

**Course Number & Name:** LIS 672 – Research for Managerial Leadership for Library and Information Services

**Description:** Research for managerial leadership is positioned within the larger context of social science research. The course examines the research process from conceptualization of a researchable problem, through the reflective inquiry process, to completion (including review of the publication process). The need for research in library and information science is discussed, as well as trends and issues, types of research studies, problem identification, and the set up and reporting activities of a research study.

- **Prerequisites:** None
- **Audience (level, environment/setting):** beginning PhD; all settings
- **Student Learning Outcomes:** (see models document for definitions of leadership competencies – [www.simmons.edu/gslis/phdmlip/program](http://www.simmons.edu/gslis/phdmlip/program))
  - achievement orientation
  - analytical thinking/problem-solving
  - information discovery
  - innovative thinking
  - strategic orientation
  - written communication skills
  - LIS domain knowledge
  - initiative
  - performance measurement
  - self confidence
  - self development
- **Topics:**
  - research in the social sciences
  - research in managerial leadership
  - research in library and information science
  - cross-disciplinary research
  - publishing process and scholarly communication
  - reflective inquiry (problem statement, literature review and theoretical framework, logical structure, objectives, research questions and hypotheses)
  - procedures (research design)
  - data quality (reliability and validity)

**Suggested Textbooks/Readings:**

- Powell, R. R., & Connaway, L. S. (2004). *Basic research methods for librarians*. Westport, CT. Libraries Unlimited. (optional textbook)Case, Donald O. Looking for Information (Academic Press)
- Ancona, D., Malone, T.W., Orlikowski, W.J., & Senge, P. (2007). In praise of the incomplete leader. *Harvard Business Review*, 85(2), 92-100.
- Buckland, M. K. (2003). Five grand challenges for library research. *Library Trends*, 51, 675-686.
- Connaway, L. S. (1996, Fall). Focus group interviews, *Library Administration & Management*, 10(4), 231-239.
- Darke, P., & G. Shanks. (2002). Case study research, in K. Williamson (ED.). *Research Methods for Students and Professionals*, 2<sup>nd</sup> ed. Wagga Wagga, NSW: Centre for Information Studies, Charles Sturt University, pp. 111-123.
- Glazier, J. (1985, March). Structured observation: How it works. *College & Research Libraries News*, 46, 105-108.
- Hardesty, L. (2007) Excellence in academic libraries: Recognizing it. *Library Issues: Briefings for Faculty and Administrators*, 27(4).
- Herson, P. (2001). Components of the research process: where do we need to focus attention? *Journal of Academic Librarianship*, 27(2), 81-89.
- Herson, P., Hopper, R., Leach, M.R., Saunders, L.L., & Zhang, J. (2007). E-book use by students: Undergraduates in economics, literature, and nursing. *The Journal of Academic Librarianship*, 33(1), 3-13.
- Herson, P., Young, A., & Powell, R.R. (2004). Academic library directors: What do they do? *College & Research Libraries*, 65, 538-563.
- Hewlett, S.A., & Luce, C.B. (2006). Extreme jobs: The dangerous allure of the 70-hour workweek. *Harvard Business Review*, 84(12), 49-59.
- Levine-Clarke, M.(2006). Electronic book usage: A survey at the University of Denver. *Portal: Libraries and the Academy*, 6(3), 286-299.
- McKee, A., Johnston, F., & Massimilian, R. (2006). Mindfulness, hope, and compassion: A leader's road map to renewal. *Ivey Business Journal*, 70(5). Retrieved May 22, 2007.
- Park, J-H., Qin, J. (2007). Exploring the willingness of scholars to accept open access: A grounded theory approach. *Journal of Scholarly Publishing*, 39(1), 55-84.