THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

LSC 757—Library Automation and Project Management
Spring 2012

Credit Hours: 3
Prerequisites: LSC 555—Information Systems in Libraries and Information Centers

Classroom: Pangborn 301
Days and hours of class meetings: Wednesdays, 7:10–9:40 p.m.

Instructor contact information:
> Barrie Howard, Lecturer
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> Office hours are Wednesdays before class, 4:50–6:50 p.m., in Marist 237

Course Description:

This course provides students with strategies for identifying, planning, providing, and evaluating library and information services in public, academic and special libraries. Tools and techniques covered in the course will prepare students to design and/or create accessible and usable information resources from beginning to end of a project lifecycle. This course builds on the foundations of the core courses and emphasizes identity and management skills of information professionals.

Instructional Methods

> This course will use a variety of formats and activities including the following:
> - Lectures and discussions based on readings and personal research.
> - Guest speakers sharing their experience and expertise.
> - Collaborative learning through group projects and teamwork.

Required Text: None

Recommended Texts

Cook, Curtis. *Just Enough Project Management: The Indispensable Four-step Process for Managing Any Project Better, Faster, Cheaper.* New York: McGraw-Hill, 2005.

Reading Materials: To be assigned in class

Required Technologies

The following capabilities are required for course delivery:
- Internet browser, i.e., Chrome, Firefox, Explorer, or Safari
- Microsoft Excel, or other spreadsheet software
- Microsoft Word, or other word processing software

The following technologies are taught as an essential part of this course:
- Microsoft Project
- Microsoft Visio

Libraries

The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are available from http://libraries.cua.edu. For assistance on papers and assignments, consult the research guides available from http://guides.lib.cua.edu, or schedule an appointment with an appropriate subject librarian, http://libraries.cua.edu/about/subjlibs.cfm.

Course Goals

The purposes or goals of the course are to:
- o Introduce the basic concepts, techniques, and tools of project management to students so they are better prepared to work on project teams in other courses and in professional settings.
- o Demonstrate the value of knowledge and skills in project management to library and information professionals in order to increase their awareness of employment opportunities.
- o Provide practical applications of project management concepts, techniques, and tools through exercises to demonstrate a student understands the course materials.

Goals for Student Learning

At the conclusion of the course, the student will be able to:
- o Articulate the importance of project management to the development of library and information services.
- o Demonstrate project management techniques and tools to manage and lead a variety of projects to support the operations of library and information service providers.
- o Identify, plan, provide, and evaluate library and information services and apply principles and best practices to solve a particular information access problem.
- o Examine business trends affecting libraries and information service providers today and examine the impact technological development has had on them.

Professional Standards Addressed

- o Project Management Institute, Inc. (PMI) *PMBOK® Guide—Fourth Edition*
- o International Institute of Business Analysis (IIBA) *BABOK® Guide—Version 2.0*
- o System Development Life Cycle (SDLC) methodology and best practices

Course Requirements: Readings and class participation, and team projects. No exams.

Readings and participation (45 pts)

Participation in class as it relates to topics discussed. Sharing ideas from weekly readings, research, and exercises. **(15 pts)**

Student portfolios which include the organization of their ideas and documentation of work performed on group projects, weekly exercises, lessons learned, compilation of notes, and ideas for a brief report. **(20 pts)**

Deep learning characterized by initiative, leadership, engagement, analysis, and critical thinking during class and in online discussions. **(10 pts)**

Group Projects (55 pts)

Requirements gathering exercise: Develop list of stakeholders, scope, and set of requirements for planning a project. *Deliverable:* Project Charter. **(10 pts)**

Project plans: Develop a variety of project plans complete with scope, constraints, communication plan, work breakdown structure, schedule, and risk register. *Deliverable:* Project Plan. **(20 pts X 2 = 40 pts)**

Individual reports: During this semester the coursework explores different perspectives on project management, and also from guest speakers. *Deliverable:* Each student will be required to write a two-page report, and deliver a 5–10 minute presentation on their observations. **(5 pts)**

Expectations and policies

Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from http://policies.cua.edu/academicundergrad/integrityprocedures.cfm):

"The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction."

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at http://policies.cua.edu/academicundergrad/integrity.cfm and http://policies.cua.edu/academicundergrad/integrity.cfm.

Other Policies or Expectations:

Attendance and punctuality are important to optimize the learning experience. Absences and tardiness are excused with no penalty with 24 and 2 hour notices, respectively. Class participation extends beyond the classroom, and students are expected to participation in online learning environments, as well as in class. The use of cell phones during class lectures and discussion is prohibited unless a mobile device is used to contribute to the discourse. Timeliness of assignments is a criterion for attaining high marks, although deadlines may be extended without penalty upon the discretion of the instructor.

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: http://disabilitysupport.cua.edu.

University grades:
The University grading system is available at
http://policies.cua.edu/academicundergrad//gradesfull.cfm#ll for undergraduates and
http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students.
Reports of grades in courses are available at the end of each term on
http://cardinalstation.cua.edu .

Course Schedule:

Class 1, January 11—*Introductions and Expectations*

What Is Project Management & How Is It Relevant to Me?

Class 2, January 18—*Initiating a Project*

Project Charter & Stakeholders

Class 3, January 25—*Planning a Project*

Project Plan & Communications

Class 4, February 1—*Planning a Project Continued*

Project Schedule & Risk

Class 5, February 8—*Controlling a Project*

Project Execution, Monitoring, and Controlling

Class 6, February 15—*Small Group Project Exercise*

Class 7, February 23 (Midterm)—*Controlling a Project Continued*

      Reporting and Change Management

Class 8, February 29—*Closing a Project*

      Acceptance and Documenting Lessons Learned

No Class on March 7

Class 9, March 14—*Class Presentations*

      Presentation topics must be approved by the instructor.

Class 10, March 21—*Guest Speakers*

      TBA

Class 11, March 28—*Large Group Project*

      TBA

Class 12, April 4—*Large Group Project Continued*

Class 13, April 11—*Project Management Methodologies and Standards*

Last Class, April 20—*Program and Portfolio Management*

Final Exam, May 2—*Large Group Project Closeout*

<u>Bibliography:</u>

Berkun, Scott. *The Art of Project Management.* New York: O'Reilly, 2008.

Burek, Paul. "Developing a Complete Project Scope Statement in 2 Days," 2006 PMI Global Congress Proceedings.

Cook, Curtis. *Just Enough Project Management: The Indispensable Four-step Process for Managing Any Project Better, Faster, Cheaper.* New York: McGraw-Hill, 2005.

Fister Gale, Sarah. "Controlling Chaos," *PM Network* 25, no. 4 (April 2011): 26-31.

Hewlett-Packard Company. "Mission: Project Management," training module. January 14, 2004: 12-29.

Hunsberger, Kelley. "The Accidental Project Manager," *PM Network* 25, no. 8 (August 2011): 28-33.

Kendrick, Tom. *Identifying and Managing Project Risk: Essential Tools for Failure-proofing Your Project.* New York: AMACOM, 2003. [1-16; 37-67; 158-181]

Langley, Mark, et al. "Toward a New Mindset, *PM Network* 25, no. 9 (September 2011): 24-26.

Leadership Strategies, Inc. "Masterful Meetings," unpublished handout. Atlanta: Leadership Strategies, Inc., 2006.

Library Communication Strategies. "Building a Marketing Communication Plan," Presentation handout. Chicago, 2005.

Marshall, Dan. "Capturing and Leveraging Historical Information," *PMI Virtual Library.* Project Management Institute, 2010.

Matta, Nadim F. and Ronald N. Ashkenas. "Why Good Projects Fail Anyway," *Harvard Business Review* (September 2003): 109-114.

Revels, Ira. "Managing Digital Projects," American Libraries 41, no. 4 (April 2010): 48-50.

Sharp, Alec and Patrick McDermott. *Workflow Modeling: Tools for Process Improvement and Application Development.* Artech House: Boston, 2001. [29-50]

Sitts, Maxine. *Handbook for Digital Projects: A Management Tool for Preservation and Access, First Edition.* Andover, Massachusetts: Northeast Documentation Conservation Center, 2000.

Stielow, Frederick. *Building Digital Archives, Descriptions, and Displays: A How-to-do-it Manual for Archivists and Librarians.* New York: Neal-Schuman Publishers, Inc. 2003. [1-6]

Verne, Jules. *Around the World in Eight Days.* London: Puffin Classics, 1994.

Wysocki, Robert and Rudd McGary. *Effective Project Management: Traditional, Adaptive, Extreme, Third Edition.* Indianapolis: Wiley Publishing, Inc., 2003. [44-47; 75-96]