Department of Applied Social Sciences

**CMP073N**

**Innovation and Development in Information Services**

MODULE BOOKLET

**Semester 1**

2007 - 2008

*Approved:*
*commencing Sept 2007*

LONDON
metropolitan
university

**London Metropolitan University**


**Module Handbook Contents**


Welcome to this Module:  **Innovation and Development in Information Services**


Session:  **2007-08**

Semester: **Autumn**


**Details of the Staff teaching team**

b)  Name of Module Leader:  Shiraz Durrani

Office Location LH3-35

Email:  s.durrani@londonmet.ac.uk

Telephone:  020 7133 5421

Office Hours:    Mondays:    1.00 p.m. - 2.00 p.m. (by prior appointment)
Wednesdays: 1.00 p.m. - 2.00 p.m. (by prior appointment)
Fridays:     1.00 p.m. - 2.00 p. m.


Emily Underwood
Subject Librarian for Information & Knowledge Management, Digital Media, Media & Communications
Email:e.underwood@londonmet.ac.uk
Ladbroke House Library
Work Phone: 0207 133 5060

Module spec.

See separate file

**Weekly Programme Lecture Topics**
**Sessions:**

| Week 1-2 | Lecture | Seminar |
|---|---|---|
| 29 Oct. 2007 | **Welcome session** (a.m.)<br>• Registration formalities<br>• Module Booklet<br>• Overview of the Module<br>• Learning Outcomes<br>• Assessment<br>• Module & student expectations<br>• Reflective learning, references & research | **Library Session** (p.m.)<br>Conducted by Emily Underwood<br>• Library registration<br>• The library web page: general library information, various useful links like copyright page, referencing guidelines, exam papers database, access to other libraries, using the catalogue, interlibrary loans<br>• Using online resources: journals and databases; online Information Management subject guide<br>• How to find journal article references and links to full text from LISA and LISTA; major databases e.g. Emerald; newspapers etc.<br>• Subject guide to online resources<br>• Introduction to WebLearn<br><br>**Reflection, questions** |

| Week 3 | Lecture | Seminar |
|---|---|---|
| 05 Nov. a.m. | Key concepts (1): Information; Globalisation; development | 1. Worksheets for comprehensive strategic planning (Joyce, 1999).<br><br>2. **STUDENT DEBATE**<br> Imagine a situation where all computers are rendered useless. How would Britain cope with this?<br> o What would life be like?<br> o How would people communicate?<br> o How would the society be different? |

*Suggested readings:*

Castells, Manuel (1999): op. cit

FAO Communication for Development Group (2006): op. cit

Webster, Frank (2004): op. cit. Parts 1 and 3.

| Week 4 | Lecture | Seminar |
|---|---|---|
| 05 Nov. p.m. | Key concepts (2): Innovation | 1. Worksheets for comprehensive strategic planning (Joyce, 1999). <br><br> **2. STUDENT DEBATE** <br> Read Patterson, John (2006): "As not seen on TV". Guardian. October 6, 2006. Present to the Group: What issues are raised by the news item? |

*Suggested Readings:*

Adams, Richard;  Bessant, John and Phelps, Robert (2006):  op. cit.

Cullen, John (2007):  Information Work and the Opportunity of Innovation. Business Information Review, Volume 24, Number 3 pp. 156 – 160.

Hippel, Eric von (2006): op. cit. Electronic version available under a Creative Commons License.  Download the free PDF version of *Democratizing Innovation* (PDF, 1.4MB)

Joyce, Paul (1999): op. cit.  Chapters 1 and 5.

| Week 5 | Lecture | Seminar |
|---|---|---|
| 12   Nov. a.m. | Key concepts (3): Leadership | 1. Worksheets for comprehensive strategic planning (Joyce, 1999). <br><br> 2. **STUDENT DEBATE** <br> Read the handout on leadership.  Which characteristics do you consider the most important in bringing about relevant change? |

*Suggested Readings*

Alimo-Metcalfe, Beverly and Alban-Metcalfe, John (2006).

European Foundation for Management Development (efmd): op. cit

Fairtlough, Gerard (2005): op. cit.

Joyce, Paul (1999): op. cit.  Chapters 1 and 5.

Leadership Development Commission (n.d.): op. cit

Storey, John (ed.) 2004: op. cit

| Week 6 | Lecture | Seminar |
|--------|---------|---------|
| 12 Nov. p.m. | Key concepts (4): Leadership for equality and justice | 1. Worksheets for comprehensive strategic planning (Joyce, 1999).<br><br>**2. STUDENT DEBATE** "Globalisation can end information inequality" |

*Suggested Readings*

Alimo-Metcalfe, B. (1998)


Castells, Manuel (1999):  op. cit.

Equality and Human Rights Commission (websit).

Samek, Toni (2007):  op. cit.

Simmons, Michael (1994): op. cit.

| Week 7 | Lecture | Seminar |
|--------|---------|---------|
| 19 Nov. a.m. | Key concepts (5): Power, politics and policies | 1. Worksheets for comprehensive strategic planning (Joyce, 1999).<br><br>**2. STUDENT DEBATE** Formulating and evaluating an Information Policy – two case studies |

*Suggested Readings:*

DASS (2007): op. cit.

National Youth Agency (2000): op. cit

Report of The Policy Advisory Group on a National Information Policy. (2002): op. cit.

| Week 8 | Lecture | Seminar |
|---|---|---|
| 19 Nov. p.m. | Key concepts (6): Politics of information | 1. Worksheets for comprehensive strategic planning (Joyce, 1999).<br><br>2. **STUDENT DEBATE** Requirements for innovation and change |

### *Suggested Readings*

D'Angelo, Ed (2006): op. cit.

Durrani, Shiraz. and Smallwood, Elizabeth (2006): op. cit.

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### HIGHLY RECOMMENDED:

| 19 Nov. 6.00 – 8.00 p.m. TG-30 | **Vernellia R. Randall**: Dying while Black (2006) | Book launch: Dying while Black; an in depth look at a crisis in the American healthcare system http://dyingwhileblack.org/ |
|---|---|---|

| Week 9 | Lecture | Seminar |
|---|---|---|
| 26 Nov. a.m. | Understanding local authority context | 1. Worksheets for comprehensive strategic planning (Joyce, 1999).<br><br>2. **STUDENT DEBATE** " 'Learning by doing' is an over-rated way of lifelong learning" |

### *Suggested Readings*

Goss, Sue (1999): op. cit.  Chapters 6, 8 and 10.

Institute for Public Policy Research (2007): op. cit.  Executive summary.

Joyce and Woods (1996): op. cit.  Chapters 9-11

| 26 Nov | **Assessment 1 submission** | An essay (c. 1,000 words) comparing and contrasting two situations where different organisational leadership/change programmes have been applied in meeting changing needs of all citizens.  Critically analyse factors which contributed to success.  (20% of total module marks). |
| --- | --- | --- |

| Week 10 | Lecture | Seminar |
| --- | --- | --- |
| 26 Nov. p.m. | Key skills: Becoming innovators and leaders | 1.  Worksheets for comprehensive strategic planning (Joyce, 1999).<br><br>2.  **STUDENT DEBATE:** The communications challenge: designing and publishing *Information, Society and Justice.* |

***Suggested Readings:***

European Foundation for Management Development (efmd): op. cit

*Students to suggest further suitable readings from Bibliography and a literature search.*

| Week 11 | Lecture | Seminar |
| --- | --- | --- |
| 03 Dec. a.m. | Key skills: Developing and managing projects | 1.  Worksheets for comprehensive strategic planning (Joyce, 1999).<br><br>2.  **STUDENT DEBATE** To be suggested by students in Week 5 |

***Suggested Readings:***

Selected readings from "QLP Manual" (to be supplied)

| Week 12 | Lecture | Seminar |
|---|---|---|
| 03 Dec. p.m. | Innovation case studies (Guest lectures and discussion) | Innovations case studies (Guest lectures and discussion) |

| Weeks 13 | Lecture | Seminar |
|---|---|---|
| 10 Dec. a.m. | Information services and Local Authority overview | • Assessment review and support<br>• Individual guidance |

### *Suggested Readings:*

Bruce-Lockhart, Sandy (2007): op. cit.

Desmond, Patrick (2007): op. cit.

Kerslake, Robert (2007): op. cit.

Leadbeater, Charles and Cottam, Hilary (2007): op. cit.

Office of the Deputy Prime Minister (2004): op. cit

| Weeks 14 | Lecture | Seminar |
|---|---|---|
| 10 Dec. p.m. | Reflecting on key concepts and skills | Module overview; and revision; preparation for assessment tasks |

| Weeks | | |
|---|---|---|
| FEB.2008 | OPEN SESSION Details to be confirmed | OPEN SESSION Details to be confirmed |

**FEBRUARY 2008: "The challenge of change and innovation in a globalised world" - a policy forum with key decision makers.** (Details to be confirmed)

| 21 Jan. 2008 | *Assessment 2 &* | 2. A project proposal (c. 3,000 words including summary), based on a workplace |
|---|---|---|

| | | |
|---|---|---|
| | **3 submission** | situation or a case study, to develop a new service based on principles of social justice as a way of meeting emerging needs.  It should include a 500 word summary of the proposal for publishing the in-house electronic journal "Information, Society and Justice".  (60%).<br><br>3. A reflective commentary (c. 1,000 words) on how engaging with the learning objectives of this Module has helped you in reaching a better understanding of the dynamics of organisational change.  (20%). |

**Essential books and on-line resources, including WebLearn**


**Indicative bibliography:**

**NOTE:**

1. This extensive bibliography provides a wide perspective on the issues covered by the Module.  It is meant to be used even after the Module is completed as a way of keeping up with issues of relevance to the Module.
2. Some key documents will be made available in a Resource Pack.  Guidance will be given during seminars on appropriate reading for each topic.  Please check with the Module Leader for further guidance on readings on specific topics.
3. You also need to check various websites listed below for other relevant material.  You are also expected to use books, journals and electronic resources available in the library.  It is particularly important to keep up with new journal articles and new books.  Please check with the library if you need assistance in using these.
4. Please check additional material available on WebLearn.  This includes *Ideas and Issues* and other useful resources.
5. **In general, start with references listed under each lecture; then go to references highlighted in the Bibliography below.  Use other references based on your choice of coursework and interest.**

Abercrombie, Nicholas and Warde, Alan (2001):  Contemporary British Society.  Cambridge:  Polity Press (especially Part 1: Globalization).

Adams, Richard;  Bessant, John and Phelps, Robert (2006):  Innovation management measurement: a review.  *International Journal of Management Reviews.*  Vol. 8 (1) pp. 21-47.

**Alimo-Metcalfe, B. (1998):**  Effective Leadership**.**  Local Government Management Board.

Alimo-Metcalfe, Beverly and Alban-Metcalfe, John (2006): More (good) leaders for the public sector.  *International Journal of Public Sector Management.* Volume 19 Number 4. pp. 293-315.

Birdsall, William F. (2006/07): A progressive librarianship for the twenty-first century. *Progressive Librarian*. No. 28. pp. 49-63.

Bruce-Lockhart, Sandy (2007): Leadership – process, policy and a noble goal. *in:* Thomson, Wendy (Ed.) (2007): Local leadership for global times. SOLACE Foundation. April 2007. pp. 16-17.

**Castells, Manuel (1999):** Information Technology, gobalization and social development. Geneva: United Nations Research Institute for Social Development. UNRISD Discussion Paper No. 114, September 1999. Available at: http://www.unrisd.org/unrisd/website/document.nsf/ab82a6805797760f802 56b4f005da1ab/f270e0c066f3de7780256b67005b728c/$FILE/dp114.pdf [Accessed: 13 January 2007].

Castells, Manuel (2004): Power and politics in the Network Society. Miliband Lecture on Culture in the Age of Global Communications. London School of Economics and Political Science.

**Castells, Manuel (2007): Communication, Power and Counter-power in the Network Society**. *International Journal of Communication* 1 (2007), 238-266. Available at: http://ijoc.org/ojs/index.php/ijoc/article/view/46/35. [Accessed 21 October 2007].

**Civallero, Edgardo( 2007)**: Foreword: Samek, Toni (2007): Librarianship and human rights; a twenty-first century guide. Oxford: Chandos.

**Corrigan, Paul, Hayes, Mike and Joyce, Paul (1999**): Managing in the new local government. London: Kogan Page.

Cullen, John (2007): Information Work and the Opportunity of Innovation. Business Information Review, Volume 24, Number 3 pp. 156 – 160.

D'Angelo, Ed (2006): Barbarians at the gates of the public library: how postmodern consumer capitalism threatens democracy, civil education and the public good. Duluth, Minnesota: Library Juice Press.

DASS (2007): Information, policies & social exclusion. A short guide.

Desmond, Patrick (2007): The public service story: were we are now. *in:* Diamond, Patrick (2007): The progressive agenda: revitilising public service reform. SOLACE Foundation. June 2007. pp. 8-12.

**Durrani, Shiraz. and Smallwood, Elizabeth (2006)**: The professional is political: redefining the social role of public libraries. Progressive Librarian. Summer. No. 27 pp. 3-22.

**European Foundation for Management Development (efmd)** - various reports (to be included in the Resource Pack).

**Fairtlough, Gerard (2005)**:  The three ways of getting things done.  Birdport, Dorset:  Triarchy Press.

FAO Communication for Development Group (2006):  Communication for Sustainable Development.  World Congress on Communication For Development (WCCD)..  Available at: http://www.fao.org/sd/dim_kn1/docs/kn1_060602d1_en.pdf. [Accessed: 22 October 2007].

Goss, Sue (ed.) (1999):  Managing working with the public. London: Kogan Page.

Goulding, Anne (2006):  Public libraries in the 21<sup>st</sup> Century; defining services and debating the future.  Aldershot:  Ashgate.

Hamel, Gary and Prahalad, C. K. (1994):  Competing for the future.  Boston, Massachusetts:  Harvard Business School Press. Chapter 3: Learning to forget.

Institute for Public Policy Research (2007): Public Services at the Crossroads.  Edited by Richard Brooks.  Executive summary available at: http://www.ippr.org.uk/publicationsandreports/publication.asp?id=562. [Accessed: 21 October 2007].

**Joyce, Paul and Woods, Adrian (1996):**  Essential strategic management; from modernism to pragmatism.  Oxford:  Butterworth-Heinemann.

**Joyce, Paul (1999)**:  Strategic management for the public services.  Buckingham:  Open University Press.

Kerslake, Robert (2007):  Turnaround leadership. *In:*  Thomson, Wendy (Ed.) (2007): Local leadership for global times. SOLACE Foundation. April 2007.  pp. 18-20.

**Leadership Development Commission** (n.d.):  An emerging strategy for leadership development in local government. Published by Employers Organisation and Improvement and Development Agency.

Leadbeater, C. (2003):  Overdue; How to create a modern public library service.  London: Demos.

Leadbeater, Charles and Cottam, Hilary (2007):  The user-generated state. *in:* Diamond, Patrick (2007):  The progressive agenda: revitalising public service reform. SOLACE Foundation. June 2007.  pp. 13-16.

**National Youth Agency (2000**):  Ethical Conduct in Youth Work; a statement of values and principles from The National Youth Agency. Available at: http://www.nya.org.uk/shared_asp_files/uploadedfiles/%7BBBD6D434-8FF5-40A4-A9B8-

0BF9C1C0A895%7D_New%20Ethics%20low%20res.pdf.  [Accessed: 22 October 2007].

Office of the Deputy Prime Minister (2004):  The future of local government: developing a 10 year vision. London: ODPM.

Quality Leaders Project Manual (unpublished):  relevant sections will be provided.

Report of The Policy Advisory Group on a National Information Policy (2002): The Library Association. Available at: http://www.la-hq.org.uk/directory/prof_issues/nip.html.  [Accessed: 16 October 2007]

Samek, Toni (2007):  Librarianship and human rights; a twenty-first century guide.  Oxford: Chandos.

Simmons, Michael (1994):  A practical approach to developing "leaders for equality".  *Training and Management Development Methods*.  Vol. 8, pp. 7.07-7.19.

**Smallwood, E. (2002**):  "Communities Developing Communities".  *Diversity*. No. 3, pp. 22-32, 75.  Web version available at: www.seapn.org.uk/docs/diversity_march01.pdf.  [Accessed: 22 October 2007].

Storey, John (ed.) (2004):  Leadership in organisations; current issues and key trends.  London: Routledge

Von Hippel, Eric  (2005)  Democratizing innovation.  Cambridge, Massachusetts:  The MIT Press. Available free online through a creative commons licence at: http://web.mit.edu/evhippel/www/democ1.htm [Accessed: 16 July 2007].

**Webster, Frank (2004):  The Information Society Reader.  London: Routledge.**

**Journal articles**

Check on-line journals for relevant articles on the themes of the Module. Many CILIP journals also carry relevant articles, for example, *Public Library Journal* Vol. 21(2) Summer 2006 carried a number of useful articles on Leadership.

**Some useful websites**

British Council - info@UK "Your guide to major UK Information Society developments and news.  <www.britishcouncil.org/ism-info@uk-glossary.htm>.

Equality and Human Rights Commission.
   http://www.equalityhumanrights.com/pages/eocdrccre.aspx

The Institute for Public Policy Research ("UK's leading progressive think tank,
   producing cutting edge research and innovative policy ideas for a just,
   democratic and sustainable world".  http://www.ippr.org.uk/aboutippr/.

Museums, Libraries and Archives Council (MLA)- "The Museums, Libraries
   and Archives Council (MLA) is the lead strategic agency for museums,
   libraries and archives":
   http://www.mla.gov.uk/webdav/harmonise?Page/@id=90.

Policy Hub - "The first port of call for all concerned with policy making'.  This
   site aims to promote strategic thinking and improve policy making and
   delivery across government. Follow the links for tailored access to
   resources and activities from the UK and abroad which help formulate,
   develop and evaluate policy more efficiently and effectively".
   <http://www.policyhub.gov.uk/>.

UNESCO communication and information – "Empowering people through the
   free flow of ideas by word and image, and by access to information and
   knowledge".  <http://portal.unesco.org/ci/en/ev.php-
   URL_ID=1657&URL_DO=DO_TOPIC&URL_SECTION=201.html>.

UNESCO Observatory on the Information Society – "Monitoring the
   Development of the Information Society towards Knowledge Societies".
   <http://portal.unesco.org/ci/en/ev.php-
   URL_ID=7277&URL_DO=DO_TOPIC&URL_SECTION=201.html>.

World Summit on the Information Society: http://www.itu.int/wsis/index.html

### Required/Weekly Reading/Practice/on line resources including any WebLearn

Suggested readings are given for each week as part of Weekly Programme Lecture. In addition the lecture notes are posted on WebLearn in advance of the lectures (where practicable) as well as links to appropriate web based resources.

### Additional/Weekly Reading/Practice/on line resources including any WebLearn

Additional resources will be advised, where appropriate, in teaching sessions and via the bulletin board on WebLearn.   This includes the occasional *Ideas & Issue*, a current awareness service which alerts you to new ideas, experiences, reports and developments of relevance to the module. It is meant to supplement the recommended readings for your modules. It aims to give you a wider perspective and increase your awareness about current developments in Britain as well as in other countries.

### Feedback on coursework

Please note that coversheets giving feedback on coursework will be available from the Ladbroke House PG Centre three weeks after the final assessment for the module. Please make sure you collect this feedback.

Please keep a copy of ALL coursework submitted.  You should make an appointment to collect your submitted work from the module leader (see front of this booklet) after the module results have been published.  This is essential if you wish to benefit from the feedback provided by tutors. However please bear in mind that module leaders will not be available while on leave, and this is likely to be the case during periods out of term time. The latest date for return of work is 4 weeks from the beginning of the following semester.

### Module assessment

### Module assessment details, including assessment criteria for all elements of the assessment

There are three components of the assessment of this module:

1. An essay (c. 1,000 words) comparing and contrasting two situations where different organisational leadership/change programmes have been applied in meeting changing needs of all citizens.  Critically analyse factors which contributed to success.  (20% of total module marks). **DUE: 26 November 2007**

2. A project proposal (c. 3,000 words including summary), based on a workplace situation or a case study, to develop a new service based on principles of social justice as a way of meeting emerging needs.  It should include a 500 word summary of the proposal for publishing the in-house electronic journal "Information, Society and Justice"  (60%). **DUE: 21 January 2008.**

 3. A reflective commentary (c. 1,000 words) on how engaging with the learning objectives of this Module has helped you in reaching a better understanding of the dynamics of organisational change (20%). **DUE: 21 January 2008**

All coursework and work of the Module should meet the requirements of London Metropolitan University's policies on Equality and Diversity and plagiarism (see below).

> ➔ [Equality and Diversity Policy](#)

> ➔ [Plagiarism](#)

### *Assessment completion dates/deadlines*
1. Essay:                        26 November 2007

2. Project proposal:        21 January 2008

3. Reflective commentary:    21 January 2008

## Study Hours

Students will study for a total of 200 hours on this module made up in the following way:

Timetabled lectures and workshops        …            …        36 hours

Self-directed study                        …            …        104 hours

Assessment preparation                    …            …        56 hours

Private review of assessment after receiving feedback…    4 hours

## Assessment Grading

The module and its components are marked as a percentage. To assist marking, percentage ranges have been placed into three categories - (Distinction, Pass, Fail) with grade descriptors for each category.

| | *PERCENTAGE* | **CRITERIA** |
|---|---|---|
| **DISTINCTION** | 90-100% (exceptional) | • As below, with highly sophisticated level of theorisation and innovative conceptualisation or methodology |
| | 80-89% (superior) | • As below, with greater insight/originality and wider/deeper engagement with the literature |
| | 75-79% (confident) | • Authoritative grasp of conceptual context <br> • Insight or originality in way topic is conceptualised or developed <br> • Comprehensive integration of relevant literature/debates <br> • Advanced scholarly style (of publishable quality) |
| | 70-74% (solid) | • Strong grasp of conceptual context <br> • Insight in way topic is conceptualised or developed <br> • Good integration of relevant literature/debates <br> • Scholarly style (publishable with minor revisions) |
| **PASS** | 65-69% (very good) | • Good conceptual understanding <br> • Critical analysis using an appropriate range of sources <br> • Clarity and precision in presenting arguments |
| | 60-64% (competent) | As above, with less depth and criticality |
| | 55-59% (promising) | As below, plus stronger on analysis |
| | 50-54% (passable) | • Basic grasp of essential concepts/theory/sources <br> • Some analysis/interpretation <br> • Reasonably clear and orderly presentation |
| **FAIL** | 45-49% (borderline fail) | • Largely descriptive <br> • Limited interpretation <br> • Limited range of sources <br> • Lack of coherence and clarity |
| | 40-44% (near borderline) | As above, with greater lack of interpretation |
| | 30-39% (poor) | Descriptive, unfocused work, lacking in interpretative or conceptual dimension and use of sources |
| | 0-29% (inadequate) | Incomplete or very poorly attempted work |