

Name: _____

LEADERSHIP ORIENTATIONS¹

This questionnaire asks you to describe yourself as a manager and leader. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:

- _____ a. *Analytic skills*
- _____ b. *Interpersonal skills*
- _____ c. *Political skills*
- _____ d. *Ability to excite and motivate*

2. The best way to describe me is:

- _____ a. *Technical expert*
- _____ b. *Good listener*
- _____ c. *Skilled negotiator*
- _____ d. *Inspirational leader*

3. What has helped me the most to be successful is my ability to:

- _____ a. *Make good decisions*
- _____ b. *Coach and develop people*
- _____ c. *Build strong alliances and a power base*
- _____ d. *Energize and inspire others*

4. What people are most likely to notice about me is my:

- _____ a. *Attention to detail*
- _____ b. *Concern for people*
- _____ c. *Ability to succeed, in the face of conflict and opposition*
- _____ d. *Charisma*

5. My most important leadership trait is:

- _____ a. *Clear, logical thinking*
- _____ b. *Caring and support for others*
- _____ c. *Toughness and aggressiveness*
- _____ d. *Imagination and creativity*

6. I am best described as:

- _____ a. *An analyst*
- _____ b. *A humanist*
- _____ c. *A politician*
- _____ d. *A visionary*

____ST ____HR ____PL ____SY ____Total

Leadership Orientations Scoring

1. **Structural leaders** emphasize rationality, analysis, logic, facts and data. They are likely to believe strongly in the importance of clear structure and well-developed management systems. A good leader is someone who thinks clearly, makes good decisions, has good analytic skills, and can design structures and systems that get the job done.

2. **Human resource** leaders emphasize the importance of people. They endorse the view that the central task of management is to develop a good fit between people and organizations. They believe in the importance of coaching, participation, motivation, teamwork and good interpersonal relations. A good leader is a facilitator and participative manager who supports and empowers others.

3. **Political** leaders believe that managers and leaders live in a world of conflict and scarce resources. The central task of management is to mobilize the resources needed to advocate and fight for the unit's or the organization's goals and objectives. Political leaders emphasize the importance of building a power base: allies, networks, conditions. A good leader is an advocate and negotiator who understands politics and is comfortable with conflict.

4. **Symbolic** leaders believe that the essential task of management is to provide vision and inspiration. They rely on personal charisma and a flair for drama to get people excited and committed to the organizational mission. A good leader is a prophet and visionary, who uses symbols, tells stories and frames experience in ways that give people hope and meaning.

Computing Scores:

Compute your scores as follows:

$$ST = 1a + 2a + 3a + 4a + 5a + 6a$$

$$HR = 1b + 2b + 3b + 4b + 5b + 6b$$

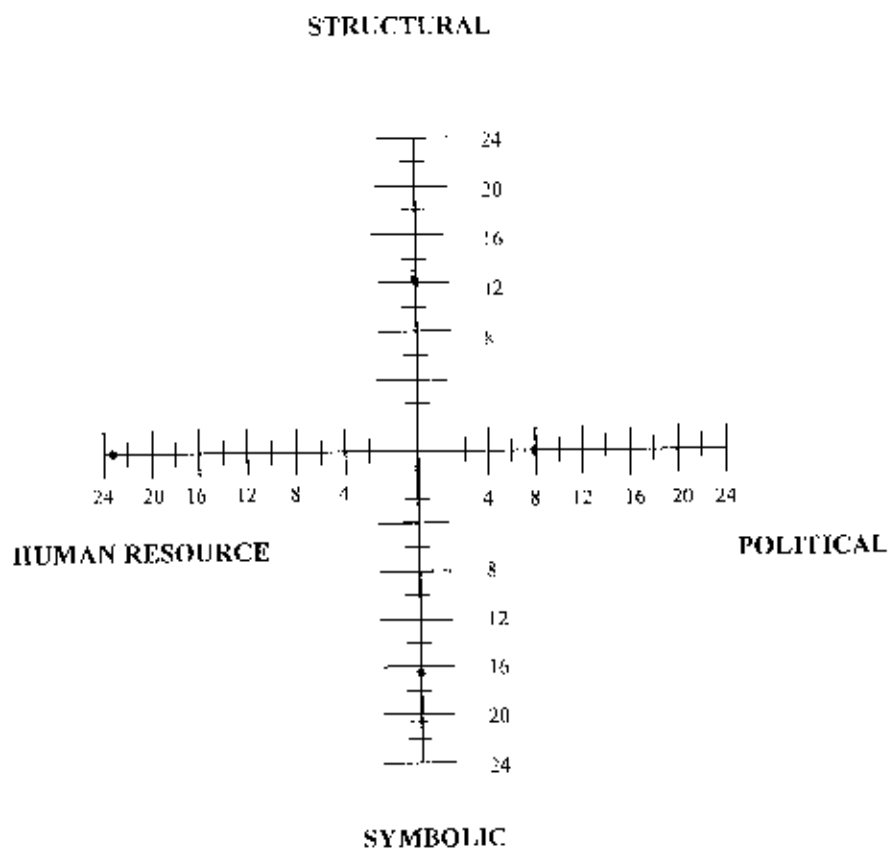
$$PL = 1c + 2c + 3c + 4c + 5c + 6c$$

$$SY = 1d + 2d + 3d + 4d + 5d + 6d$$

LEADERSHIP ORIENTATIONS SCORING¹

The Leadership Orientations instrument is keyed to four different conceptions of organizations and of the task of organizational leadership.

Plot each of your scores on the appropriate axis of the chart below: SI for Structural, IIR for Human Resource, PL for Political, and SY for Symbolic. Then read the brief description of each of these orientations toward leadership and organizations.



Structural Frame

Metaphor: factory or machine

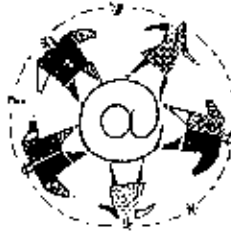
Central concepts: rules, roles, goals, policies, technology, environment

Leader: social architect



Challenge: attune structure to task, technology, environment

Human Resource Frame



Metaphor: family

Central concepts: needs, skills, relationships

Leader: empowers others

Challenge: align organizational & human needs

Political Frame

Metaphor: jungle

Central concepts: Power, conflict, competition, organizational politics

Leader: advocate

Challenge: develop agenda and power base



- gaining power through:
- ideas

Symbolic Frame

Metaphor: carnival, temple, theater

Central concepts: culture, meaning, metaphor ritual, ceremony stories, heroes

Leader: inspirational



Challenge: create faith, beauty, meaning

seeking meaning through:

- stories or highlights in meetings

(all right, etc.)

Expanding managerial thinking

Traditional management thinking	Artistic thinking
See only one or two frames	Holistic, multi-frame perspective
Try to solve all problems with logic, structure	Rich palette of options
Seek certainty, control, avoid ambiguity, paradox	Develop creativity, playfulness
One right answer, one best way	Principled flexibility

Why reframe?

- Broaden our limited perspectives
- Embrace and manage complexity
- See the world in all its diversity
- Provide a basis for effective and informed action

Gallor 2003

Go up to the balcony and
look down on the dance
to see the patterns

Force Field Analysis

Force Field Analysis is a method for listing, discussing, and evaluating the various forces for and against a proposed change. When a change is planned, Force Field Analysis helps you look at the big picture by analyzing all of the forces impacting the change and weighing the pros and cons. By knowing the pros and cons, you can develop strategies to reduce the impact of the opposing forces and strengthen the supporting forces.

Forces that help you achieve the change are called "driving forces." Forces that work against the change are called "restraining forces."

Force Field Analysis can be used to develop an action plan to implement a change. Specifically it can . . .

1. Determine if a proposed change can get needed support
2. Identify obstacles to successful solutions
3. Suggest actions to reduce the strength of the obstacles

Types of forces to consider

Available Resources	Attitudes of people	Values
Traditions	Regulations	Desires
Vested interests	Personal or group needs	Costs
Organizational structures	Present or past practices	People
Relationships	Institutional policies or norms	Events
Social or organizational trends	Agencies	

The Process

1. Start with a well-defined goal or change to be implemented.
2. Draw a force field diagram.
 - At the top of a large sheet of paper write the desired end state. What would it look like if we were successful.
 - Divide the paper into two columns by drawing a line down the middle. At the top of the left column, write "Driving Forces." Label the right column "Restraining Forces."
3. Brainstorm a list of driving and restraining forces and record them on the chart in the appropriate column.

4. Once the driving and restraining forces have been identified, ask the following questions:

Are they valid?

How do we know?

How significant are each of them?

What is their strength?

Which ones can be altered?

Which cannot?

Which forces can be altered quickly?

Which ones only slowly?

Which forces, if altered, would produce rapid change?

Which only slow change in the situation?

What skills and/or information is needed and available to alter the forces?

Can we get them?

5. Use the Ease / Impact model to help determine your course of action. You will usually want to do first those things that will be easy to implement and have a high impact. You probably won't want to spend any time on those things that will be hard to implement and will have low impact.
6. For those things you decide to take action on, devise a manageable course of action which:
 - Strengthens positive forces
 - Weakens negative forces
 - Creates new positive forces

Desired State:

A comprehensive information literacy program has been integrated into courses in the English department. Faculty and librarians working in partnership share responsibility for design, delivery and evaluation of the program.

Driving Forces	Restraining Forces
New department head in English who supports information literacy	Several English department faculty who have been vocal about their opposition to giving up class time for "skills training"
Campus administration has called for an overhaul of the core curriculum courses	A number of librarians who believe that information literacy is a passing fad and time spent on this detracts from the real mission of the library
Two new instruction librarians who have tremendous energy, enthusiasm and vision	A growing student body with no real possibility of increasing library staff
Campus instructional technology center has instructional designers and programmers who want to work with the library	Some librarians who are willing to participate but have no experience in teaching
Library has two well-equipped electronic classrooms	Campus administration has been apathetic about library services
Library Strategic Plan includes instruction as a top priority	Library systems staff is small and overworked. Use of electronic classrooms and creation of online tools suffer because of this.
Library dean has some discretionary funding and wants to spend it on staff development for instruction	

EASE / IMPACT MODEL

I Easy / High Impact	II Difficult / High Impact
III Easy / Low Impact	IV Difficult / Low Impact

Do things that are easy and will have high impact.

Do not do things that are difficult and will have low impact.

Be selective among those things that are difficult and will have high impact.

Choose few, if any, from those things that are easy but have low impact.

Creating Your IL Message

With your table group, work to craft an "elevator pitch" message about the IL program you are planning to offer at your institution.



Keep in mind the ideas we discussed:

The message should be delivered in approximately 60 seconds, and it must explain what the program will do, how you will do it and why it needs to be done. Make your message clear and direct, jargon free, and meaningful to your audience!

Outline your ideas below:

- **What** – What are the most important pieces of information about your IL program that you want to relay? It might help to limit this to 3 items of utmost importance.
- **How** – How do you, or will you, accomplish these items?
- **Why** – Why is this information important to your institution, your stakeholders?

(turn page over)

5 Questions for Assessment Design

1. Outcome

What do you want the student to be able to do?

5. Criteria

How will you know the student has done this well?

2. Content

What does the student need to know to do this well?

Library/Institution

Mission/Values/Goals

Info Lit Definition

Dept/Program Mission/Goals

3. Pedagogy

What's the learning activity?

4. Assessment

How will the student demonstrate the learning?

Action Plan and Portfolio of Strategies for Collaborative Change

The culmination of the Immersion Program is your production of a Portfolio of Strategies for Collaborative Change and an Action Plan that sets the course for your instruction program. This is the document you will take back to your institution for discussion, to generate reports and other communication for a variety of stakeholders, and to serve as the foundation of planning activities related to the development of your program.

The plan can take whatever format you find most useful, but will need to include reflection of your listening, thinking, and use of strategic tools from your 5 days in Immersion. For the purposes of simplifying your work, we have provided a template that you may use to make a first draft or to use as the version you take back home.

The goal of the Action Plan should be to have a balanced mixture of visionary thinking, realistic analysis, flexible planning, and programmatic implementation. We recognize that it is a starting point and you will need more collaboration, input, and development when you return to your home institution. Your Portfolio is an accumulation of critical documentation that you have developed and acquired before and during your Immersion experience. It includes reflection, ideas, and your use of strategic management and planning tools that will be integrated in your evolving Action Plan. *Please bring your Portfolio, including your "Reflections" sheets, your background study, force field analysis, ease/impact assessment, "Four Frames" study of your own institutional situation, and any other relevant documents, to your consultations with your faculty advisor, especially the final session on the last full day of the program.*

Critical Questions for Action Planning:

Background Study

- What did you learn from your background study?
- What are the strengths and opportunities to capitalize on?
- What are the weaknesses and threats that you need to consider or plan to change?
- How important are each of these by themselves or in relation to each other?
- Do you believe your institution would also label these as your SWOT's or just the library?

Management Tools and Documents

- How can the Immersion content and your "Reflections" sheets help to inform your thinking?
- How might ACRL documents such as *Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline* or conversations with colleagues from other colleges help inform your thinking?
- How might tools such as Boiman & Deal's "Four Frames" inform your work?
- What techniques employed by IDEO might be applicable to your plan? How would you implement them? (See your "Reflections" and share some of these ideas with others.)

Institutional Initiatives

- What other library documents, plans, initiatives, or programs should this plan relate to?
- What institutional documents, plans, initiatives, or programs should this plan relate to?
- Who are your stakeholders?

Your Library's Culture and Priorities

- Where do you need to start?
- Does everyone in your organization support and understand the need for creating a mission statement, and developing an assessment plan?
- How much buy-in and from whom do you need in your library before stepping out into a larger campus arena?
- How will you get that buy-in?
- What do you need to do if you don't get complete support?
- Do the librarians who teach in your program report to you? Are they subject librarians who report elsewhere? How might this impact your planning?
- Can you use any of the tools in the sessions to help you make some of these choices (brainstorming, ease/impact, systems thinking, force field analysis, change management, ladder of inference)?
- What steps will you take after you return home to make this a collaborative plan?
- Who will receive customized reports of your work here? With whom will you meet first?

Your Campus Culture and Priorities

- Good leaders can create a sense of urgency for a needed initiative. What is it about this initiative that brings it to the forefront?
- How will you talk about it to create that sense of urgency? In other words, why do we need to pay attention to this now? Or, why bother?
- Which campus initiatives can you use to help you create this sense of urgency? For example, if your campus has launched a program to improve teaching, you might choose to focus on pedagogy.
- What links or relationships do you envision between your programmatic element and these initiatives?
- How does your program contribute to campus goals?

Time Frames and Responsibilities

- What progress can you realistically expect within six months? One year? Two years?
- What resources will you need to begin? Think about staff, tools/equipment, facilities, and budget.
- Where will these resources come from?
- Who will be responsible for developing and implementing each step of your plan? How will their progress be accounted for?

Assessments

- How will assessment inform and be informed by your plan?
- How will programmatic outcomes be developed?
- How will you identify institutional and departmental goals and needs?
- What role in assessment will be played by the library? By other groups and individuals?

The ACRL document *Characteristics of Programs of Information Literacy that Illustrate Best Practices. A Guideline* is a great template for program planning, but it represents many years' worth of work. Ultimately, each institution's program will be unique, meeting local needs and representing local opportunities. There are, however, some elements that will be common to all programs and some work that can be done at Immersion to get you started on your path. The framing questions above will be useful to you throughout your planning process. Please use them to focus your thinking as you prepare the following elements for your action plan. As you work on these elements you'll be able to consult with your cohort and with Immersion faculty.

1. Identify key stakeholders in your information literacy program.
 - a. Compile a list of stakeholders
 - b. Include information about their present level of buy in
 - c. Include information about their partnership /leadership/ collaboration potential

2. Identify who needs to be part of crafting a mission / vision statement and goals for your program.
 - a. How do these contributors need to be involved? At the table for discussions? Responders to drafts? Endorsers of final statement?
 - b. Outline a possible process for creating these elements.
 - c. You can't get attached to particular text because crafting these documents will be a collaborative process. But as a leader, you will be providing guidance and direction. Make note of philosophies, principles, or values that you believe are essential to these documents.

3. Good leaders can create a sense of urgency for needed programs. Continue to work on one of your elevator talks and include your latest version.

4. Assess your staff readiness for an information literacy program.
 - a. Who will be part of the program, and in what roles?
 - b. Is there already buy-in from these staff? If not, how will you address that?
 - c. Is your potential program staff prepared for their roles? Do they have a solid understanding of learning theory, teaching techniques, instructional design, curriculum planning, leadership, etc.? If not, what kind of staff education program will you put into place?

5. What progress can you realistically expect within six months? One year?

Note: If you would like to substitute work on another program element for one of those listed above, consult with your cohort faculty liaison.