

## Managerial Leadership in the Information Professions

### Models

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The development of the curriculum and assessment criteria for the Ph.D. concentration in managerial leadership in the information professions is guided by two key models: a leadership model adapted from the Leadership Competency Model of the National Center for Healthcare Leadership, and a curriculum model which outlines the domains and contexts addressed by the program.

#### LEADERSHIP MODEL

The following leadership model is adapted, with permission, from the National Center for Healthcare Leadership (NCHL) Leadership Competency Model, Version 2.0. The diagram, definitions, and target competencies presented below have been modified to reflect the distinctions of managerial leadership in the information professions. Competencies listed above the line are of primary concern for the development and assessment of students and the program as a whole. Those below the line are secondary.

### Leadership Model



## **LEADERSHIP AREAS**

- Transformation** Visioning, energizing, and stimulating a change process that coalesces communities, patrons, and professionals around new models of managerial leadership.
- Accomplishment** Translating vision and strategy into optimal organizational performance.
- People** Creating an organizational climate that values employees from all backgrounds and provides an energizing environment for them. It also includes the leader's responsibility to understand his or her impact on others and to improve his or her capabilities, as well as the capabilities of others.

## **LEADERSHIP COMPETENCIES DEFINITIONS**

### **Transformation**

- Achievement Orientation** A concern for surpassing a standard of excellence. The standard may be one's own past performance (striving for improvement); an objective measure (results orientation); outperforming others (competitiveness); challenging goals, or something that has been done previously (innovation).
- Analytical Thinking/ Problem-Solving** The ability to understand a situation, issue or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; and applying appropriate methods to explore fully and attack a problem.
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- Community Orientation** The ability to align one's own and the organization's priorities with the needs and values of the community, including its cultural and ethnocentric values and to move managerial leadership forward. It includes a service orientation to both external and internal "customers" and constituencies.
- Financial Skills** The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.
- Information Discovery** An underlying curiosity and desire to know more about things, people, or issues, including the desire for knowledge and staying current with disciplinary, organizational, and professional trends and developments. It includes pressing for exact information, while also being able to judge when available information is sufficient to support a decision or action; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use; as well as staying current and seeking best practices for adoption.
- Innovative Thinking** The ability to apply complex concepts, develop creative solutions or adapt previous solutions in new ways.

**Strategic Orientation** The ability to consider the business, demographic, ethno-cultural, political and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization. It includes assessing risk and regularly taking educated risks where appropriate.

**Accomplishment**

**Communication Skills** The ability to speak and write in a clear, logical and grammatical manner in formal and informal situations; to prepare cogent business presentations; and to facilitate a group. The ability to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support one's opinion or position.

**Organizational Awareness** The ability to understand and learn the power relationships in one's own organization or in other organizations (stakeholders, suppliers, etc.). This includes the ability to identify who the real decision makers are; the individuals who can influence them; and to predict how new events or situations will affect individuals and groups within the organization.

**Library and Information Science Domain Knowledge** A broad knowledge of the operational components of libraries and information centers and the current research and best practices associated with these components and related issues in the field of Library and Information Science. Components and issues include collection management and development, intellectual property rights, scholarly communication, and information access. Additional elements include the unique application of user needs analysis, ethics, marketing and advocacy, information technology, and outcomes assessment in information institutions.

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**Accountability** The ability to hold people accountable to standards of performance or ensure compliance using the power of one's position or force of personality appropriately and effectively, with the long-term good of the organization in mind. This includes involving people in the development of the standards that impact their performance measurement.

**Change Leadership** The ability to energize stakeholders and sustain their commitment to changes in approaches, processes and strategies.

**Collaboration** The ability to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively. Collaboration applies when a person is a member of a group of people functioning as a team, but not the leader.

**Information Technology Management Initiative** The ability to see the potential in, understand and use administrative information tools, including active sponsorship of system use and the continuous upgrading of information management capabilities.  
The ability to make decisions and solve problems proactively - identifying a problem, obstacle, or opportunity and taking action in light of this

identification to address current or future problems or opportunities. In this context, Initiative also includes the ability to involve staff or other stakeholders in the decision-making and problem-solving processes to ensure greater cooperation and accountability among those implementing or affected by the decision/solution.

**Performance Measurement** The ability to understand and use statistical and financial methods and metrics to set goals and measure organizational performance; commitment to and employment of evidence-based techniques. Includes measurement of customer expectations (satisfaction and service quality).

**Project Management** The ability to plan and execute a project with significant scope and impact as well as manage a team. Examples include the construction of a major building, or development of a new service.

**People**

**Professionalism** The demonstration of (and commitment to) ethics, sound professional practices, social accountability, and community stewardship. The desire to act in a way that is consistent with one’s values and what one says is important.

**Team Leadership** Sees oneself as a leader of others, from forming a team that possesses balanced capabilities to setting its mission, values and norms, as well as to holding the team members accountable individually and as a group for results, socialization, and professional development. Includes cross-cultural sensitivity and an ability to interact productively with different personality types. Also includes taking a personal interest in coaching and mentoring high-potential leaders.

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**Human Resources Management** The ability to implement employment practices that comply with legal and regulatory requirements, and to represent contemporary approaches to human resources policies.

**Relationship Building** The ability to establish, build and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests.

**Self Confidence** A belief in one’s own capability to accomplish a task or select an effective approach to a task or problem. This includes confidence in one’s ability as expressed in increasingly challenging circumstances and confidence in one’s decisions or opinions. It also includes an ability to demonstrate emotional intelligence in regards to one’s self and others.

**Self Development** The ability to have an accurate view of one’s own strengths and development needs, including the impact that one has on others. A willingness to engage in regular self-assessment and to regulate needs through self-directed learning and trying new approaches.

## CURRICULUM MODEL

The curriculum model for the MLIP program outlines the intersecting relationships between management, leadership and library and information science that are addressed by the curriculum. It also illustrates that the curriculum is crafted to recognize and integrate the disciplinary, temporal, spatial, and political contexts in which library and information enterprises operate. More specifically, this model will be used to ensure that courses:

- contextualize topics in a chronological continuum (history, current frameworks, potential changes),
- demonstrate principles at local, regional, national and global levels,
- discuss impacts for organizations, institutions, and society, and
- engage and consider the perspectives and effects of other disciplines (relevant theories and practical collaborators, constituencies, or stakeholders).

## Curriculum Model

for Ph.D. in Managerial Leadership in the Information Professions (MLIP)

