performance. *Harvard Business Review*, 83(7/8), 64-72.

Porter, M. E. (1996). What is strategy?. *Harvard Business Review*, 74(6), 61-78.

**December 15, 2013
Part I & II Closing and Presentations**

Due: Consultation Papers & Presentations