

CORPORATE INFORMATION SERVICES

Spring 2003

Class Meetings:

Mondays 6:30–9:20
CA 116

(except as noted in **Course Calendar**, below)

Office Hours:

See **Contacting Instructor**, below

Instructor's Office:

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Telecommunication:

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Instructor's Office: 974-6509 (with voice mail)

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SCOPE/PURPOSE

The orbit of specialized information agencies includes, but is not restricted to, the domain of what has been called the "special library." Some such agencies may be library-like in appearance and philosophy. We should not limit our thinking, however, to any particular or traditional four-walled, institutionalized model. The staff of some library-like organizations, even those with an MLS, will not think of themselves as "librarians" at all but rather as "information specialists," "information managers," "information professionals," or similar titles. Some of these folks provide a range or combination of services (e.g. archives management, records management, business intelligence services, research support, environmental scanning, information products) well beyond the limitations of any single type of position. It may well be that a new model is emerging, one we call the Integrated Information Manager.

The course assumes student completion of the SIS core requirements and thus the student's prior study of basic information management and technologies activities. In our course, then, rather than retrace these basics, we ought to attempt to introduce and define the types, purposes,

functions, and characteristics of specialized forms of information services. Description of a corporate information focus in the SIS curriculum is available at <http://www.sis.utk.edu/~pemberton/corp.html>

This course, once called "special libraries," now reflects a greater focus on corporate information systems and services.¹ "Corporate" is a term covering both for-profit and not-for-profit organizations (e.g., IBM, federal agencies, Boy Scouts of America, TVA). This shift has developed because the population in corporate information organizations is among the highest in the "special libraries" category. In a sense, the general battle cry of the corporate information manager is indicative: "the right information to the right person, at the right time, in the right amount, in the right format, in the right order, in the right quality, at the most reasonable cost." Public, school, and academic libraries tend to serve **individual** users (or "customers" or "clients" or "patrons") while the special library tends to serve the information resources needs of persons in their functional relationship to an **organization**'s objectives.

The course is also "environmental" in the sense that rather than try to train students to work in one particular type of workplace--which **one** would that be?--we must focus on those trends, issues, functions, problems that one is likely to confront in **any** specialized or corporate information agency or service--rather than single type of organization or skill-specific or craft areas (e.g., cataloging, reference, acquisitions, web-mastery), which, hopefully, you have covered in other courses and which are often less critical as a professional-level task in many of these types of organizations we will take as our domain.² Many of these functions in a smaller library must be outsourced or performed at the clerical/paraprofessional level. The professional-level staff shoulder management-level responsibilities.

The student will quickly understand that in some cases a specialized knowledge of some area (e.g., subject [e.g., medicine, music], formats [e.g., maps, manuscripts, archival collections], service constituency [e.g., physicians, engineers, physicists]) may be required to function effectively in almost any specialized information agency. If one wanted to work, for example, in a large medical- information service environment but had no background in life sciences, health, or medicine--this course cannot address that need.

What, then, are some of the generalizable concerns in the specialized library/information

¹ This is not to take away from the broader range of specialized organizations (e.g., church/synagogue libraries, law libraries at universities, prison libraries, and medical libraries associated with medical schools and teaching hospitals).

² "The ultimate goal of special librarianship is providing customized information services that meet the requirements of the parent organization in the most-cost-effective and efficient manner possible. In special libraries there is less emphasis on functions such as acquisitions, cataloging, and collection development and greater emphasis on the provision of active services in immediate response to client needs"--see: "Special Libraries Association Position on Graduate Education," in Linda Hill, "Education for Special Librarianship," *Special Libraries* (Fall 1990), 328-429.

environment setting? **SEE SLA document at Billboard.** SLA's statement on education provides, not exhaustively--suggestions about areas in which the graduate needs knowledge:

1. Packaging/re-packaging of information to meet specific demands (may include publication on an intranet),
2. Selective dissemination of information (SDI),
3. Analysis and interpretation of information,
4. Selection, configuration, and evaluation of individual systems to meet client needs,
5. Development and delivery of new services as client and external demand requires,
6. Design and development of information "products," and
7. Exhaustive database searching.³

What do these concepts and activities mean?

In terms of application of these skills to specific services, a corporate information specialist might have responsibility for services which might include (but are not limited to):

- < Development of information products/services for internal use and, occasionally, for external markets
- < Current awareness services,
- < Research support (e.g., marketing)
- X Knowledge management and the corporate library
- < Customization of information for special groups
- < User education for in-house systems as well as external information providers (e.g., via Internet, World Wide Web, Lexis-Nexus)
- < Competitor/business intelligence
- < Environmental scanning, trend analysis, strategic information services

³ Hill, p. 328.

- X Development of “push” technology services
- < Consulting on development of new filing systems and database design
- < Research/corporate reports maintenance and data mining
- < Inactive records centers/archives,
- < Document management services (including scanning, imaging, document control),
- < Proprietary information control.

Another of our sub-themes is the relationship of “management” (e.g., planning, organizing, staffing, budgeting, marketing) AND “information services.” It is not unusual to find a one-professional special information unit with 1 to 2 clerical staff or even a one-person operation altogether. So, there may be no one to perform management services **for** you. You do it all. We should, from time to time, then, zero in on the language and functions of management as used in the corporate environment.⁴

GENERAL OBJECTIVES:

By the end of the term, the student should be able to:

- ⊇ Define "corporate library," "information center," and similar terms/concepts in his/her own words,
- ⊇ Discuss trends, issues, problems facing the corporate library/information agency, and
- ⊇ Discuss/explain the nature, problems, concerns associated with student-chosen specialized information agencies,
- ⊇ Better understand one’s possible or optimal niche in this domain

TOPICS:

Through readings, discussion. possible guest visits we should hope to cover most of the following topics:

⁴ Once there was a required course in management in the SIS MLS program (IS 550). Since the course is no longer required, some compensation for the loss must be developed in a course like this.

⊆ Introduction and definition; sources of information for organizations (internal and external); the information life cycle construct; twin paradigms of information services/systems; tasks vs. tools, etc.

⊆ Opportunities in specialized information agencies.

⊆ Starting the specialized information agency--planning, marketing, facilities, etc.

⊆ Managerial aspects of the specialized information agency.

⊆ Developing and marketing an information services menu.

⊆ Information dissemination.

⊆ Facilities and equipment.

OTHERS--AS REVEALED BY STUDENT INTERESTS

GENERAL COURSE PLAN AND PROCEDURE

We will take a familiar approach. We will meet class each time via Centra. That is, there will be reading and discussion, and we will try to involve some area professionals as an ingredient to your socialization to the field. There will be opportunities for group consultation via Tennessee Online.

Students should take some responsibility for their education (the best students always do) and develop some expectations of their own and see that they are met through class discussions and choice of content in assignments. For example, if you have a serious and reasonable interest in medical librarianship (or news or cartographic information or whatever), you might consider finding a way to address that interest consistently in your approach to written assignments.

COURSE REQUIREMENTS

Each student should browse--as available-- *Information Outlook*, 1997- [Z 671.I634], and its predecessor, *Special Libraries* [Z 671 .S72]; also *Science and Technology Libraries* [Z 675 .T3S39]--in Stacks and Current Periodicals--Hodges].

If there is a specific type of specialized information agency in which you are interested (e.g., medical, maps, news, sports), see if there is a specific journal which supports that interest. Look for useful web sites, as well.

Grades will be assigned to written work.

There are five (5) written activities (I, II, III, IV, V, below) which will be graded.

You will be able to complete all these assignments, but you **will need to work on some of them in tandem rather than end to end.**

GRADED WRITTEN WORK/ASSIGNMENTS

ASSIGNMENT I. Every student graduating from SIS is interested in employment. A few will return to existing positions or places of employment; most will apply for positions new to them. Despite initial assumptions about the type of career they expected to pursue, many grads will take positions where the “content” is new to them. In their first or second posts, many will be given information management responsibilities in areas with which they were unfamiliar at graduation.

To achieve a greater or deeper understanding of the exciting diversity of specialized information agencies/units/functions/activities as career opportunities, each student will identify as few as five (5) and as many as seven (7) types of information-related careers, or areas of work **beyond**, or other than, those you would normally directly associate with librarianship.⁵ These careers are often referred to as "non-traditional" simply because we do not as yet have a more apt term (can you suggest one or more?). For each career identified, please provide in writing:

1. Title(s) of practitioners (e.g., records manager, strategic information specialist) who work in the area.
2. A brief description (about 75-100 words or so) of the nature of the work, activities performed, services rendered, products developed, etc. by those in this field.
3. A short statement of linkage--as you see it--with the more general, larger, or parent, field of librarianship/information science (e.g., information retrieval, information representation, collection development/management).
4. A statement about the extent to which a person working in this area must or should have a subject knowledge or specialization (e.g., medicine, law, engineering).
5. For each work area, note whether you find this an attractive or unattractive career direction. Why? For example, do the interests needed and the skills required fail to mesh with your own? To what extent is a subject or technical specialization required which

⁵ Some library-related titles don't have “librarian” in them. Please do NOT choose positions, which, despite their title, are normally found in library environments. That is, do not choose database searchers, bibliographic instructors, media specialists, and the like, titles which usually identify persons working in traditional library settings. Our purpose is extension of our understanding of information work. Thanks.

you do not possess?

At the class period when the assignment is due, we will take some time to note some of the more “unusual” or “innovative” or interesting of the careers and begin to develop an informal taxonomy of the less traditional or less “obvious” positions/careers that call for the type of knowledge you will have as a graduate.

The following books—as available—can help you identify your selections. Please use these and note other resources **as well** which you use either to identify and/or discuss one or more careers. For example, if you were interested in the nature of the “Chief Information Officer,” you might search the WWW using “CIO” or “Chief Information Officer” as a search term and locate site(s) which discuss this title/career direction and find links to cognate areas. You might try to locate a web site for professional and/or trade associations relevant to your search (e.g., “Special Library Association,” (and/or any of their divisions) “Society of American Archivists,” “Association of Records Managers and Administrators”). You could try databases, such as ABI-Inform, that might lead to useful information.

Like any other work to hand in, do not fail to attribute/document sources used, including those of electronic origin.

Some of the sources below are rather dated; this “obsolescence” may be irrelevant as many non-traditional jobs have been around for a while.⁶

Special Note: You may be interested in talking with selected persons in some of these fields, for Assignment II, below, so be aware of the directories listed below under Assignment II.

Rhoda Garoogian, *Careers in Other Fields: Successful Strategies for Finding Jobs for Librarians*. Chicago: American Library Association, 1985.

Guide to Career Opportunities for Special Librarians and Information Professionals: 1991--An SLA Info Kit. Washington, DC: SLA, 1991.

Forest W. Horton, *Extending the Librarian's Domain: A Survey of Emerging Occupational Opportunities for Librarians and Information Professionals*. Washington, DC: Special Library Association, 1994.

Mount, Ellis. *Special Libraries and Information Centers: An Introductory Text*. 2nd. ed. Washington, DC: Special Libraries Association, 1991.

⁶ Anthony Debons et al, *The Information Profession: Survey of an Emerging Field* (New York: Marcel Dekker, 1981 (based on: “Manpower Requirements for Scientific and Technical Communication: An Occupational Survey of Information Professions,” done for the National Science Foundation) found some 1,500 occupational titles in information work at the professional level (at least a bachelors degree). Hodges doesn't have the book.

Mount, Ellis, ed. *Opening New Doors: Alternative Careers for Librarians*. Washington, DC: SLA, 1993.

Sellen, Betty-Carol and Dimity S. Berkner. *New Options for Librarians: Finding a Job in a Related Field*. New York: Neal-Schuman, 1984.

Sellen, Betty-Carol. *What Else You Can Do With a Library Degree*. New York: Neal-Schuman, 1997.

Spivak, Jane F. *Careers in Information*. White Plains, NY: Knowledge Industry Publications, 1982.

Sweeney, Del and Harin Zilla, comps. *Position Descriptions in Special Libraries*. 2nd ed. Washington, DC: SLA, 1992.

Assignment I counts 15% of course grade; written report due: February 6.

ASSIGNMENT II. There are several directories--general and specialized--which can help you identify professional staff at specialized libraries/agencies of interest to you. Among them are:

American Library Directory (Bowker)

Directory of Special Libraries and Information Centers, 3 vols. (Gale)

Subject Directory of Special Libraries, 3 vols. (Gale)

Who's Who In Special Libraries, 199- . (Special Library Association)

ASIS Handbook and Directory (ASIS)

World Guide to Special Libraries, 3rd ed., 2 vols. (Saur).

Identify three (3) information professionals⁷ to contact interview by phone, e-mail, fax, in person (or in some combination). These should be professional-level staff in a non-traditional or specialized information establishment. Ask in your own words--and engaging style--the following questions:

a. If you were in a position to hire an entry-level professional information specialist today in your type of library/information services setting, what skills, experiences, and knowledge would you be looking for? (Remember that there are **cognitive skills**, such

⁷ Please use no more than one person from the Knoxville area--if any.

cataloging, online retrieval, and the like as well as **affective skills**, such as interpersonal communication, leadership ability, ethical standards, etc.)

b. What courses or course emphases in library/information science or those from other disciplines do you feel a graduate ought to have in your type of information agency.

c. Can you recommend an outstanding book or article which you believe would be particularly useful in planning for a career in type of environment in which you work?

d. Have you developed a network of persons who are practitioners in your area of information work? How did you do this? Would you recommend this or some other strategy for those coming into your area of information work?

e. Is there a well-known, or "star," practitioner in your discipline or your part of the information field who might serve as role models for other information specialists? Who and why? How--if at all--has that person influenced you in your own career? Or, did you have a mentor who influenced you? How? In what ways?

f. You should, of course, ask any **other** questions pertinent to the activity.

Create a written report to hand in, one which organizes, analyzes, synthesizes your findings. What do you conclude from this activity? What does it tell you? How does it inform you? To what extent do you, the interviewer, currently have the qualifications noted by the interviewees? Are the interviews in some collective sense reassuring, challenging, depressing, stimulating?

It may be of interest to know that in an earlier offering of the course, students found that practitioners they interviewed provided responses such that we could rank-order several factors as being important to employers--and thus to students:

1. Knowledge of functional and service areas (e.g., reference, cataloging, preservation/conservation, interlibrary lending).
2. Knowledge of information technologies (e.g., library automation, integrated systems, Internet/WWW, online searching).
3. Personal skills/characteristics/affective domain (e.g., ethics, oral/written communication, energy, enthusiasm, various "people skills," network development).
4. Knowledge of management (e.g., planning, marketing, budgeting, supervision).
5. Knowledge of relevant subject(s) needed in the position (e.g., music, life sciences, engineering).
6. An understanding of importance of and a commitment to the constant pursuit of

continuing education (CE) (e.g., conferences, short courses, for-credit courses, additional degrees).⁸

In your report on the 3 interviews, rank order these kinds of factors as you discovered them through the process. Is the ranking the same as above? Different; how? What does this mean to you as one embarking on a job hunt--if anything? How else might you analyze and derive meaning from your results?

You will be asked to share your summary findings with the class, and we will try to aggregate and interpret these as well.

Assignment II counts 25% of course grade; written report due: February 20.

ASSIGNMENT III. Identify a specific open position using some medium such as the classified sections of *Library Journal*, *American Libraries*, *Bulletin of the American Society for Information Science*, and organizations' web sites.

Prepare: 1) a well-crafted cover letter and 2) a **functional-type** resume (not a chronological or academic resume) to apply--in a simulated manner--for a professional position.

The functional resume has several advantages for our purposes:

First, it takes advantage of the current emphasis in the marketplace on one's skills and what one has accomplished, not what courses one has taken or merely where one has worked. In this situation, there is more interest in your portfolio of accomplishments, a feature of the true functional resume.

Second, the functional resume allows you to take what might be a long list of honors, prizes, publications, speeches--even jobs--and treat them more categorically.

Third, the functional resume glosses over the fact that you don't have considerable years experience as a (special) librarian/information professional or considerable experience as a specialist in the topical area represented by the parent organization of the library.

Fourth, your application letter/resume may either go directly to or wind up being reviewed/evaluated by one or more non-librarians (e.g., Personnel/Human Resources); a functional resume can help you avoid much library jargon.

⁸ In SLA's "Position Statement on Graduate Education," five areas of needed knowledge and skill were noted: provision of information services, technology, management, information resources (includes methods of organization), and information service/product evaluation. See Hill, pp. 317-329.

Please attach a photocopy of the advertisement, noting where it appeared if not evident, to your letter/resume packet.

Compared to the cover letter, the resume is, in a sense, cut-and-dried; that is, its content is a sort of life script which will not vary according to the position applied for. The cover letter, however, is a more creative--and challenging--opportunity, one in which you build a bridge from your experience, interests, values, and aspirations to the position and to the organization for/to which you are applying. This is challenging and important; do it well.

UTK's Career Services in Dunford Hall (across Volunteer Blvd. from Temple Court) has a **good** collection of resume and cover-letter guides in its resource center. Use one or more of them as a resource for suggestions and models of functional resumes. Review examples they provide for cover letters as well. (I'd be happy to consult with you on this and review a preliminary draft.)

Do some homework. Prepare for your own use information sheets or cards about the library and/or the parent organization, along with the community, and other such larger environmental concerns. This will take a bit of research and perhaps some bibliographic aggressiveness on your part. Try sources like: *How to Find Information About Companies* (HD 791 .W37 1989) and *How To Find Information About Private Companies* (HD2771 .H695) and other reference sources; there are demographic sources and so forth in Hodges--Reference; reference librarians at Hodges can help, too, especially with items such as annual reports, financial information (e.g. *Standard and Poors*) etc. Use the information you find as part of your application strategy. On a separate page in the final product, provide bibliographic citations (following Turabian) for the sources you used.

Consider the fact that a cover letter and resume represent your first and, quite possibly, last chance to make positive contact with a potential employer of interest to you. You must get their attention; you must make them select your application from, say, 150 others to review further and, hopefully, to invite the applicant for an interview. *Make it count!*

The instructor will use this as an opportunity to help each student toward a "perfect" resume, cover letter, and overall strategy for when the time comes to do this "for real."

Assignment III counts 20% of course grade; written assignment is due: March 13

ASSIGNMENT IV. Prepare a literature-based (and use interviews, as well, if you like) essay/presentation on the persistent trends and issues, concerns, problems, values, prospects, opportunities of one type of specialized information agency (e.g., medical libraries, newspaper libraries, trade or professional association libraries/resource centers, marketing or research support functions---or some other library or non-library information providing organization).

Assignment IV. counts 25% of course grade; assignment is due: March 27

ASSIGNMENT V. While we will touch on many of the larger issues related to the specialized information agency, there will be a raft of topics, which, while of value and interest, we are not likely to see more of than a passing mention in our readings. To address this gap, each student will become a knowledge resource by taking a topic from the list below--or another, similar one negotiated with the instructor--and provide the rest of us a high-quality 30-35-minute oral presentation on the topic.

Please note that you will build your presentation around a graphics presentation package, e.g, Power Point.

The purpose here is instructional. You are learning about a topic of interest and then telling us--in an introductory manner--what you believe we should know about it. You should give us a modest handout in which you provide an abstract of your presentation and an annotated list of 3 to 4 sources which you found the most useful in preparation for the presentation. The basis for evaluation of the reports is a form found on the last two pages of this handout. Please be prepared to answer questions or lead discussion.

There are various bibliographic resources you can investigate. If you have any trouble either in deciding on a topic or in finding sufficient or appropriate material, do not hesitate to contact me.

Each student should choose a topic as soon as reasonably possible. Don't hesitate to chat with me about a topic, including a topic about which you have some interest but which is not on this list. **Give me a piece of paper (or use e-mail, voice mail, or fax) with: 1) your name, 2) the topic you want to pursue, and 3) that day's date.**

I should have your topic in my hand no later than April 3

Sample topics:

1. Corporate records
2. Grey literature
3. Selective Dissemination of Information (SDI) in the corporate environment
4. Special librarians and Knowledge Management
5. Meeting the information needs of senior managers
6. Outsourcing of library/information services
7. Using information to help your organization achieve competitive advantage
8. The future of the specialized information agency/the specialized information agency of the

future

9. Materials preservation in the library/information center: the basics for non-paper or non-print materials, including digital and optical
10. Special Libraries Association (Washington, DC)--its programs and services for specialized information professionals
11. Translations/translation services
12. Proprietary information resources
13. Environmental scanning/business intelligence
14. Information services and productivity
15. Use/roles/importance of patent literature
16. Right(s) to privacy vs corporate information needs

Assignment V. counts 15% of course grade; presentations will be made on April 10 and 24

See *IS 553 Oral Report Evaluation Form*, below, for evaluation criteria.

SELECTED ACCESS SOURCES

ABI INFORM [an online database of citations/abstracts for items in business/management/corporate environment sources]--on CD-ROM, Hodges Library--Reference Dept.; this is especially useful to topics related to corporate libraries and other information services for organizations.

Business Periodicals Index (Z 7164 .C8B8)

Library Literature (Z 666 .C211) an important source for special libraries/agencies

Library and Information Science Abstracts (Z 671 .L83)

Information Science Abstracts (Z 699 .A1D6)

ERIC (Educational Resources Information Center): access tools (CD-ROM + paper versions) in Hodges Reference + microfiche copies of reports (ED numbers) in DOC-MIC across the hall, etc. (EJ numbers are journal citations.)

MARCHIVE--A CD-ROM product which indexes the bibliographic output (1976-) of the

world's largest publisher: the U.S. government; MARCHIVE provides citations to information of many types on the activities in areas of archives and records management of the government (housed in Hodges, DOC-MIC department).

Management Abstracts (HD 28 .M34)

P. A. I. S. Bulletin (Z 7163 .P9)

BOOKS

Asantewa, Doris. *Strategic Planning for Basics for Special Libraries*. Washington, DC: Special Libraries Association, 1992. Z 675 .A2A74 1992

Baker, Sharon L. and F. Wilfred Lancaster. *The Measurement and Evaluation of Library Services*, 2nd ed. Arlington, VA: Information Resources Press, 1991. Z 678.85 .L 36 1991.

Berk, Robert A. *Starting, Managing, and Promoting the Small Library*. London: M. E. Sharpe, 1989. Z 678 .B48 1989.

Berner, Andrew and Guy St. Clair. *The Best of OPL: Five Years of The One-Person Library*. Washington, DC: Special Libraries Association, 1990. Z 678 .B484 1990 [OPL is a newsletter for one-person libraries put out by Guy St. Clair--this volume has profiles of individual one-person librarians, pp. 115-136).

Bierbaum, Esther G. *Special Libraries in Action: Cases and Crises*. Englewood, CO: Libraries Unlimited, 1993. Z 675 .A2B48 1993.

Bryson, Jo. *Effective Library and Information Centre Management*. Aldershot, Hants: Gower, 1990. Z 678 . B85 1990.

Christianson, Elin B., David E. King, and Janet L. Ahrensfield, *Special Libraries: A Guide for Management*. 3rd. ed. Washington, DC: Special Libraries Association, 1991. Z 675 .A2C53 1991

Fraley, Ruth A. and Carol Lee Anderson. *Space Planning: How to Assess, Allocate, and Reorganize Collections, Resources, and Physical Facilities*. New York: Neal-Schuman, 1985. Z 670.55 .F73 1985.

Freifeld, Roberta and Caryl Masyr. *Space Planning for Information*. Washington, DC: SLA, 1991. Z 679.55 .S58.

Griffiths, Jose-Marie and Donald W. King. *Special Libraries: Increasing the Information Edge*. Washington, DC: SLA, 1993. Z 675 .C778G75 1993

Guide to Career Opportunities for Special Librarians and Information Professional: 1991. An

SLA Information Kit. Washington, DC: Special Libraries Association, 1991. Z 682.2 .U5G84

Hamilton, Feona. *Infopromotion: Publicity and Marketing Ideas for the Information Profession*. Aldershot, Hants.: Gower, 1990. Z 716.3 .H27 1990

_____. *Current Awareness, Current Techniques*. Aldershot, Hants.: Gower, 1995. Z 674.5 .G7H36.

Marshall, Joanne G. *The Impact of the Special Library on Corporate Decision Making*. Washington, DC: Special Libraries Association, 1993. Z 675 .C7M36 1993

Matarazzo, James M. *Closing the Special Library: Case Studies on the Decision-Making Process*. New York: SLA, 1981. Z 675 .B8M37 1982.

_____. *Corporate Library Excellence*. Washington, DC: Special Libraries Association, 1990. Z 675 .C778M36 1990

Matarazzo, James M. and Laurence Prusak. *Valuing Corporate Libraries: A Survey of Senior Managers*. Washington, DC: Special Libraries Association, 1990. Z 675 .C77M37 1990

Mount, Ellis, *Special Libraries and Information Centers: An Introductory Text*. 2nd ed. Washington, DC: Special Libraries Association, 1991. Z 675 .A2M65 1991

Murphy, Marcy. *The Managerial Competencies of Twelve Corporate Librarians: A Validation Study of "New Directions in Library and Information Science Education."* Washington, DC: Special Libraries Association, 1988. Z 682.4 .B87M87

Plate, Kenneth H. *Cost-Justification of Information Services*. Studio, City, CA: Cibbarelli and Associates, 1983. Z674.4 .P5

Pruett, Nancy J., ed. *Scientific and Technical Libraries*, 2 vols. [v. 1: Functions and Management; v. 2: Special Formats and Subject Areas] Orlando, FL: Academic Press, 1986. Z 675 .T3P69 1986

A Sampler of Forms for Special Libraries. 2nd. ed. Washington, DC: SLA, 1991. Z 675 .A2S25 1991.

Walters, Suzanne. *Marketing: A How-To-Do-It Manual for Librarians*. New York: Neal-Schuman, 1992. Z 716.3 .W24 1992.

Warner, Alice S. *Owning Your Numbers: An Introduction to Budgeting for Special Libraries*. Washington, DC: SLA, 1992. Z 683 .W376.

COURSE TEXT(S)

Your satisfaction with the course will vary significantly with your pursuit of and reflection on all the readings. There are two texts to be read in their entirety:

Ellis Mount and Renee Massoud, *Special Libraries and Information Centers*. 4th ed. Washington, DC: SLA, 1999.

And

Chun Wei Choo, *The Knowing Organization: How Organizations use Information to Construct Meaning, Create Knowledge, and Make Decisions*. New York: Oxford U. P., 1998.

In addition, I'm suggesting (**but not requiring**) that you read in its entirety:

Robert D. Stueart and Barbara B. Moran, *Library and Information Center Management*. 5th ed. (Inglewood CO: Libraries Unlimited, 1999)

Generally, we will pursue chapters of this text mixed with readings from the journal literature of librarianship and related fields. There are two copies on Reserve--Hodges (Z 678 .S799 1993) and Pemberton--Personal Copy. A new edition (5th ed., 1998) is now available at the university bookstore; no library copy as yet. The basics have not changed from the 4th to the 5th edition.

∪ COURSE CALENDAR ∪

January 13

Syllabus and related material at Tennessee Online; a few leading questions; indication of student interests; concept/origins of "special libraries," etc.

January 20--NO CLASS MLK DAY

January 27

Syllabus review; assignments review.

Read for today: Mount, Chaps. 1-3 and pp. 289-319

Think about definitional **approaches** to "special librarian" (or "information specialist" or "information professional") and to "special library" (or "information resources center" or "corporate information center" or some such).

Who/what are they? Reflect on what basis/bases, can or should one attempt to define, or understand, these terms? Perhaps in the following ways:

1. By their education/training?
2. By what they know?
3. By what they do? (e.g., manage, catalog, database searching)
4. By their work environment (i.e. to what extent is an information specialist/professional tied to the organization-- if you work for a widget company, are you likely to be a “widget information specialist”)?
5. How they serve, contribute to, "fit" their organizations’ mission; consider: an **employee** of the XYZ Co. may be assigned to work at the information center or somewhere else at XYZ; an **information professional** just happens to be supplying his/her knowledge for the XYZ Co. at this time.
6. By their interests and values?
7. All of the above; some?
8. None of the above?
9. What else? What different?

February 3

Read for today: Mount, Chaps. 4-10 and “Greased Lightning” at Tennessee Online

For this meeting, read carefully and thoughtfully and take notes on "Greased Lightning," in A. J. Anderson, *Problems in Library Management* (1981)--Z 678.88 .A53--Hodges Library-Reserve. Anderson is a casebook in which case study is used to exemplify one or more concepts, theories, processes in management as it applies to libraries of various types. Here we are less interested in the particulars of case study and more interested in:

Identifying the problems of Mary Ann Hawthorne as a brand-new special librarian in an unfamiliar environment, where the employees know little about what a library/information center might be able to do. Please list for yourself (1) the **problems** she has and (2) the **issues** she needs to confront and, as part of that activity, note some solutions. Then come to class with your notes prepared to discuss in some depth.

What are Mary Ann’s problems (no problems, no case study!)? How/where has she “messed up”?

What should she do about it?

How should she do it?

Who should be involved?

In what order should she do it?

How will she know if it's any good?

This is a think-about exercise. There is no right or wrong. What you bring to class are your notes. There is nothing to hand in.

February 10

Read for today: Mount, Chaps., 11-15

February 17

Read for today: Mount, Chaps. 16-22

February 24

Read Mount, Chaps. 23-28.

March 3

Read for today: Choo, Chaps. 1-2

March 10

Read for today: Choo, Chaps., 3-4

March 17 No Class–Spring Break

March 24 –

Read Choo, Chaps., 5-6

March 31

Read for today: Choo, Chaps. 7-8

April 7

Read for today: Choo, Chaps. 9-10

April 14

Student Reports

April 28

Student Presentations, Part I

May 5

Student Presentations, Part II

Re-cap

Course Evaluations

* * * * *

CONTACTING THE INSTRUCTOR

I want to be as available as is reasonably possible for consultation about your work. I do not keep many office hours as students seem rarely able to make much use of them. I am easy to reach if not always physically available. I have listed several phone numbers, e-mail, etc. A phone conversation or net note resolves about 90% of needs. So please contact me to discuss your needs or, as desired, to make an appointment. When calling me at work or at home, please leave at least your name and the number where I can reach you if I am not there. **Your needs are important**; you are not "bothering" me to call at home when the need is classwork related.)

NOTE ON "INCOMPLETES"

Based on policies adopted by the University of Tennessee, Knoxville and SIS, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor and is not a student right. In the event that an "Incomplete" is even to be considered, the student will be required to petition for an "Incomplete" by filling out a SIS approved form used for that purpose (kept in main office; contact instructor), and the student will agree to the conditions and date set by the instructor for the removal of the "I" ("Incomplete"). In any event, an "I" not removed within one semester automatically becomes an "F." For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

NOTE ON ACADEMIC HONESTY

Plagiarism in any of its several forms is intolerable. So, attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. Electronic resources are not exempt from adequate documentation. Students who may be unsure of the nature of plagiarism should consult a source on writing research reports, such as "Section 34," *Harbrace College Handbook* (Hodges Library, Reference: PE 1112 .H6 [latest edition]). Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F" and the instructor's recommendation to the office of the UTK Dean for Graduate Studies that the student be dismissed from the University.**

Each student's work is to be the product of his/her own study and/or research, not a joint effort of any sort unless previously approved. The UTK Honor Statement, adopted in 1987, and subscribed to, *de facto* by all entering students reads in part: "As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity." (See also *Hilltopics*.)

METHODS OF DOCUMENTATION

Documentation of sources is done in any project where any secondary sources are used.

The standard SIS resource for matters of documentation is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. 5th edition [or later] (Chicago: University of Chicago Press, 1987) REFERENCE LB 2369 .Y8 1982. (Paper bound copies abound in local bookstores.) Turabian is derived from the *Chicago Manual of Style*, 13th ed. For matters not covered in Turabian or where there is ambiguity, the latest edition of the *Chicago Manual of Style* is ultimately authoritative. A grade may be reduced if documentation does not follow Turabian/Chicago or is otherwise seriously flawed as to documentation of sources.

Use of footnotes at the bottom of pages is fine, but it is not necessary. One may use superscript note numbers--in text--linked to endnotes/references, a collection of notes with corresponding superscript numbers collected on separate pages at the paper's end. Easier still--and perfectly valid as well--is the use of internal, parenthetical documentation, such as ". . ." (Jones, p. 98) when directly quoting or without quotation marks if it is one's paraphrase of Jones' text. The reader then need only refer to the alphabetized "Bibliography" or "References" at the end of the paper for the first and only necessary **full** reference to "Jones." Papers containing references to more than one work by "Jones" simply use an abbreviated short title and the name parenthetically; e.g., ". . ." (Jones, "If Today," p. 98) **or** author's name **and** date of the cited work; e.g., ". . ." (Jones, 1990, p. 45).

FORMAT OF PAPERS/EXAMS

Unless otherwise indicated--or negotiated under special circumstances--all required papers--not exams--will be typed, or printed out, on 8.5" X 11" paper, with 1.25" left margin and 1" for all others. If word processed, **do not right justify** as this causes eyeball stretching internal spacing. Pages will be numbered. Do not use clasps, binders or folders; simply staple paper in upper left corner. **On all papers, exams or quizzes, please note your assigned mailbox number.**

For *examinations*, please bring two (2) fresh "blue books" and write in black or blue/black ink, not pencil; use "white out" for erasure or use a pen with erasable ink. While neatness is not a priority here--mark-through, arrows to inserted text etc are OK--readability is important.

LANGUAGE OF INSTRUCTION

The language of instruction, written work, presentations, and examination(s) for this course is Standard English.

GENDER NEUTRAL LANGUAGE

UTK and class policy is that instructor and students should strive for gender neutral, or gender inclusive, language where possible in written and oral speech. That is, "humanity" is preferred over "mankind," "men/women" vs "men/girls," etc. The instructor apologizes in advance for any gaffes of his own in this area.

STUDENT EVALUATION

Work in the course assumes analytical thinking and writing skills at a post-baccalaureate level. Work is be evaluated **at a graduate level** on appropriateness of content and strength and creativity of response; ability to follow directions and adhere to assignment specifications; accuracy; clarity; organization; consistent use of Standard (i.e., correct) English in areas of grammar, style, mechanics, use of sources, etc. Additional criteria are noted in the "Grading Scale," below.

Grading is on the following scale

- A= 90-100--indicates *superior* competencies, far above expectations for adequate work; simply meeting minimal or basic expectations of assignment specifications is not "A" work. "A" work is normally found to contain additional critical, analytical, or creative insight.
- B+= 85-89--indicates that all basic competencies have been met and surpassed.
- B= 79-84--indicates that all basic expectations have been met.
- C+= 73-78--indicates that some expectations have been met.
- C= 68-72--indicates that few expectations have been met.

D= 64-67--indicates that work is essentially unsatisfactory but has met some expectations.

F= 0-63--indicates that work has not met any expectations of the assignment.

PENALTY FOR LATE WORK

Except by **prior agreement**, ½ letter grade per business day may be deducted for written work not submitted by 5:00 p.m. the day due or 6:30 p.m. if a night class. For example, a paper which would normally receive the letter grade of "B" will receive a "C" if two working days late--and so forth. The same type of penalty applies to scheduled oral reports except that they are assessed an automatic penalty of two letter grades' reduction for each class period for which they are scheduled and are not delivered--except by prior arrangement, which is arrived at least 24 hours prior to the original time scheduled for the presentation.

CLASS ATTENDANCE POLICY

Class attendance and participation at each meeting is expected.

CLASS CANCELLATIONS

Should it be necessary to cancel a class meeting, every effort will be taken to do so with good reason and in advance. In the event of bad weather stay tuned to announcements about university closings; in any event, I'll try to post advance notice via the list-serv.

COURSE AND INSTRUCTOR EVALUATION

Course/instructor evaluation is a student responsibility. At the end of the term, students are given an opportunity to evaluate course and instructor. Evaluations are turned in, by a volunteer student and in a sealed envelope, to the SIS main office, where they are tabulated, comments extracted and typed, and all the information is reviewed by the Director. Later--at a point normally three weeks into the next semester--the results are given the instructor. The instructor appreciates students' time taken to do the evaluation and does review and consider them for course and instructional improvement.

LIS 553: CORPORATE INFORMATION SERVICES
ORAL REPORT EVALUATION FORM

Student: _____

Topic: _____

Grade: _____

I. Content (degree of meaningful and useful information given in a well organized manner and at an appropriate level for student comprehension): 1 2 3 4

COMMENTS: _____

II. Organization--evaluates degree to which presentation is effectively organized (e.g., chronologically, developmentally) as to bring coherence to presentation: 1 2 3 4

COMMENTS: _____

III. Delivery (clarity; speed [i.e., slow enough to follow and take notes]; level of interest achieved by delivery; extent to which report was "given" not read):

1 2 3 4

COMMENTS: _____

IV. Adequate exposition, definition, clarification of terms or concepts likely to be foreign:
1 2 3 4 NA

COMMENTS: _____

V. Appropriate use of needed or useful handouts; e. g., references list, transparencies, etc.:
1 2 3 4 NA

COMMENTS: _____

VI. ADDITIONAL COMMENT(S): _____

4=Excellent 3=Good 2=Fair 1=Inadequate NA=Not Applicable