

A vertical orange bar on the left side of the slide contains white line-art silhouettes of three people standing side-by-side, facing forward.

Group task

- Present a project outlining ideal digital library of the future
- Presentation (including questions) will last half an hour
- Equipment available - powerpoint
- Meet Pat Monday and Wednesday 4.30pm main room





The Challenge of the New

Pat Dixon
University of Parma

A vertical orange bar on the left side of the slide contains three white line-art silhouettes of human figures, representing a group or society.

Society

“The dilemma of the profession(s) today lies in the fact that both ends of the gap she/he is expected to bridge with her/his profession are changing so rapidly - *the body of knowledge that she/he must use and the expectations of the society that she/he must serve*. Both these changes have their origin in the same common factor - technological change”

The technology

- The technology:
 - Technology push, user pull.

Society

- ❑ The information age
- ❑ The learning society
- ❑ The knowledge economy

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The information age

- ❑ IT has extended the ability to handle a large volume of information
- ❑ Convergence of computers and telecommunications means that it is possible to use information to a degree that was not possible with previous technologies

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The information age

- ❑ "Brave New World"
- ❑ There is the *potential* for people to be innovative and creative

The information age

information

=

knowledge

=

power

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The information age

- The Information age
 - too much to know
 - too many sources

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The information age

- ❑ *“....there is more and more information, and less and less meaning” (Baudrillard)*
- ❑ *“Where is the knowledge in information?” (T.S.Eliot)*

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Information

- Information overload challenges the faith.... that ever larger amounts of information -processed, packaged and computerised - add up to progress. *Klapp, 1986*

Information Science definition

raw data



information



knowledge



intelligence



The information age

value is added



The information age

- ❑ The technology is a dispensable tool, it is the information we are investing in.
- ❑ People are important

The knowledge economy



- Result of the information revolution
- OECD economies are placing increasing emphasis on the production, distribution and use of knowledge

The knowledge economy

- Organisations need to:
 - respond quickly to customers
 - create new markets
 - rapidly develop new products

The knowledge economy

□ needs:~

- More skilled workers (knowledge workers)
- More self starters in a more autonomous and team spirited working environment
- More flexibility (lifelong learning skills)

(Maier and Warren, 2000)

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The learning society

- People and organisations need :
 - to develop ideas and translate them into tasks
 - to formulate and solve problems
 - freedom to experiment and take risks
 - to integrate IT into their lives

The knowledge economy

□ People need:

- access to high quality, relevant information
 - access to computers and other technology
 - access to a wide variety of electronic/digital/print sources of information
- ❖ access needs to be high-speed and affordable



□ People need:

- the skills to use all resources and equipment effectively
- timely and appropriate assistance, guidance and support.

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The *changing* role of the IP

- ❑ A response to the need to realise the *potential* of the Information Age
- ❑ The users and their world

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The *changing* role of the IP

- ❑ The users are the reason for the IP's being and their wants should be their priorities.
- ❑ They have a responsibility to their users to design systems, interfaces and services that make life easier for them.



The *changing* role of the IP

Information
understood becomes
knowledge,
matured and used imaginatively
becomes
wisdom

conclusion ~

- *"As the new generation of young people move into management, unafraid of technology and more aware of how to exploit it We should witness a re-definition of learning, innovation and the nature of work.....there is no conclusion to the process of IT innovation"*

□ Thom



Project Management

Digital Libraries for the Digital Librarian Making the Journey from Traditional to Digital Libraries

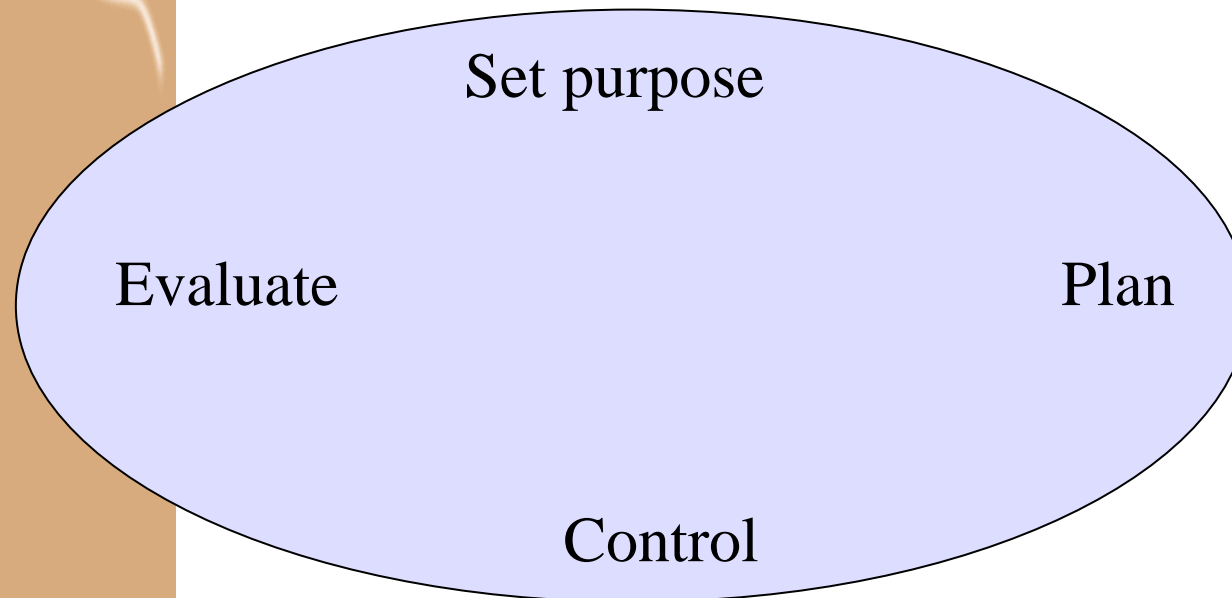
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University of Parma

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Project Management

- What
- Why
- When
- How
- Who

What is management?



What is management?



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What is a project?

- ❑ A system
 - Systems theory
 - inter-relatedness
- ❑ Organic
 - flexibility
- ❑ Context bound
 - no project is self-contained

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What is project management?

- A set agenda
- Time-limited
- Scarce resources
- Technological innovation
- Competitive
- Cost effective

What is project management?

□ Roles in project management

- Project team's role:~
 - advocacy in the face of competition
- Funders' role:~
 - balance

What is project management?

□ Project team's role

- Design a programme to meet funders' objectives.
- Prove competence in implementing it.
- Present the case.

What is project management?

□ Four phases:

- Planning }
- Resource allocation } iterative
- Monitoring }
- Evaluating }

□ These phases themselves all need planning!

Why?

- Success of UK Universities' eLib programme
 - emphasis on project management and training and training on it.

How?

The planning cycle

The Assessment of the need for action

Set purpose - aims and objectives

Creation of systems or programmes
(project tasks)

Allocation of resources

Evaluation of alternatives

Choice of solution

Monitoring
(produce deliverables)

Evaluation



How?

Assessment of need for action

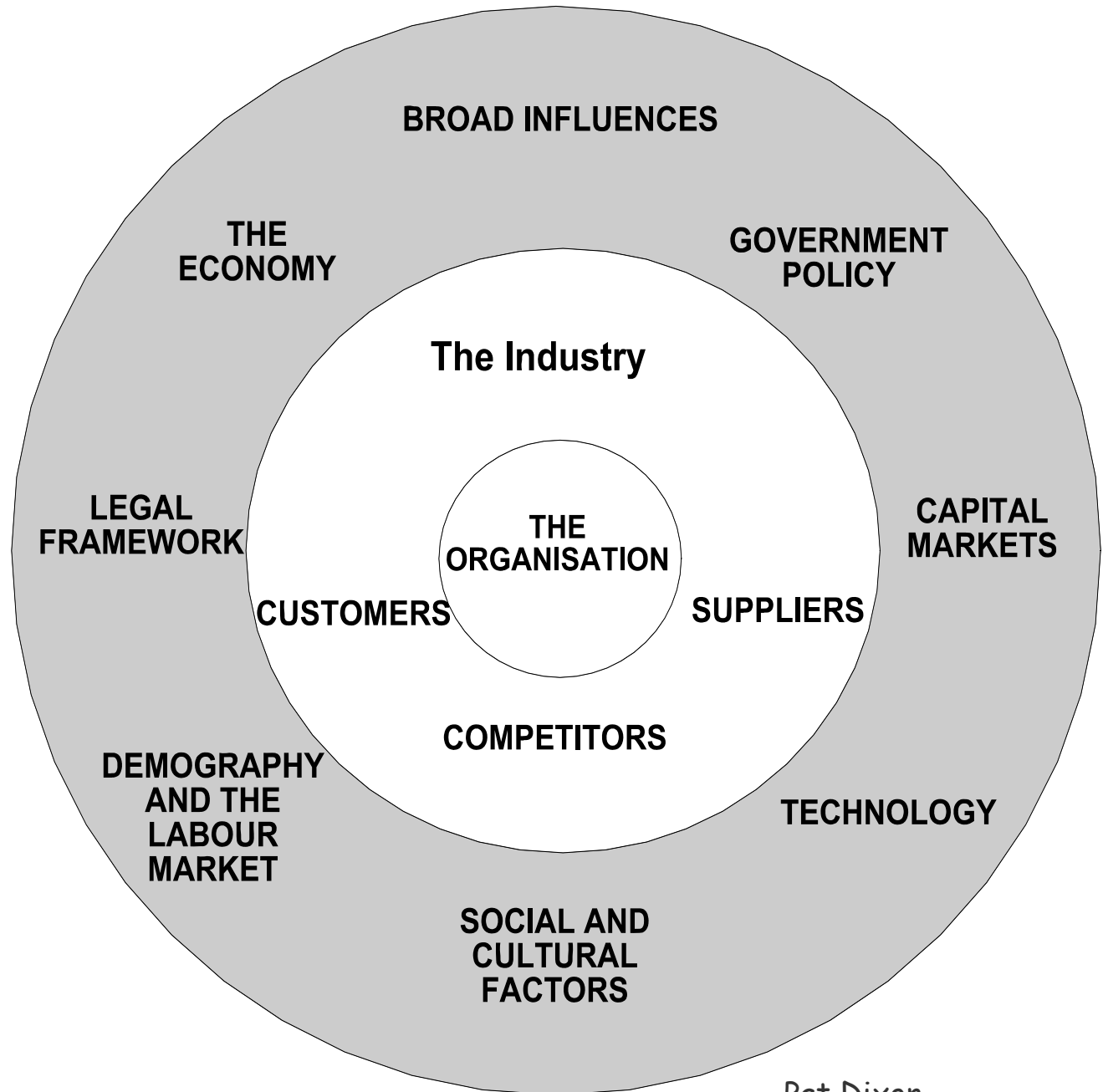
□ SWOT Analysis

- strengths
- weaknesses
- opportunities
- threats

How?

Assessment of need for action





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How?

Assessment of need for action

- Environmental scanning

- society
- economics
- politics
- technology
- education
- marketplace
- business
- ethics and regulations

How?

Set purpose

Mission or Vision

Aims

Goals

Objectives

How?

- To set purposes they need to be:
 - be closely tied to higher level objectives
 - reflect need
 - be prioritised
 - be made explicit
 - be formulated in association with others

How?

- ❑ To set purpose knowledge is needed of:
 - higher level objectives
 - user needs
 - needs as perceived by you

How?

To set purpose:

- Stakeholders are:
 - All Staff
 - Students
 - Suppliers
 - The Community
 - The funders
 - The Government
 - Others?

How?

To set purpose

- ❑ Stakeholders interests can conflict
- ❑ There are differences between profit and non-profit making organisations
- ❑ There can be a tension between goals and actions

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How?

Create programme

□ **METHODOLOGY**

consists of many

□ **TASKS**

that can be completed using

□ **TECHNIQUES**

to produce

□ **DELIVERABLES**

How?

Tasks

- Define objective
- State in natural language

How?

Task analysis

- ❑ The complexity
- ❑ Do mistakes matter?
- ❑ The importance of the task.
Unimportant tasks do not merit time or attention i.e. should be tightly structured



How?

Task Analysis

- ❑ Some properties of tasks can be identified at the beginning of a project, others later

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How?

Task analysis

- Define the type of task:
 - Decision making or implementing?
 - Does it require initiative or obedience?
 - Routine, creative or problem solving?
 - Open ended or closed?

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How? ...

Tasks

- Expected duration
- Critical tasks
- Leeway
- Free float
- Milestones- project checkpoint, a grouping of tasks, a major accomplishment, or a deliverable has been produced

How?

Tasks

- Identify tasks that need to be completed in order for your task to begin
- When the task can begin (the earliest start)
- When the task can end (the earliest finish)
- The latest the task can begin (the latest start)
- The latest the task can end (the latest finish)

How?

Resource allocation

- ❑ Assigning resources to tasks: utilisation of money, materials and people
- ❑ Identify the resources needed i.e. people, computer terminals, software, hardware. These will change as the project develops
- ❑ Allocate accountabilities. Those who are responsible for the task must be accountable for the deliverable

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How?

Planning/project management techniques

- Flow diagram
- Gantt charts
- Project planning Software - e.g. PS6
Network Analysis applications
- Balanced Scorecards

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How?

Planning/project management techniques

- ❑ Development Grid
- ❑ Cost impact Analysis
- ❑ Force Field Analysis

How?

□ The balanced score card allows managers to look at the organization from 4 perspectives:

1. How do customers see us?(Customer perspective)
2. What must we excel at?(internal perspective)
3. Can we continue to improve and create value? (innovation and learning perspective)
4. How do we look to the financial stakeholders?



How?

To control

- Establish standards of performance
- Measure performance
- Compare actual results against standards
- Take corrective action

How?

Evaluation

- Quality is defined by the customer
- Measure satisfaction rates
- Each employee is a customer of every other employee
- Remember the stakeholders
- Benchmark
- Establish quality standards, monitor and evaluate

Who?

□ Planning

- will need a team
- everyone involved needs to be briefed regularly and to see the whole picture
- involvement now means commitment later

□ Implementation

- will need a team

Who?

Why teams are good

- increase productivity
- improve communication
- do work that ordinary groups can't do
- are more creative and more efficient at solving problems
- mean higher-quality decisions
- better quality goods and services
- improved processes
- differentiate while they integrate

Who?

Team work

End product

Process

- A thorough understanding of the process and the task.

Who?

Team work

- Three areas in team performance overlap and are interdependent:
 - task, group and individual needs.

John Adair

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Who?

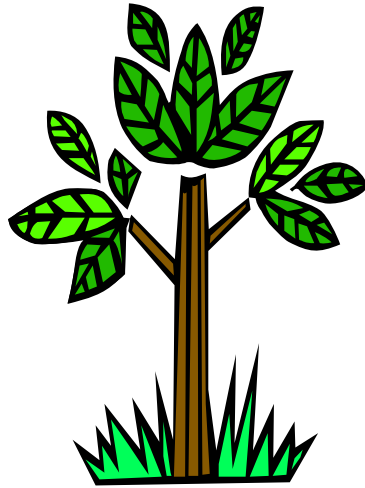
Building blocks of effective teamwork:

- balanced roles
- clear objectives
- support and trust
- co-operation and conflict
- appropriate leadership
- good communication

In conclusion

□ Tension

- between the need for a radical forward looking approach
- and a need to maintain a healthy realism



In conclusion

To manage change is wishful thinking, implying as it does that one not only knows where to go and how to get there but can persuade everyone else to travel there. To "cultivate change" is something different, suggesting an attitude of growth, of channelling rather than controlling, of learning not instruction

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