

Management for Information Professionals
INLS 585-01W
Online Course
Three Credit Hours
Spring 2010: January 11, 2010 – April 28, 2010

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Course Description

Management for Information Professionals is an introduction to general management principles and practices intended for information professionals working in all types of organizations. It is required for all SILS MSLS and MSIS students. The focus of the course is on management in information agencies of all types both in profit and not-for profit organizations, but the principles taught are applicable in any management setting. Topics covered include accounting, evidence-based management, finance, human resources, leadership, marketing, operations, organizational behavior, and strategy.

This course will provide students an interactive, hands-on opportunity to develop the business, analytical and research skills required to succeed as a manager in any organization. Through readings, class discussion, cases studies, video, and simulation software, students will work individually and in teams to identify, analyze, and solve management problems particularly in the areas of library and technology management but applicable to any management situation.

Goal of this Course

By the end of this course, students will have acquired the analytical and research skills required and confidence necessary to make informed management decisions. Additionally, by the end of this semester you should be able to:

- define and explain key management disciplines and concepts.
- read and analyze financial statements.
- critically analyze real world management cases, clearly and accurately identify organizational issues, and recommend solutions based on evidence.
- identify unsound management theories and apply sound academic evidence to real world management situations.
- critically examine and evaluate proposed solutions to organizational issues to uncover the validity of underlying assumptions and logic.
- identify many of the complexities of organizational management and leadership.

- continue developing management and leadership skills based on strategies practiced throughout the course.
- function effectively in teams and groups.

During this course, students will be exposed not only to important management principles but to the science of management itself.

Instructional Methods

Since this is an online class, it is extremely important to me that you feel connected with me as the instructor and to the other students in the class. I realize that communicating in this type of environment can be challenging. In my experience, online courses, although sometimes more convenient, are often not as enjoyable or effective as face to face classes. I hope, with all of your help, to make this course an enjoyable, interactive, and valuable one even though we will not be meeting in person. Toward this end, in addition to the end of semester evaluation, there will be an optional questionnaire during the semester designed to give you the opportunity to provide anonymous feedback about what is going well and what could be improved.

This course heavily relies on the UNC Blackboard online course management system (<http://blackboard.unc.edu>). Much of the communication for this class will be done in online discussion boards on Blackboard. To keep the class lively and interactive, this course will be light on traditional lecture. Instead, I will rely heavily on video, simulation software, readings, discussion boards, and four one hour conference calls. There is a “chatter” discussion board for those of you who would like to communicate with each other in general. I encourage you to ask each other for help or communicate in any way you would like. You are not required to communicate on the “chatter” discussion board. It is there if you would like to use it.

In this course, the Blackboard discussion boards are used mainly to respond to reading questions and to post answers to select assignments. They are not used for traditional “discussion” purposes. The assignments posted to the “discussion” boards are designed to reinforce key concepts and give students the opportunity to expand their understanding by reading classmates responses. Also, at times, teams respond to different parts of an assignment on the discussion board and each team must read each other’s responses in order to complete the following weeks’ assignments. In this way, the course builds overtime and students are able to learn from one another in the online environment. Actual “discussions” are held during the class conference call sessions throughout the semester.

I can be reached at my office number above usually between the hours of 8:30 and 5:00. Please leave a message if I am away from my desk with a few good times to call you back and I will do my best to respond the same day. Additionally, I am on email often throughout the day. You should be able to count on an email response from me within 24 hours and usually within eight. I usually do not respond to email in the evenings. Please see my guidelines on email use (on Blackboard) for more information on how best to communicate with me via email.

Required Reading and Software

Books

Pfeffer, J., & Sutton, R. I. (2006). *Hard facts dangerous half-truths and total nonsense*. Boston, Massachusetts: Harvard Business School Press.
(Available for purchase and on reserve)

Luecke, R. (2004). *Harvard business series: Manager's toolkit: The 13 skills managers need to succeed*. Boston, Massachusetts: Harvard Business School Press.
(Available for purchase and on reserve)

Articles

Ackerman, Rick (2007). ChangeMasters All: A Series on Librarians Who Steered a Clear Course toward the Twenty-First Century: An Interview with Donald E. Riggs. *Library Administration and Management*, 21(2), 61.

Allner, Irmin (2008). Managerial Leadership in Academic Libraries Roadblocks to Success. *Library Administration and Management*, 22(2), 69.

Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. *Harvard Business Review*.

Corl, S. (2008) ChangeMasters All: A Series on Librarians Who Steered a Clear Course toward the Twenty-First Century: An Interview with Dr. Richard Rubin. *Library Administration and Management*, 22 (2) 65.

Defa, Dennis (2008). Human Resource Administration in the Academic Library. *Library Administration and Management*, 22(3), 138.

Eldredge, Jonathan D. (2000). Evidence-based librarianship: an overview. *Bull Med Libr Assoc*, 88(4), 289.

Kaspar, W.A., Mosley, P.A., (2008). Making the good hire: Updating hiring practices for the contemporary multigenerational workforce, part two. *Library Administration and Management*, 22(3), 142.

Rousseau, D. (2006). Is there such a thing as "evidence-based management"? *Academy of Management Review*, 31(2), 256.

Case Studies

Harvard Business School Case -- Mount Everest 1996 by Michael A. Roberto, Gina M. Carioggia (<http://doi.contentdirections.com/mr/hbsp.jsp?doi=10.1225/303061>)
(Available for purchase thorough the link above for \$6.95)

Harvard Business School Case – Transforming Singapore’s Public Libraries (Abridged) 2004 by Roger Hallowell, Linda M. Applegate (http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=805028&referral=23)

42)

(Available for purchase thorough the link above for \$6.95)

Congressional Testimony

Pfeffer, J. (2007). *Testimony submitted for the record for United States House of Representatives committee on oversight and government reform*

Simulation Software

Marketplace LIVE Business Simulation – Introduction to Business and Strategy
License purchase instructions can be found below. It is \$45/student.

Statement on Academic Integrity

Students are expected to conform to the Honor Code in all academic manners. For more information about the Honor Code, please visit the following URL:

<http://honor.unc.edu/honor/index.html>.

Grading Scale/Course Assignments and Assessment

Each assignment is worth a set number of points (described on the assignment spreadsheet on Blackboard). Information describing how each assignment will be assessed can be found on the assessment spreadsheet on Blackboard. **A successful online course depends on timely participation from all class members. I will not accept assignments late.** Assignment grades will be posted to the Blackboard course management system. Semester grades are based on your cumulative total of points awarded for all assignments, which are then converted to letter grades or HPL grades as follows:

| Total Course Points Available: 789 | | | | | |
|--|--------------|--------------|---------------------|------------|-------------|
| Grade Scale | | | Point Range | | |
| | Grade | Grade | Percentage | Low | High |
| | A | H | 95-100 | 750 | 789 |
| | A- | P+ | 90-94 | 710 | 749 |
| | B+ | P | 87-89 | 686 | 709 |
| | B | P | 84-86 | 663 | 685 |
| | B- | P | 80-83 | 631 | 662 |
| | C+ | P- | 77-79 | 608 | 630 |
| | C | P- | 74-76 | 584 | 607 |
| | C- | P- | 70-73 | 552 | 583 |
| | D+ | L | 67-69 | 529 | 551 |
| | D | L | 60-66 | 473 | 528 |
| | F | F | 59 and below | | 472 |
| Bonus Simulation Points for First Place Team 16 points (2 points on final grade) | | | | | |
| Bonus Simulation Points for Second Place Team 12 points (1.5 points on final grade) | | | | | |
| Bonus Simulation Points for Third Place Team 8 points (1 point on final grade) | | | | | |

Requests for Extensions

Extensions are only granted in emergency situations. Any request for an extension must be made at least 24 hours before the due date. Authoritative written documentation is required for all extension requests. **NOTE: NO EXTENSION UNDER ANY CIRCUMSTANCES WILL BE GIVEN FOR SIMULATION SUBMISSION DEADLINES.** If one team member is unable to contribute or complete the simulation decisions the other(s) must step in, finish the decisions, and submit the simulation. It is imperative that you submit decisions on time because it impacts all other teams as well as the course schedule.

Questions Regarding Assignment Assessments

Any questions regarding the grading of an assignment must be raised within one week after the score is made available.

Turning in Assignments

Assignments will either be submitted through email or posted on the appropriate discussion board (see assignment spreadsheet for details).

How to Succeed in this Course

This course may be different from those you have taken in the past in that you will not be evaluated based upon giving the “correct” answer. Instead, we will spend the course practicing management problem solving and reflecting on what has been learned. Evidence shows:

Students can learn a good deal from actively accessing evidence, using it to solve problems, reflecting—and trying again. Indeed, one of the most powerful forms of learning may be deriving principles from experience and reflection, as when students review cases and then derive the principles governing the underlying outcomes (Thompson, Gentner, & Loewenstein, 2003; Rousseau, 2006, p. 266).

Therefore, you will notice that we will spend a good amount of time reflecting on what we have learned and very little time on right versus wrong. You will not lose a single point in this class for being “wrong.” To succeed, you must complete all assignments on time and in a thoughtful and thorough manner and consistently reflect on the decisions you have made and what you have learned. Please see the assignment and assessment spreadsheets for more information on how each assignment should be submitted and how each will be assessed.

Thompson, L., Gentner, D., & Loewenstein, J. 2003. Avoiding missed opportunities in managerial life: Analogical training more powerful than individual case training. In L. L. Thompson (Ed.), *The social psychology of organizational life*: 163–173. New York: Psychology Press.

General Flow of the Course

As an online course, this class has no set meeting times. There will, however, be four one hour conference call discussion sessions (select Thursdays at 5:00). If you are unable to attend a conference call session you will be permitted to submit a written participation assignment in lieu of joining the conversation. The course schedule is set up so that assignments are due based on the assignment spreadsheet on Blackboard. These due dates are not flexible and you must keep up with weekly assignments.

A Final Introductory Thought

I am passionate about this course and truly believe that the skills learned and practiced here, when applied in your future careers, will help you succeed. Being successful as a manager is not achieved by chance, inherent ability, or hiring the perfect staff. Management is a science. Become a student of management throughout your career. Practice your skills, take informed risks, search for evidence, evaluate your decisions, commit to ongoing personal development, focus on the best in people, and allow yourself to fail and learn from your mistakes – you will be amazed at what you will achieve and the people you will assist along the way.

Course Schedule –

Weeks 1 and 2: Foundations – Weeks of January 11 and January 18

By the end of week two, the student will:

- *know course goals, structure, assignments, and assessment matrices*
- *know each others' management experiences and backgrounds*
- *be able to explain the characteristics of effective goals*
- *be able to explain the five steps of strategy formulation*
- *be able to list the principles of evidence-based management*
- *be able to define and describe evidence-based librarianship*
- *be able to explain the critical role implementation has in a strategy's success*

The tasks are written in the order in which they should be carried out.

1. Assignment: It's Your Call, What Would You Do? (Due 1/27 see assignment spreadsheet for submission and assessment details)

Please respond to **ONE** of the following of your choosing (2 pages maximum).

- Scenario 1: You have an employee who seems to be "stuck" in his/her professional development and is on auto-pilot as far as his/her daily responsibilities are concerned. You'd like to challenge this individual to grow professionally and feel this is actually necessary for him/her to retain the position. Without coming across as threatening, how might you go about working with this employee to improve his/her performance and achieve new goals?
- Scenario 2: You've been asked by senior management to come up with an IT solution for an ongoing issue that affects many end-users in your organization. You feel that the problems are more related to human processes than technology. What steps could you take to provide a viable solution to your organization that involves technology but that also addresses the non-technical aspects of the problem?
- Scenario 3: You are looking to add a highly-qualified and experienced new librarian to your staff. You work at a public institution and salary funds are limited. The best you can offer a candidate is 20%

below what they might make at a comparable private institution. What should you do?

2. *Assignment: Let Us Know About You*

(Due 1/27 see assignment spreadsheet for submission and assessment details)

- Construct a "Home Page" using the Student tools of Blackboard. For the photograph you may use an existing digital photo, scan a photo, or have a photograph made in the lab using the digital camera. These "Home Pages" are very helpful in getting to know your classmates. To view the class pages: first, click Communication on the course navigation bar, then click Roster, and finally on the Roster page, click the Search button, without entering anything into the Search field. Click on a student's name to view his or her course homepage. On your home page, **please introduce yourself and respond to the following questions:**

Your Management Experience:

(Please respond to each question with as much detail as you deem necessary. A simple "No" is fine when applicable)

- What management positions, if any, have you held?
 - Have you ever supervised employees?
 - Have you ever written a position description?
 - Have you ever hired anyone?
 - Have you ever let someone go from a position?
 - Have you ever determined someone's compensation?
 - Have you ever managed a group or team?
 - Have you ever had to motivate a work force or team of individuals?
 - Have you ever had to evaluate someone's performance in a formal performance review?
 - Do you know how to read and understand a balance sheet?
 - Do you know how to read and understand an income statement?
 - Do you know how to read and understand a statement of cash flows?
 - Have you ever written a mission statement?
 - Have you ever written a strategic plan?
 - Have you ever conducted market research?
 - Have you ever conducted a competitive analysis?
 - Have you ever assisted in developing a brand?
 - Have you ever been responsible for maintaining a brand's image?
 - Have you ever written an advertisement?
 - Have you ever identified a target market and segmented it?
 - Have you ever assisted in determining or articulating an organization's competitive advantage?
 - Have you ever developed a product or service offering?
 - Have you ever managed an organization or group's finances?
 - Other management experience you would like to share?
-
- What if any management courses have you taken?
 - What was the best job you've ever had and why?

- What are you hoping to get out of this course? What are your learning goals/expectations?

3. Read Luecke Chapters 1 and 12 (**please note Chapters 1 and 12 not 1 and 2**)

4. Meet the authors of *Hard Facts Dangerous Half-Truths and Total Nonsense* by watching a brief video overview their book - <http://www.youtube.com/watch?v=hxH8hBUBBnE>

5. Read Chapters 1, 2, and 6 (only pp 143 (Why Strategy May Not Be That Important) – 157) Pfeffer and Sutton *Hard Facts Dangerous Half-Truths and Total Nonsense*

6. Read Rousseau Article

Rousseau, D. (2006). Is there such a thing as "evidence-based management"? *Academy of Management Review*, 31(2), 256.

7. Read Eldredge Article

Eldredge, Jonathan D. (2000). Evidence-based librarianship: an overview. *Bull Med Libr Assoc*, 88(4), 289.

8. Read Interview with Donald E. Riggs

Ackerman, Rick (2007). ChangeMasters All: A Series on Librarians Who Steered a Clear Course toward the Twenty-First Century: An Interview with Donald E. Riggs. *Library Administration and Management*, 21(2), 61.

9. **Assignment: Week 1 and 2 Reading Discussion Questions**
(Due 2/1 see assignment spreadsheet for submission and assessment details)

- Based on the readings and video, please respond to the following questions
 - What did you find most helpful/informative in Luecke chapter 1?
 - What is a SWOT analysis? When and why should one be conducted?
 - How would you define and describe evidence-based management?
 - Why is there a research-practice gap among managers?
 - Why do you think some managers or leaders do not admit what they do not know? How might this hurt an organization?
 - Based on your reading, explain the following formula found on the evidence-based management website (Better facts + Better implementation = Better performance)
 - How would you define and describe evidence-based librarianship?
 - Following up on the interview with Donald Riggs, how do you believe schools of information and library science can be more active in preparing future leaders?

- Which of the management examples or concepts in this week's readings resonated with you or surprised you the most and why?
- In your experience, please respond to the following questions:
 - Describe a time in your life when you have allowed your beliefs or past experiences to cloud your willingness to gather and consider data that might have helped you make a better decision?
 - Pfeffer and Sutton touch upon issues surrounding conventional wisdom. List one or two accepted truths that have guided your decisions and/or actions in areas of library and information science, management, or leadership that you might now want to reevaluate in terms of evidence?
 - Have you ever been involved in an organization or group where you believed there was a good strategy in place but implementation or execution was poor? What happened? Was the strategy eventually abandoned? Should it have been? Explain.
 - How might you use evaluation to balance strategy and implementation?
 - How might you treat an organization you are involved with as an unfinished prototype? How could you experiment to gather evidence for decision making?

10. **Assignment: Course Learning List Contribution**

(Due 2/1 see assignment spreadsheet for submission and assessment details)

Contribute to the course learning list: Please list one to three things that you have learned from the coursework or your classmates this week that you believe will help you in a future management role.

Weeks 3 and 4: Climbing Mount Everest - Weeks of January 25 and February 1

By the end of week four, the student will:

- *be able to critically read a case to pull out relevant facts and note missing information*
- *be able to critically read a case to identify and list assumptions decision makers relied upon*
- *develop an early hypothesis based on available case data alone as to how management decisions might have been improved*
- *be able to explain the keys steps involved in the hiring process*
- *be able to explain key concepts involved in creating and managing teams*
- *be able to list criteria that may be used to identify sound research*
- *be able to list top journals in business field(s)*
- *be able to use behavioral decision theory, team effectiveness literature, and complex systems theory to analyze an organizational breakdown*
- *be able to use academic evidence to inform management decisions*

The tasks are written in the order in which they should be carried out.

1. Watch Everest Videos
 - a. <http://www.youtube.com/watch?v=STFb-aPYM8>
 - b. http://www.youtube.com/watch?v=7_LlaWPYhZo
2. Read Harvard Business School Case -- Mount Everest 1996 by Michael A. Roberto, Gina M. Carioggia (<http://doi.contentdirections.com/mr/hbsp.jsp?doi=10.1225/303061>)
(Available for purchase through the link above for \$6.95)
3. **Assignment: Week 3 2/4 5:00pm conference call.** Please call (919) 962-2717 at 5:00. If you call early it will ring but there will be no answer. While on each conference call, we will also be using Adobe Acrobat Connect Pro to connect on the computer. This will allow you to raise your hand if you have something to say. That way we can be sure everyone gets a chance to speak and hopefully we can avoid interrupting each other. It also allows you to agree/disagree with what is being said and offer chat commentary. Adobe Connect instructions are located in the course materials section of Blackboard. It is easy to use and is free of charge.

Please be prepared to discuss the questions below.

If you are **unable** to attend the conference call, please respond to the following questions on the discussion board on Blackboard before 5:00 pm on 2/4.

- a. Begin to analyze Everest case by joining the class discussion. Please be prepared to discuss the following questions (to do so well will take several readings)
 - What did you find most shocking on the videos?
 - Why do you think this tragedy occurred? Please come up with three hypotheses.
 - List the relevant facts available to you in this case?
 - What information is missing that you would like to know?
 - What assumptions were made that underlined critical decisions?
 - Is there any other data or information of importance in the case?
 - What do you think could have been done differently in this expedition that might have prevented this tragedy?

4. Read Luecke Chapters 2 and 6
5. Read Christensen and Raynor:

Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. *Harvard Business Review*.

6. Read Pfeffer and Sutton Chapters 3 & 4
7. Read Pfeffer, J. (2007). *Testimony submitted for the record for United States House of Representatives committee on oversight and government reform*
8. Read Corl, S. (2008) ChangeMasters All: A Series on Librarians Who Steered a Clear Course toward the Twenty-First Century: An Interview with Dr. Richard Rubin. *Library Administration and Management*, 22 (2) 65.
9. Read Kaspar, W.A., Mosley, P.A., (2008). Making the good hire: Updating hiring practices for the contemporary multigenerational workforce, part two. *Library Administration and Management*, 22(3), 142.
10. **Assignment: Team Name**
(Due 2/5 see assignment spreadsheet for submission and assessment details)

Look under course announcements to find your team member(s). Please introduce yourself and discuss ways in which you will be able to collaborate on projects. Please come up with a team name and post your team members along with your team name to the discussion board.

11. **Assignment: Weeks 3 & 4 Reading Discussion Questions**
(Due 2/5 see assignment spreadsheet for submission and assessment details)
 - Please write two “good” interview questions that you might use in the future according to the guidelines in the Luecke and Kaspar readings.
 - Please explain the characteristics of effective teams and describe how teams should be evaluated?
 - Based on the readings, what set of criteria would you use to evaluate business writing and research?
 - How might you determine if management idea or theory is applicable to a problem you are solving?
 - Why are Pfeffer and Sutton big advocates of field trips?
 - What are the benefits of integrating work with other aspects of employees’ lives?
 - Explain the problems surrounding the war for talent idea.
 - Explain the four main guidelines Pfeffer and Sutton discuss for managing talent.
 - What is a high performance culture?
 - What in particular resonated with you from Dr. Rubin’s interview?

12. **Assignment: Weeks 3 & 4 Individual Assignment Management Journals**
(Due 2/5 see assignment spreadsheet for submission and assessment details)

Create a list of at least five highly regarded academic journals in your assigned area (see course announcements to find your assigned area). It will be one of the following:

- Accounting

- Economics
 - Finance
 - Human resources
 - Management
 - Marketing
 - Information Technology Management
 - Operations
 - Organizational Behavior
- How did you determine these are highly regarded academic journals? Did you talk to a librarian? Faculty member in the field? Did you look at the journal's impact factor? Etc. You must have at least three reasons supporting your decision that each journal on your list is in fact a highly regarded academic publication.
 - Using articles from at least two of the academic journals you listed, please briefly (the equivalent of 1 page or less) define and provide an overview of your assigned area (cite sources used).

13. Assignment: Weeks 3 & 4 Team Assignment 1 - Use Sound Academic Support To Better Understand Everest Tragedy

(Due 2/8 see assignment spreadsheet for submission and assessment details)

(Please have one member of the team post one response for your team to the discussion board)

- **Teams 1 & 2:**
 - i. Define Cognitive Biases (cite and defend sources used)
 1. What is overconfidence bias?
 2. What is the sunk cost fallacy?
 3. What is recency effect?
 4. How might these shed light onto the Everest tragedy? Use examples from the case.
- **Teams 3 & 4:**
 - i. Define Psychological Safety (cite and defend sources used)
 1. Several conditions undermined its development in this case such as perceived status differences, leadership styles, and lack of familiarity and team interaction among group members. How is this evidenced in the case?
 2. What might prevent someone from asking for help, admitting an error, or expressing a different point of view in a group setting?
- **Teams 5 & 6:**
 - i. Define Complex Systems Theory (cite and defend sources used)
 1. According to this framework, there is not one single cause of the catastrophe. Instead, how did human errors, group procedures, equipment failures, and the unexpected storm interact to increase the risk for this expedition?

○ **Teams 7 & 8:**

Complex interactions and tight coupling increase the risk of catastrophe. Please explain this statement (cite and defend sources used)

1. Complex interactions

a. How did a series of unexpected problems lead to Fisher's deteriorating health during the final ascent?

2. Tight Coupling

a. The Everest expedition possessed the characteristics of a tightly coupled system: time-dependent processes, a rigid sequence of activities, one dominant path to achieving a goal, very little slack (Perrow, 1999). Explain how these characteristics are apparent in the Everest case.

C.Perrow, (1999). *Normal Accidents: Living with High-Risk Technologies*. Princeton, NJ: Princeton University Press.

Weeks 5, 6, & 7: The Descent of Mount Everest and Introduction to Marketplace Simulation – Weeks of February 8, February 15, February 22

By the end of week seven, the student will:

- *be aware of decision making traps that individuals and groups fall into during crisis situations and will have developed strategies to avoid them in future management and leadership roles*
- *have a basic framework for using evidence-based management principles to inform management decision making*
- *have completed a management case analysis*
- *be introduced to the Marketplace Simulation Game LIVE and will know the learning goals for the simulation*
- *be able to define and explain Marketplace management terms and concepts*

The tasks are written in the order in which they should be carried out.

1. ***Assignment: Concluding Everest 2/11 5:00pm conference call.***

Please call (919) 962-2717 at 5:00. If you call early it will ring but there will be no answer. While on each conference call, we will also be using Adobe Acrobat Connect Pro to connect on the computer. This will allow you to raise your hand if you have something to say. That way we can be sure everyone gets a chance to speak and hopefully we can avoid interrupting each other. It also allows you to agree/disagree with what is being said and offer chat commentary. Adobe Connect instructions are located in the course materials section of Blackboard. It is easy to use and is free of charge.

If you are **unable** to attend the conference call, please respond to the following questions on the discussion board on Blackboard before 5:00 pm on 2/11.

Reread the case, discussion boards, and any relevant academic literature. Be prepared to discuss your final evidence-based analysis of the Mount Everest case using the outline below.

- Now that you are aware of relevant academic evidence, please answer the questions below to explain how the theories might interact to contribute to a catastrophic failure?
 - a. Cognitive Biases and Team Psychological Safety
 - i. How might have improving team psychological safety prevented the stifling of constructive dissent and combated individual cognitive biases in this case? Explain using case examples.
 - b. Cognitive Biases and Complex Systems
 - i. If cognitive biases lead to faulty judgments, then why does the probability of an accident increase in a complex system even with a small judgment error? Explain using case examples.
 - ii. How did tight coupling exacerbate problems caused by sunk cost bias on summit day?
 - c. Complex Systems and Psychological Safety
 - i. Why might the absence of psychological safety elevate risk in complex systems? Explain using case examples.

- Do you feel the evidence you've gathered over the past three weeks supported any of your initial hypotheses? Explain.

b. Additional question:

- Drawing on your own experiences, can you identify a situation in which one or more of these factors contributed to an organizational, group, or personal failure? How might you prevent this from happening in the future?

2. Read Luecke Chapters 13 and 14

3. Marketplace Simulation LIVE

a. Overview –

For six quarters, you and your teammate(s) will work together to run all aspects of a new computer company. You will be responsible for a myriad of decisions from financial and human resource management to marketing and production. The purpose of the simulation is to give each team experience in analyzing company, competitor, and academic data to make management decisions. You are each working with a partner(s) to simulate a real world work team. It is expected that you will challenge each other to gather the best evidence available, develop a sound strategy, and implement it effectively to build a profitable company. Each team should use what they learned from the Everest simulation and the readings to create the most effective team environment possible.

Although many of you may not have aspirations of leading a for-profit company such as this, the simulation is designed to build your analytical and management skills which are transferrable to most positions including those in library and information science.

Teams will be competing against each other over the next six quarters to see who can build the most profitable company. Although we strongly encourage teams to compete with each other and work toward being the most profitable, grading for this assignment will be based on each team's quarterly simulation analysis report (described below). Course bonus points will be awarded to the first and second place teams. Therefore, those with the best balanced scorecard report at the end of the simulation will be rewarded; however, those with lower scores will not be penalized for not "winning." Your balanced scorecard report will not be available until your company is up and running in quarter 4.

A Balanced Scorecard will be used to measure your team's performance in the simulation. The team's total business performance will be based upon its financial performance, market effectiveness, marketing effectiveness, investments in the firm's future, and creation of wealth. The total business performance score will determine the simulation winners.

As stated above, starting in Quarter 4, you will be able to check your performance, relative to your classmates' performance. A key element in the evaluation of your performance will be your ability to recognize problems and opportunities that exist within your firm and within your competitive environment. As you progress through the simulation, you will need to make decisions to address problems and opportunities.

- b. You will be using the same teams for the simulation that you were assigned earlier in the course.
- c. As mentioned above, each quarter of the simulation the following decision template is to be used to submit your quarterly simulation analysis report:

Quarterly Simulation Analysis Report (4 pages maximum):

- Analyze simulation data
 1. Analyze performance from last quarter (if applicable)
 - a. Include your company's strengths and weaknesses
 - b. Did either of last quarter's hypotheses turn out to be correct? Why or why not?
 2. New facts presented this quarter (starting quarter 1)
 - a. What new facts were presented this quarter?
 - b. Are there any problems (threats) or opportunities (external to your company) to be dealt with this quarter?
 3. Competitive analysis (if data is available – otherwise note that no data is available)
 - a. Where are you in relation to your competition?
 - b. What are their strengths and weaknesses?
 - c. What will it take to get ahead and to stay ahead in future quarters?
 4. Market analysis (if data is available – otherwise note that no data is available)
 - a. What do your customers think of your company and/or products?
 5. Human resource analysis (if data is available – otherwise note that no data is available)
 - a. What do your employees think of your company?
 6. Financial analysis (starting quarter 1)
 - a. What are your financial statements telling you?

7. Decision reflection (starting quarter 2)
 - a. Do you believe your company made any mistakes last quarter? If so, what where they and why? What will you do in the future to address them?
- What information is missing that would be helpful to know? Are you able to gather it at this time or must you make any assumptions?
- What is your overall strategy? Has it changed? Was it changed because it was a faulty strategy or did implementation errors necessitate that it be changed?
- What decisions did you make this quarter?
 - For each decision made:
 - a. Why did you make it
 - i. Case evidence used
 - ii. *Did you use academic evidence for this decision? If so:
 1. Explain the academic evidence
 2. Cite the source
 3. How did you determine this evidence/source is sound?
 4. Why do you think it is applicable to this decision, for your company, in this situation?
 - iii. Did you make any assumptions that underlie this decision?
- List two hypotheses how the decisions you've made this quarter will impact your company at the beginning of next quarter.

*Each team is required to support at least one decision each simulation quarter with academic evidence not yet covered in this course (i.e. not already introduced in the readings or Everest case).

Your first decision and simulation analysis report will be due by **February 17th before midnight**. Please be sure to click the **Submit** button and resolve any errors before that date – **Any team that does not have their quarterly decisions submitted on time will lose 16 points/day off their total points for the course (two points off your final letter grade)**. It is imperative that you submit decisions on time because it impacts all other teams as well as the course schedule. There is **no exception** to this rule. If one team member is unable to contribute or complete assignments the other(s) must step in, finish the decisions, and submit the simulation on time.

4. Begin Simulation - Introduction to Business and Strategy

- a. Sign Up
 - i. Purchase a Marketplace Student License Number.
 - ii. Each of you will need a student license to use the software. They are \$45 and can be purchased at this link: <http://gm.marketplace-live.com> . You will need the game ID: **xxx** to get your student license number.
 - iii. Go to: <http://gm.marketplace-live.com/>
 - iv. Click on the <Sign in as student> link.
 - v. Click on the <Sign up for a game> link.
 - vi. Enter the Student License Number.

- vii. Enter the Game/Team ID to locate your game, or find your game in the listings by school, instructor, course and team.
- viii. Choose the Team number assigned to you by the instructor (posted under Announcements on Blackboard).
- ix. Fill in the contact information and choose a password.

b. Log in

- i. To access the game sites, please be sure your browser is set to accept cookies, Javascript and pop up windows from the Marketplace sites.
- ii. Go to: <http://gm.marketplace-live.com/>.
- iii. Click on the <Sign in as student> link.
- iv. Enter your email address and password.
- v. Select the "Decision Area" button to begin playing.

c. Familiarize yourself with the interface and simulation

- i. Go to the decision area and familiarize yourself with the interface
- ii. Please read "How to use Marketplace" (Under the help menu)
- iii. Please read "Welcome to Marketplace"
- iv. Please read "Virtual Business World"

d. Begin working on quarter one decisions

- i. Work with your teammate(s) to thoroughly read and understand the simulation and this quarter's decisions by working through the task list and researching any concepts, theories, and/or decisions that are new to you.
- ii. Work on simulation (quarter 1) – work through the task bar on the left

5. Assignment: Week 5 Team Assignment 2 - Definitions and explanations of Marketplace terms and concepts

(Due 2/12 see assignment spreadsheet for submission and assessment details)

Please have one member of your team post one response for your team to the discussion board. All team members should go back and read through each teams' postings to familiarize themselves with each of the following below before beginning the simulation.

Please define and explain the following:

Team 1:

- Mission statement
 - 1. In addition to the definition and explanation, list two organizations' mission statements as examples
- Distinctive (core) competencies
- Target market(s)
- Market segments

Team 2:

- Brand/Branding/Brand Image
- Market research
- Market share
- Market demand

Team 3:

- Balanced scorecard
- Capital structure
- Common stock
- Certificate of deposit

Team 4:

- Balance sheet
 1. Basic definition and purpose
 2. Current assets
 3. Long term assets
 4. Fixed assets
 5. Debt
 6. Equity
 7. Retained earnings
 8. Why do assets = debt + equity?

Team 5:

- Income statement
 1. Basic definition and purpose
 2. Revenues
 3. Rebates
 4. Cost of goods sold
 5. Gross profit
 6. Expenses
 7. Depreciation
 8. Operating profit
 9. Earnings before interest and taxes
 10. Earnings per share

Team 6:

- Statement of cash flows
 1. Basic definition and purpose
 2. Operating activities
 3. Operating cash flow
 4. Investing activities
 5. Financing activities
 6. Cash balance

Team 7:

- Strategic plan
- Porter's Five Forces
- Product lifecycle including its stages

Team 8:

- Pro forma financial statements
- Budgeting
 1. Short vs. long term
 2. Fixed vs. rolling
 3. Incremental vs. zero-based
 4. Kaizen

6. *Assignment: Week 6 Team Assignment 3 - First Decision Submission and Quarterly Simulation Analysis Report*

(Due 2/17 see assignment spreadsheet for submission and assessment details)

- a. Read through the marketplace definitions and be sure you are familiar with all concepts. You will need to understand these to be successful in the simulation.
- b. Please be sure to click the **Submit** button and resolve any errors before midnight – **Any team that does not have their quarterly decisions submitted on time will lose 16 points/day off their total points for the course (two points off your final letter grade)**. It is imperative that you submit decisions on time because it impacts all other teams as well as the course schedule. There is **no exception** to this rule. If one team member is unable to contribute or complete assignments the other(s) must step in, finish the decisions, and submit the simulation.
- c. Your first quarterly simulation analysis report is also due at this time. Please make sure you followed the template above and supported at least one decision this simulation quarter with academic evidence not yet covered in this course (i.e. not already introduced in the readings or Everest case). Please have one member of the team submit one report from your team by email.
- d. Although teams should not share their quarterly simulation reports, they must post all academic evidence they consulted each quarter for the benefit of their classmates. Please post a reference list of all academic evidence used each simulation quarter as well as a brief description of what the evidence states.

7. *Assignment: Week 7 Team Assignment 4 - Second Decision Submission and Quarterly Simulation Analysis Report*

(Due 2/24 see assignment spreadsheet for submission and assessment details)

- a. Please be sure to click the **Submit** button and resolve any errors before midnight – **Any team that does not have their quarterly decisions submitted on time will lose 16 points/day off their total points for the course (two points off your final letter grade)**. It is imperative that you submit decisions on time because it impacts all other teams as well as the course schedule. There is **no exception** to this rule. If one team member is unable to contribute or complete assignments the other(s) must step in, finish the decisions, and submit the simulation.
- b. Your second quarterly simulation analysis report is also due at this time. Please make sure you followed the template above and supported at least one decision this simulation quarter with academic evidence not yet covered in this course (i.e. not already introduced in the readings, Everest case, or a previous quarter's simulation analysis report). Please have one member of the team submit one report from your team by email.
- c. Although teams should not share their quarterly simulation reports, they must post all academic evidence they consulted each quarter for the benefit of their classmates. Please post a reference list of all academic evidence used each simulation quarter as well as a brief description of what the evidence states.

8. ***Assignment: Anonymous Feedback Opportunity***
(Due 2/26)

<http://www.surveymonkey.com/xxxx>

9. ***Assignment: Course Learning List Contribution***
(Due 2/26 see assignment spreadsheet for submission and assessment details)

Contribute to the course learning list: Please list one to three things that you have learned from the coursework or your classmates that you believe will help you in a future management role.

Weeks 8, 9 (Spring Break), 10, and 11: - Weeks of March 1, 8, 15, & 22

By the end of week ten, the student will:

- *be able to list and explain why people stay in and leave jobs*
- *be able to explain general retention strategies*
- *be able to list and explain the eight steps to effective appraisal*
- *be able to discuss coaching methods for improving performance*
- *know issues and guidelines surrounding the use of employee incentives*

1. Read Luecke Chapters 3 and 7

2. Read Pfeffer and Sutton Chapter 5
3. Read Defa, Dennis (2008). Human Resource Administration in the Academic Library. *Library Administration and Management*, 22(3), 138.
4. Work on simulation (quarter 3) – work through the task bar on the left
5. **Assignment: Week 8 Team Assignment 5 - Third Decision Submission and Quarterly Simulation Analysis Report**
(Due 3/3 see assignment spreadsheet for submission and assessment details)
 - a. Please be sure to click the **Submit** button and resolve any errors before midnight – **Any team that does not have their quarterly decisions submitted on time will lose 16 points/day off their total points for the course (two points off your final letter grade)**. It is imperative that you submit decisions on time because it impacts all other teams as well as the course schedule. There is **no exception** to this rule. If one team member is unable to contribute or complete assignments the other(s) must step in, finish the decisions, and submit the simulation.
 - b. Your third quarterly simulation analysis report is also due at this time. Please make sure you followed the template above and supported at least one decision this simulation quarter with academic evidence not yet covered in this course (i.e. not already introduced in the readings, Everest case, or a previous quarter's simulation analysis report). Please have one member of the team submit one report from your team by email.
 - c. Although teams should not share their quarterly simulation reports, they must post all academic evidence they consulted each quarter for the benefit of their classmates. Please post a reference list of all academic evidence used each simulation quarter as well as a brief description of what the evidence states.
6. **Assignment: Week 6 3/18 5:00pm conference call.** Please call (919) 962-2717 at 5:00 . If you call early it will ring but there will be no answer. While on each conference call, we will also be using Adobe Acrobat Connect Pro to connect on the computer. This will allow you to raise your hand if you have something to say. That way we can be sure everyone gets a chance to speak and hopefully we can avoid interrupting each other. It also allows you to agree/disagree with what is being said and offer chat commentary. Adobe Connect instructions are located in the course materials section of Blackboard. It is easy to use and is free of charge.

If you are **unable** to attend the conference call, please respond to the following questions on the discussion board on Blackboard before 5:00 pm on 3/18.

- Do you agree with the reasons given for why people stay in or leave a job? Have you stayed in or left a job for any of the reasons mentioned in this week's readings?
- Have you ever had a manager that you believe was an effective coach? How was this person helpful to you?
- How can incentives be problematic?

- What guidelines do Pfeffer and Sutton suggest for using incentives?
- Has anyone had experience with incentives that you believe either worked well, failed, or motivated the wrong behavior?
- What resonated with you from the Defa article?

7. *Assignment: Assignment 6 - Fourth Decision Submission and Quarterly Simulation Analysis Report*

(Due 3/17 see assignment spreadsheet for submission and assessment details)

- Please be sure to click the **Submit** button and resolve any errors before midnight – **Any team that does not have their quarterly decisions submitted on time will lose 16 points/day off their total points for the course (two points off your final letter grade)**. It is imperative that you submit decisions on time because it impacts all other teams as well as the course schedule. There is **no exception** to this rule. If one team member is unable to contribute or complete assignments the other(s) must step in, finish the decisions, and submit the simulation.
- Your fourth quarterly simulation analysis report is also due at this time. Please make sure you followed the template above and supported at least one decision this simulation quarter with academic evidence not yet covered in this course (i.e. not already introduced in the readings, Everest case, or a previous quarter's simulation analysis report). Please have one member of the team submit one report from your team by email.
- Although teams should not share their quarterly simulation reports, they must post all academic evidence they consulted each quarter for the benefit of their classmates. Please post a reference list of all academic evidence used each simulation quarter as well as a brief description of what the evidence states.

8. *Assignment: Team Assignment 7 - Fifth Decision Submission and Quarterly Simulation Analysis Report*

(Due 3/24 see assignment spreadsheet for submission and assessment details)

- Please be sure to click the **Submit** button and resolve any errors before midnight – **Any team that does not have their quarterly decisions submitted on time will lose 16 points/day off their total points for the course (two points off your final letter grade)**. It is imperative that you submit decisions on time because it impacts all other teams as well as the course schedule. There is **no exception** to this rule. If one team member is unable to contribute or complete assignments the other(s) must step in, finish the decisions, and submit the simulation.
- Your fifth quarterly simulation analysis report is also due at this time. Please make sure you followed the template above and supported at least one decision this simulation quarter with academic evidence not yet covered in this course (i.e. not already introduced in the readings, Everest case, or a previous quarter's simulation analysis report). Please have one member of the team submit one report from your team by email.

- c. Although teams should not share their quarterly simulation reports, they must post all academic evidence they consulted each quarter for the benefit of their classmates. Please post a reference list of all academic evidence used each simulation quarter as well as a brief description of what the evidence states.
-

Weeks 12, 13, 14, and 15: - Weeks of March 29, April 5, 12, and 19

By the end of week fifteen, the student will:

- *be able to explain why leadership roles are difficult*
- *be able to explain strategies that “good” leaders use*
- *be able to write an evidence-based management consulting report*

1. Read Luecke Chapter 11
2. Read Pfeffer and Sutton Chapters 8 & 9
3. Read Allner, Irmin (2008). Managerial Leadership in Academic Libraries Roadblocks to Success. *Library Administration and Management*, 22(2), 69.
4. Work on simulation (quarter 6 – Final quarter) – work through the task bar on the left
5. **Assignment: Team Assignment 8 - Sixth Decision Submission and Quarterly Simulation Analysis Report**
(Due 3/31 see assignment spreadsheet for submission and assessment details)
 - a. Please be sure to click the **Submit** button and resolve any errors before midnight – **Any team that does not have their quarterly decisions submitted on time will lose 16 points/day off their total points for the course (two points off your final letter grade)**. It is imperative that you submit decisions on time because it impacts all other teams as well as the course schedule. There is **no exception** to this rule. If one team member is unable to contribute or complete assignments the other(s) must step in, finish the decisions, and submit the simulation.
 - b. Your sixth quarterly simulation analysis report is also due at this time. Please make sure you followed the template above and supported at least one decision this simulation quarter with academic evidence not yet covered in this course (i.e. not already introduced in the readings, Everest case, or a previous quarter’s simulation analysis report). Please have one member of the team submit one report from your team by email.
 - c. Although teams should not share their quarterly simulation reports, they must post all academic evidence they consulted each quarter for the benefit of their classmates. Please post a reference

list of all academic evidence used each simulation quarter as well as a brief description of what the evidence states.

6. **Assignment: Week 12 4/8 5:00pm conference call.** Please call (919) 962-2717 at 5:00. If you call early it will ring but there will be no answer. While on each conference call, we will also be using Adobe Acrobat Connect Pro to connect on the computer. This will allow you to raise your hand if you have something to say. That way we can be sure everyone gets a chance to speak and hopefully we can avoid interrupting each other. It also allows you to agree/disagree with what is being said and offer chat commentary. Adobe Connect instructions are located in the course materials section of Blackboard. It is easy to use and is free of charge.

Please be prepared to discuss the questions below.

If you are **unable** to attend the conference call, please respond to the following questions on the discussion board on Blackboard before 5:00 pm on 4/8.

- What, if anything, surprised you about this week's readings?
- According to Pfeffer and Sutton, what should good leaders do?
- According to Pfeffer and Sutton, why is leadership difficult?
- As an organizational manager or leader, how might you begin to create a culture that encourages fact seeking, curiosity, and fact-based decision making even if the facts uncovered might be difficult to acknowledge?
- Do you have a mentor or advisor that helps you recognize when you might be heading down a wrong path? How open are you to his/her advice despite "sunk costs" you have invested.
- As a manager or leader how have you handled failure or error? How can you create an environment that allows errors and encourages learning and growth from setbacks?
- How has your educational experiences (role as a student) impacted your view of failure? Is failure more acceptable (and perhaps even beneficial in the long-term) in work related endeavors than in educational ones?
- Have you ever worked with someone who was able to lead and teach while at the same time had the humility to learn from others? If so, please explain the working environment that was created by this person. If not, do you think this type of manager would create a positive working environment?
- Briefly explain the four managerial leadership roles in the competing values framework.

7. **Assignment: Final simulation analysis (3 pages maximum)**

(Due 4/14 see assignment spreadsheet for submission and assessment details)

- a. What did you learn from this simulation that you believe may benefit you in your future career?
- b. If the simulation were to continue a few more quarters, what would be your strategy to become (or remain) the most profitable?

- c. What was your company's biggest error? How have you learned from it?
- d. In effect, your team experience was a management case study. You were put in a position to work with a partner or partner(s) to solve complex management problems. This is difficult enough in an organizational setting in which team members know each other and are able to work with each other face to face. However, there are times in a career when you may have to work to solve problems with those in other locations. How can you analyze your own reactions and performance within the case study you have just been a part of (the online simulation game)? Did the online environment cause you frustration? If so, how did you (personally) handle it? Were there decision making conflicts? If so, how did you (personally) handle them? Did you withdraw? Argue? Etc.? What role did you assume on the team? Once you have analyzed your personal reactions during these past six simulation quarters, find academic evidence on virtual workgroups, teamwork, conflict management etc. that may help you improve in the future (or that you find relevant to this experience in some other way). Please provide a summary of this evidence and how you believe it to be helpful and/or relevant. (Cite Sources)

8. ***Assignment: It's Your Call, What Would You Do?***

(Due 4/21 see assignment spreadsheet for submission and assessment details)

- a. Show what you have learned. You are now a management consultant. Prepare a two page consulting report memo to the person who posed the question that you responded to on week one; HOWEVER, this time take an evidence-based management approach.

TO BE CLEAR, YOU SHOULD RESPOND TO THE SAME SCENARIO YOU DID WEEK ONE. NOT TO ALL THREE SCENARIOS.

- i. The report should offer at least two alternate suggestions to this person about how s/he might solve his/her problem using academic evidence along with the suggestion you believe to be the best. Be sure your memo indicates that your advice is built on certain assumptions that may need to be confirmed. Provide possible ways that s/he might gather that evidence and test assumptions. Also let the person know the possible benefits and drawbacks associated with your suggestions.

Before writing the memo above it may be helpful for you to use the following evidence-based approach to your analysis (you do not need to write this up or hand it in):

- i. List facts you have been given
- ii. Information missing that would be helpful to know
- iii. Assumptions being made by the person posing the question
- iv. How might you suggest that the person asking this question gather missing information and/or test his/her assumptions?
 - a. Research?
 - b. Experiments?
 - c. Etc?
- v. Research, list, explain and cite, potentially relevant academic evidence or theories

- Scenario 1: You have an employee who seems to be "stuck" in his/her professional development and is on auto-pilot as far as his/her daily responsibilities are concerned. You'd like to challenge this individual to grow professionally and feel this is actually necessary for him/her to retain the position. Without coming across as threatening, how might you go about working with this employee to improve his/her performance and achieve new goals?
- Scenario 2: You've been asked by senior management to come up with an IT solution for an ongoing issue that affects many end-users in your organization. You feel that the problems are more related to human processes than technology. What steps could you take to provide a viable solution to your organization that involves technology but that also addresses the non-technical aspects of the problem?
- Scenario 3: You are looking to add a highly-qualified and experienced new librarian to your staff. You work at a public institution and salary funds are limited. The best you can offer a candidate is 20% below what they might make at a comparable private institution. What should you do?

9. ***Assignment: Course Learning List Contribution***

(Due 4/21 see assignment spreadsheet for submission and assessment details)

Contribute to the course learning list: Please list one to three things that you have learned from the coursework or your classmates that you believe will help you in a future management role.

Weeks 16: - April 26

Final Project –Due Wednesday April 28th before Midnight

By the end of week sixteen, the student will:

- *be able to define and explain key management disciplines and concepts*
- *be able to read and analyze financial statements*
- *have critically analyzed real world management cases, identified organizational issues, and recommended solutions based on evidence*
- *have identified unsound management theories and applied sound academic evidence to real world management situations*
- *have critically examined and evaluated proposed solutions to organizational issues to uncover the validity of underlying assumptions and logic*
- *have functioned effectively in teams*
- *have actively assessed evidence and used it for problem solving many times throughout the course*
- *have spent time reflecting on management decisions and learning from them*
- *have reviewed a case and derived the principles governing underlying outcomes*

- *have the tools necessary to practice evidence-based management in his/her future career*
- *have an understanding of the science of management and hopefully the desire to become a lifelong student of management*

Earlier Quote Revisited

Students can learn a good deal from actively accessing evidence, using it to solve problems, reflecting—and trying again. Indeed, one of the most powerful forms of learning may be deriving principles from experience and reflection, as when students review cases and then derive the principles governing the underlying outcomes (Thompson, Gentner, & Loewenstein, 2003; Rousseau, 2006, p. 266).

1. Read - Harvard Business School Case – Transforming Singapore’s Public Libraries (Abridged) 2004 by Roger Hallowell, Linda M. Applegate
http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=805028&referral=2342 (Available for purchase thorough the link above)

2. Assignment: Individual Case Assignment

(Due Wednesday April 28th see assignment spreadsheet for submission and assessment details)

- Define the following:
 - Change management
 - Learning organization
 - Learning nation
 - Value proposition
 - GDP
- Case analysis:
 - Write a four page maximum report on why you believe Singapore was successful in transforming its libraries. Use the facts provided in the case and academic evidence whenever possible to support your analysis. You must use academic evidence covered earlier in the course as well as new academic evidence to support your analysis.
 - Be sure to address the following questions in your report:
 - Why you believe Singapore was successful in transforming its libraries.
 - In what ways do you believe Dr. Chia was an effective manager and/or leader?
 - Do you believe the public libraries’ transformation will in fact meet the nation’s national agenda of becoming a learning nation and eventually growing GDP? Why or why not?

When I return this final assignment to you, I will include a summary of the entire course learning list contributions for the semester. Often, much is forgotten after completing a course. It is my hope that this course will have provided you decision making and analytical skills that you will now carry with you into your future careers. Additionally, I will provide this summary of the class learning list contributions in case you find yourself wanting a quick refresher in the future. Best of luck to all of you!