

# Good to Great: Utilizing Concepts from the Bestseller to Teach Information Literacy Skills to Senior Undergraduate Business Students

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## Why it works:

- *Good to Great* already discusses research in a context and language they understand
- Good buy-in from all stakeholders
- Provides a seamless experience
- The librarian is no longer “taking up class time,” just utilizing an existing lesson in a more efficient manner
- The professor is involved and ends up co-teaching the lesson, giving the librarian increased status in the eyes of the students
- They like it! Research looks fun and interesting through the lens of *Good to Great*

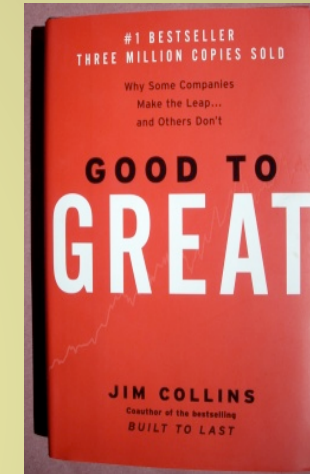
## Undergraduates and Business

### Research – what do they know?

- Very little!
- Inexperienced with specialized databases
- Lack a knowledge of formalized business language
- See little use for academic research
- Fail to see the difference between research they have been asked to do for other disciplines and research in a business context

### Why *Good to Great*?

- It is commonly used as a textbook for business classes
- Follows the business research process, especially that of company research and comparison
- It keeps their attention and is accessible at their level
- Provides a universal framework for discussing their individual interests



## Lesson One – What is your research question?

- “...Can a good company become a great company and, if so, how? Or is the disease of ‘just being good’ incurable?” (3)
- Introduces the idea of an authentic question of personal importance when doing research

## Lesson Two – What does the research process look like and how do I start?

- Collins introduces phased research: The Search, Compared to What?, Inside the Black Box, and Chaos to Concept (5-14)
- These concepts provide a framework for creating a personalized research plan based on their question
- Includes both process and function by allowing a discussion and demonstration of business specific databases, websites and reference materials

## Lesson Three – How do I know when I’m done and how do I put it all together?

- Set clear parameters
- Let the evidence be the guide: “The best answer I can give is that it [the research] was an iterative process of looping back and forth, developing ideas and testing them against the data, revising the ideas, building a framework, seeing it break under the weight of the evidence, and rebuilding it yet again” (11).
- Review your writing and ask yourself the questions a reader would. Can you defend your own conclusions?