

CHAPTER 10

STRATEGIC DEVELOPMENT

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INTRODUCTION

This chapter covers the education, training and development of library and information workers in relation to the area of work commonly described as strategic management. This term is generally preferred to the narrower traditional label of strategic planning, as it helps to convey the need for a holistic view of the strategy process which encompasses implementation and evaluation, in addition to the development of a plan. It is also consistent with the view that the process of planning and strategy making can take place without the production of a document labelled in this way. The concept of strategic thinking underpins this whole area of activity and the construct of strategic change is typically its desired outcome.

The title 'Strategic Development' has been chosen as it usefully separates these important concepts from the formal management hierarchy and flags up the desirability of engaging staff at every level and in all parts of the organization in the strategy process. Many students of library and information science need to be persuaded that topics such as strategic planning and managing change are relevant to the sorts of jobs and roles they envisage in their early careers. Some heads of library and information services also seem reluctant to acknowledge that all members of their workforce can be strategists in their own spheres of operation. Everyone should be involved to some extent in continuously reviewing the current profile and performance of the organization and thinking about its future development and design. Strategies will only work if those charged with implementation at an operational level are committed to them, and the best way of achieving this is to encourage their contribution to the process. There is plenty of evidence from both the library domain and other sectors that service organizations adopting this participative style have experienced significant benefits.

This chapter begins by defining and scoping the subject in general terms, before identifying its key elements and the topics around which the rest of the discussion is structured. Additional contextualization is provided by a short summary of development needs in strategic management identified by academics and practitioners, followed by a brief review of the main methods of development available. The chapter then takes a thematic approach to the subject, dealing with

each identified topic in turn, defining the area, explaining its significance and suggesting methods of development, illustrated by examples from practice as available. The discussion draws on related published literature throughout and is complemented by appendices containing additional examples and an annotated list of publications recommended as learning resources.

DEFINITION AND SCOPE

The terminology of the strategy arena can be daunting and confusing as a result of the multiplicity of terms and the different interpretations and nuances given to them as thinking and practice have advanced and shifted over time. For example, strategic planning was defined by Drucker more than 30 years ago as a 'continuous process of making present entrepreneurial (risk-taking) decisions systematically and with the greatest knowledge of their futurity; organizing systematically the efforts needed to carry out these decisions; and measuring the results of these decisions against the expectations through organized feedback' (Drucker 1973).

However, today many commentators favour a narrower interpretation of strategic planning, concentrated on the planning which translates the strategy developed by strategic thinking into a plan that can be implemented. They regard other aspects, such as organizing efforts and measuring results, as part of strategic management, as shown by this definition from a leading contemporary textbook: 'Strategic management includes understanding *the strategic position* of an organisation, making *strategic choices* for the future and managing *strategy in action*' (Johnson, Scholes and Whittington 2008).

The term 'strategy' is also problematic as it can be used to cover what an organization wants to do, where it wishes to go, and how it intends to get there. Chandler's widely cited definition from his classic text combines these dimensions as follows: '... the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out those goals' (Chandler 1962).

The leading contemporary textbook takes a similarly broad view, but puts more emphasis on the environmental context, stakeholder demands and organizational competencies, reflecting present-day concerns: 'Strategy is the *direction* and *scope* of an organisation over the *long term*, which achieves *advantage* in a changing *environment* through its configuration of *resources and competences* with the aim of fulfilling *stakeholder* expectations' (Johnson, Scholes and Whittington 2008). The highlighted words indicate issues typically associated with strategic decisions.

Some writers equate the ‘what’ and ‘how’ components with strategy and tactics respectively, but such distinctions overlook an important point, that there are different levels of strategy to consider. Strategy can exist at several levels, from the individual to the organization and beyond. Johnson, Scholes and Whittington identify three levels of strategy: corporate-level, business-level and operational (Johnson, Scholes and Whittington 2008). De Wit and Meyer identify four levels: functional, business, corporate and network (De Wit and Meyer 2005). White introduces the notion of a community strategy as an alternative to a network strategy and adds two further levels: an industry strategy and a country (that is, national) strategy (White 2004). The multi-level nature of strategy is particularly relevant to library and information services where library strategy generally needs to be related to the strategy of a parent organization (corporate-level strategy) and often also to those of partner organizations (network-level strategies) and government (national-level strategies). Similarly, there may be several levels of strategy within or associated with a library or information service organization, for example, a library human resources strategy, a collection development strategy or an information literacy strategy.

Another key point to note is that strategies are not necessarily articulated in a plan or even captured in a document. Mintzberg and Waters helpfully define strategy as ‘a pattern in a stream of decisions’ and then usefully distinguish both between intended and realized strategies, and between deliberate and emergent strategies (Mintzberg and Waters 1985). Figure 10.1 displays the relationships between these concepts.

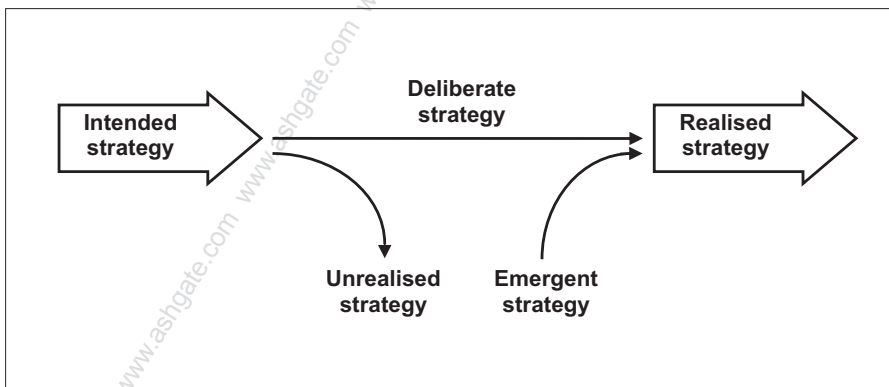


Figure 10.1 Types of strategies

Despite differences in terminology and presentation, there is more consensus on what strategic planning and management cover. In general terms, strategy making is about having a vision, knowing your resources, understanding the business arena and asking the right questions. It is basically about shaping the future for an organization (or other entity) and many writers stress that developing strategy is essentially concerned with asking a series of questions about the future of an organization and its products or services, including questions about the environment in which it operates and the resources available to it. Strategic management can thus be conceptualized as a set of fundamental questions:

- Why are we here? What business are we in? (purpose/mission)
- Where are we now? How did we get here (situation audit)
- What factors will impact our future? (environmental appraisal)
- What do we want to be? Where do we want to go? (vision and goals)
- How can we get there? What are the implications? (strategic options)
- What needs to be done? Who will do it? When? (action plans)
- How will we track progress and measure success? (performance indicators)

Commentators also stress the need to bring a range of perspectives to such questions, which is most effectively done by engaging a large number of people in the process, including staff who would not generally see themselves as strategists. Staff in 'boundary-spanning roles' who interact with customers, suppliers and technologies have the potential to make a significant strategic contribution (Floyd and Wooldridge 1994). Similarly, people with a youthful perspective, new to the organization or working at its geographical periphery (for example, in outlying branches) can inject fresh, even revolutionary, thinking (Hamel 1996). The notion of 'planning as learning' (De Geus 1988) is well established, and adopting the diagonal-slice approach of involving staff from all parts of the organization and different levels of the management hierarchy can have benefits beyond the development of strategy to its implementation and ongoing enactment, as observed by White:

Strategy making is simultaneously a learning process and a learned skill. If done well, it promotes learning in every significant area of organizational activity. Where strategy is regarded as important, it assists the staff of the organization to confront positively a series of changing problems, both external and internal (White 2004).

Although White argues that 'strategy is best made by everyone in a process which is integrated into all the core activities of the organization', he recognizes that while it is desirable for all staff to engage in strategic thinking, the level of involvement in strategic planning will vary according to their roles.

The nature of the questions set out above in turn suggest that strategic development requires engagement in four key types of activity, which should be seen as interdependent elements of the strategy process, rather than sequential steps:

- Environmental appraisal – researching and analysing external forces, and auditing the internal situation, using tools such as STEP analysis, stakeholder mapping, competitive benchmarking, SWOT analysis and scenario development
- Strategic focus – discussing the scope, purpose, functions and principles of the organization and taking decisions about high-level objectives, future aspirations and goals, using tools such as critical success factors or key result areas
- Strategy development – evaluating alternative options, considering supporting strategies, specifying performance indicators and developing action plans, using tools such as portfolio matrices, cost–benefit analysis and the 7S framework
- Programme management – implementing the development/change strategy, typically via a portfolio of projects, and evaluating progress against targets, using tools such as GANTT charts, responsibility matrices, milestone plans and scorecards.

In common with other areas of management, effective strategic performance requires a mix of conceptual, interpersonal and technical abilities. The technical aspect is represented by the many analytical tools that have been produced to support the strategy development process, but which also have an acknowledged role in developing strategic capabilities and therefore merit special consideration here. The conceptual understanding needed includes areas already indicated, such as change management and performance evaluation, but also extends to two key aspects of organizations frequently affected by strategy, which often form a central component of strategic development, namely organizational structure and organizational culture. Interpersonal competences are necessary to complement other abilities, but are particularly important in engaging staff and other stakeholders in strategy development and implementation. Johnson, Scholes and Whittington (2008) point out that the strategist is typically not only making strategy, but also helping others to develop their own capabilities in strategy, and so needs to be able to communicate clearly to various audiences and to work well with teams, in addition to possessing strategic thinking and analytical skills. White lists seven characteristics of a good strategist as follows:

- the desire to identify and describe alternative directions for the future development of the enterprise and to take new approaches, all consistent with likely scenarios of the future which are relevant to the organization

- an entrepreneurial vision embracing action which creates competitive advantage and articulates at least part, if not the whole, of the strategic intent and tries to realize it
- a willingness to consider the long-term interests of all stakeholders, not just shareholders
- an ability to provide the kind of leadership which empowers all employees to act freely without hindrance within their own domains but coherently within the framework of a generally accepted strategy
- the drive to build an organization designed and structured in a way that fits the vision and which makes full use of the existing corporate identity and corporate culture
- the ability to integrate strategy with corporate identity and corporate culture
- the ability to ride luck, that is, to recognize and take unexpected opportunities and avoid unexpected threats (White 2004).

DEVELOPMENT NEEDS AND METHODS

A series of skills foresight and related studies conducted with employers by the Information Services National Training Organisation during 2000 to 2003 identified a striking need for more highly developed 'strategic skills' among information professionals, including skills in managing change, and significantly also for a shift in mindset from the service focus of a support function to that of a strategic player and equal partner in the organization (Corrall 2005). Other UK research confirms this picture: 'strategic management' emerged among the most wanted capabilities from an analysis of more than 150 job advertisements from different sectors, and many person specifications listed 'strategic thinking' among the essential criteria (Fisher, Hallam and Partridge 2005). This echoes the need identified in Australia for 'strategic thinkers, people who see and understand the big picture and the environment within which their library operates' (reported by Missingham 2006).

It is also interesting to note that the need for strategic competency is increasingly mentioned in relation to other technical and professional abilities. Thorhauge discusses the challenge of IT upskilling for an ageing public library workforce in Denmark and identifies a requirement for staff to handle strategic development, including cultural change (Thorhauge 2004). Similarly, in the context of information literacy development, Peacock identifies strategic (interpersonal and organizational) competencies among those needed for staff to move from 'librarians who teach' to educators and learning facilitators (Peacock 2001), while Booth and Fabian (2002, 139) advocate a 'strategic, forward-looking, entrepreneurial approach' and Doskatsch emphasizes the need for practitioners to 'think and act strategically' (Doskatsch 2003).

Explicit descriptions of strategic competencies are surprisingly rare in the strategy literature and most library-related discussions do not move beyond rather general comments on strategic skills, or slightly more specific references to strategic thinking. Further guidance on what the phrase ‘strategic skills’ could include can be found in the syllabus for the Executive Diploma in Strategic Management offered by the Chartered Management Institute, which lists a total of 36 skills needed by practitioners (Chartered Management Institute 2005). Twelve skills are common to all three of the required study units, as shown in Figure 10.2.

| | | |
|--------------|-------------------------|------------------------|
| Analysing | Thinking systematically | Information management |
| Benchmarking | Thinking strategically | Presenting information |
| Evaluating | Decision making | Communicating |
| Reviewing | Risk management | Networking |

Figure 10.2 Key strategic skills

The term ‘strategic thinking’ is often simply interpreted to mean all thinking about strategy, but is also used more specifically to differentiate the synthesizing, creative processes of strategy making which complement the analytical, information-based processes of strategic planning. A widely cited article by Liedtka defines five characteristics of strategic thinking, which can be summarized thus:

- *a systems perspective* – understanding internal and external contexts and linkages;
- *intent-focused* – providing energy and direction for activities;
- *intelligent opportunism* – being continuously open to alternative strategies;
- *thinking in time* – relating the future to the present and past;
- *hypothesis-driven* – generating ‘what if’ questions and testing them (Liedtka 1998).

Bonn offers a simpler definition of strategic thinking, which is consistent with the above, identifying three main elements at the individual level: a holistic understanding of the organization and its environment; creativity; and a vision for the future. In addition, she specifies two requirements at the organizational level: fostering ongoing strategic dialogue among the top team, and taking advantage of the ingenuity and creativity of every employee (Bonn 2001). Liedtka also argues for planning to be seen as a developmental dialogue or inquiry and a democratic process, which also requires questioning and listening skills. In addition, she points out that the frameworks, concepts and techniques typically used to manage the

strategic issues agenda can simultaneously help to develop the different strategic thinking capabilities (Liedtka 1998).

Professional Education

Within the UK, the official subject benchmark statement for educational programmes in librarianship and information management specifies the following areas of understanding in the section on management and organizational behaviour:

- Understanding of the organizational context of service operations, including the significance of organizational mission, strategy, systems, structures and cultures.
- Understanding of the concepts, principles and techniques of strategic management and their application in directing and leading service organizations (Quality Assurance Agency 2007).

As there are 35 specific areas of subject and generic knowledge, understanding and skills listed in the statement, most programmes can probably devote no more than a few teaching sessions specifically to these topics, although aspects of strategic management are likely to feature in discussions related to other parts of the curriculum, for example, sessions covering the design, development and delivery of library and information services in different sectors.

At the University of Sheffield, the module on Management for Library and Information Services includes a set of four two-hour sessions, supported by guided reading and tailored handouts, which aim to help students think and act strategically and to prepare them for strategic engagement in the workplace. These sessions focus respectively on: Organizational Structure and Culture, Strategic Planning and Management, Managing Change and Project Management. In each case they provide an overview of the topic, including the key concepts and terminology; an introduction to models and tools relevant to library and information services; examples of best practice and successful applications in the sector; and opportunities to use selected techniques in practical exercises. However, unless students choose to do extensive reading, assessed coursework and/or a dissertation in this area, they graduate with only a rudimentary understanding of the areas specified, which it is assumed will be enhanced by workplace learning and continuing professional development.

Workplace Learning

As suggested earlier, strategic management abilities can be developed through direct involvement in strategic planning and related activities in the workplace, by learning 'on the job' (that is, learning by doing), which generally includes participation in workshops or 'awaydays' that combine practical work on strategy-

related tasks with expert guidance on the use of tools and techniques and instruction in their application. Such events can be led or facilitated by in-house experts or external consultants from the library or organization development domains. Many public, academic and special libraries report the successful employment of consultants to guide the planning process and assist with strategy tasks, but often also comment on the developmental aspects of the experience and the educational benefits for staff (Dougherty 2002; Higa-Moore et al. 2002; Kuntz et al. 2003). Appendix 1 provides sample outlines of strategic development workshops designed by the author for an academic library.

Library managers may also turn to published literature for guidance and inspiration, consulting general management and/or library-specific textbooks and case studies for planning models and lessons learned. Bryson's model for non-profit organizations (Bryson 2004) is popular with academic libraries (McClamroch, Byrd and Sowell 2001; Ladwig 2005), while Kaplan and Norton's balanced scorecard and strategy maps (Kaplan and Norton 1992; 2004) have been adopted in both university and industrial information and knowledge services (Pienaar and Penzhorn 2000; Jacobson and Sparks 2001). Textbooks, manuals, case studies and classic articles by leading thinkers in the field all offer valuable guidance on the conceptual, procedural and technical aspects of the subject and can be used to complement and inform practical work, and also to substitute for expert input where a self-managed process is the preferred option (McClamroch, Byrd and Sowell 2001). Additional resources at the end of this chapter provides a selected sample of materials suitable for independent study or as background reading prior to a training event or development workshop.

The need for strategists to understand their operating environment has already been mentioned: professional literature, research reports, official publications and social commentary should also be included among the sources of information regularly scanned by practitioners aiming to bring a strategic perspective to their work. Professional networks, e-mail discussion lists, current awareness services, news feeds and blogs can all help people to track developments and spot trends in the field; for example, the Information Literacy Weblog (Webber and Boon 2003–present) is an excellent authoritative source of news and reports of information literacy developments around the world, and Open Access News (Suber 2002–present) performs a similar function for the open access movement in scholarly communication.

Short Courses

Both professional organizations and specialist training providers have recognized the need to develop strategic capability in the library and information profession. One-day courses on different aspects of strategic management are available, including generic and sector-specific offerings, pitched at various levels. Figure

10.3 outlines the content of an advanced-level course with a particular focus on the use of strategy development tools, while Figures 10.4, 10.5 and 10.6 show details of courses aimed at senior/middle managers in workplace, school and academic libraries respectively. Figure 10.7 outlines a course covering the technical and interpersonal aspects of identifying and managing stakeholders.

Such courses typically use an interactive style combining short presentations with group activities and often provide opportunities for participants to work on their own strategic agenda. They offer a useful means of gaining an overview and introduction to the subject quickly, but require commitment from individual participants to follow through and act on the learning gained. Many course providers are willing to deliver similar on-site events for individual organizations, which can often be more cost-effective and have added benefits from team learning and group work on shared agenda.

Breakthrough Thinking and Communications in Knowledge and Information Strategy

Introduction:

This advanced one day course is designed for information and knowledge managers who want to make an impact at the highest levels in their organisation. The course will provide delegates with an advanced information and knowledge strategy toolbox that will enable them to design and plan radical effective programmes. These tools are transferable outside the information and knowledge domain and will allow delegates to participate in the wider strategic debate in their organisations.

Outcomes:

- an understanding of the principles of knowledge and information strategy development
- an ability to use six advanced strategy development tools
- membership of a community of practice of information and knowledge managers
- an understanding of business strategy development
- electronic copy of the information and knowledge strategy toolbox

Programme:

- the role of information and knowledge services in organisational strategy
- advanced techniques for verbal and non-verbal communication
- scenario planning tools
- knowledge strategy analysis
- building the knowledge value matrix
- exploring the business technology matrix
- strategic skills analysis tools

Speaker: Adrian Dale, Senior Advisor, TFPL

Teaching style: course/presentations/group work

Level: 3

Who should attend?

This programme is designed for information and knowledge centre managers who are ready to make a big impact in their organisations. An open mind and a willingness to accept radical change are essential.

Course fee:

£495.00 + VAT (£581.63) includes buffet lunch and refreshments and an electronic version of the toolbox.

04 Mar 08, London

27 Nov 08, London

Figure 10.3 Example of an advanced-level course on knowledge strategy

Source: TFPL Training and Learning. <http://www.tfpl.com/skills_development/training_learning.cfm>.

**Strategic Planning and Thinking for
Workplace Library and Information Staff**

24 September 2008, London

It is often much easier to attend to operational tasks, meeting short term goals than trying to think and plan strategically, setting long term goals, especially if you are a solo worker. This one-day course will provide you with appropriate tools and techniques to help you set a direction and to think and work more strategically.

Benefits of attending:

The day will outline how to create a strategic plan for your service and how to execute this plan, including overcoming barriers. It focuses on how to work more efficiently and productively as an individual and within a team.

By the end of the event participants will have:

- identified their work values
- gained an understanding of how these need to inform decisions and strategic planning
- created a vision and mission for their service
- set result-driven and purposeful goals to achieve their vision and mission
- discovered a strategic time management model
- overcome barriers to delegation

Who should attend?

Middle to senior managers who are solo workers and those who are deputising or leading a team.

Special notes: participants are asked to bring work objectives/goals and their work diaries.

Programme:

- Course outcomes and objectives
- Laying the foundations for your strategy
- Understanding your work values and how these can be used to inform decisions and strategy
- Visioning your strategy
- Creating a vision of where you want your service to be in the short, medium and long-term
- Creating a mission which encapsulates your vision
- Executing your strategy
- Result-driven and purposeful planning
- Overcoming barriers to delegation
- Managing time strategically
- Putting your strategy into action

Places are limited to: 20

9.15 Registration & coffee – 12.45 Lunch – 5.00 Close

Course leader: Candy Janetta

Fees:

CILIP personal members: £220 plus VAT **£258.50**

CILIP organisation members: £265 plus VAT **£311.38**

Non members: £310 plus VAT **£364.25**

Figure 10.4 Example of a course on strategic planning for workplace libraries

Source: CILIP Training and Development. <<http://www.cilip.org.uk/training/training>>.

School Library Policy-making and Planning

6 May 2008, London

'CILIP recommends that the school should have a library policy and a development plan that reflects the needs of the school, its students and its teachers.'

Good school library policies and plans are set within the context of whole school aims. They articulate the role, aims and objectives of the library and are important means to achieving them.

Many school librarians and library coordinators are unsure about suitable components for practical and realistic policy and planning documents, and need guidance on how to construct and implement them.

Benefits of attending:

This new course will explore the role and value of policy making and development planning for the school library and will identify the constituents of effective policies and plans. Participants will have the opportunity to start to devise policies and plans appropriate for their own libraries.

The course is suitable for staff working in both the primary and secondary sectors.

By the end of the event participants will have:

- increased their understanding of the importance of a school library policy and plan
- identified the areas a policy and plan should cover
- begun to formulate a library policy and development plan
- explored ideas for linking library policy to other school policies
- discussed the library self-evaluation toolkit and strategies for exploiting it
- considered monitoring and evaluation
- developed more confidence in managing and developing the school library.

Who should attend?

School librarians and library coordinators and others with responsibility for the school library in the primary or secondary sector in state or independent schools.

Programme:

- The role of library policy and plans
- Library policy-making
- Development planning
- Putting policy into practice

Places are limited to: 16

9.15 Registration & coffee – 12.45 Lunch – 4.30 Close

Course Leader: Anne Harding

Fees:

CILIP personal members: £200 plus VAT **£235**

CILIP organisation members: £235 plus VAT **£276.13**

Non members: £275 plus VAT **£323.13**

Figure 10.5 Example of a course on strategic planning for school libraries

Source: CILIP Training and Development. <<http://www.cilip.org.uk/training/training>>.

Planning & Managing Services

Middle Management Theme

19/05/2006

10:00–16:30

Tutor: Sheila Corral**Aim:**

To provide an opportunity for middle managers who aspire to senior management to share experience, exchange ideas and explore approaches to strategy and planning.

Outline:

Short inputs from the workshop leader on

- Trends and developments in corporate strategy
- Tools and techniques for strategic planning

Group work on practical activities such as

- Identifying environmental forces and change drivers
- Articulating strategic issues facing academic libraries
- Relating library strategies to institutional strategies
- Involving stakeholders in planning and implementation
- Presenting and communicating academic library strategies

Who should attend?

This course is part of the NoWAL Middle Management Theme. The NoWAL middle management theme is aimed at staff working within library and information services at middle/intermediate management level and above.

Figure 10.6 Example of a course on strategic planning for middle managers

Source: NoWAL – The North West Academic Libraries. <http://www.nowal.ac.uk/middle_management.php>.

Influencing Stakeholders and Personal Impact

Introduction:

Knowledge and information professionals are working with an ever diverse range of stakeholders and have daily opportunities to either make positive, negative or unintended impacts. It is important for these professionals to plan an approach for working with, and influencing stakeholders, and to be able to communicate the benefits of knowledge and information management activities with impact

This workshop will offer a number of techniques and approaches to help delegates segment, manage and influence stakeholders. Delegates will also have the opportunity to consider the ways in which they impact on others and the personal brand they communicate.

Outcomes:

- be able to map and segment key stakeholders
- understand stakeholder influencing strategies
- know how to communicate the benefits of knowledge and information management activities
- learn about the ways we impact on others
- understand interpersonal (verbal and non-verbal) communication
- know how to create a personal brand

Programme

Topics covered include:

- stakeholder mapping
- influencing strategies
- how we see ourselves and how others see us
- positive, negative or unintended impacts
- verbal and non-verbal communication
- communication channels

Speaker: Ian Wooler, Senior Associate, TFPL

Teaching style: Workshop/presentations/group work

Level: 2

Who should attend?

This workshop is for those delegates who wish to communicate the benefits of knowledge and information management to stakeholders and influence them through strategies and personal impact.

Course fee:

£395 + VAT (**£464.13**) including refreshments and a buffet lunch

27 Feb 08, London

22 Oct 08, London

Figure 10.7 Example of a course on influencing stakeholders

Source: TFPL Training and Learning. <http://www.tfpl.com/skills_development/training_learning.cfm>.

Extended Programmes

There are several alternative options available to practitioners wanting a deeper learning experience than can be gained from a one-day event, ranging from two-day events or three-day residential programmes to e-learning and credit-bearing courses, including general management degrees, such as the Master of Business Administration (MBA) and related qualifications. Most offerings here are not library-specific, but professionals who have followed this path generally argue that the loss of professional context is more than compensated for by the broader perspectives gained from interacting with managers from different backgrounds. However, the fees for such courses are frequently much higher than those aimed at the library market. Figure 10.8 gives details of a two-day generic course on strategic thinking and business planning, while Figures 10.9 and 10.10 provide examples of short residential programmes offering more intensive development experiences, which link strategy and change with political agenda and cultural issues, in the second example through the use of action learning sets.

Strategic Thinking and Business Planning – 2 Days

This wide-ranging programme provides an opportunity for participants to develop their understanding of the concepts of strategic management and review the strategic direction of their organisations/departments. It also places particular emphasis on planning and provides practical guidance on how to draw up (and monitor) business plans so that strategic goals can be turned into practical achievement.

Course membership:

All Managers and professionals who need to adopt a 'strategic mindset' and particularly those who have to draw up and implement business plans for their departments and sections.

Course objectives

By the end of the course participants will:

- appreciate what 'strategy' means especially in today's turbulent environment
- have explored the 'strategic tool-kit' of models and processes and learnt how to apply them to their own organisational context
- be able to analyse and respond to the forces of change working on, and within, their organisations
- be able to draft practical and realistic business plans
- be able to assess the difficulties of implementation and identify means of overcoming them

Course outline

Topics covered include:

- strategy – definition and terms
- the full strategic planning process
- preparing a business plan
- environmental and industry analysis – PESTLE
- competitor analysis
- SWOT and capability analysis
- competitive advantage
- implementation issues
- strategic management of change

Course methods:

This is an exciting and practical course. It makes extensive use of case studies giving participants the opportunity to learn from the successes and failures of other organisations and from examples of good and bad practice. An opportunity is also given for participants to work on drafting their business plans.

Course Leader: Jean Pousson

Maximum number of participants: 12

10–11 Mar 2008, Regus Monument, 68 King William St., London EC4N 7DZ

8–9 Jul 2008, Regus Monument, 68 King William St., London EC4N 7DZ

Fee: £885 + VAT

This course is also available on an in-company basis – date and location to meet your convenience.

Figure 10.8 Example of a two-day generic course on strategic planning

Source: Chartered Management Institute. <<http://www.managers.org.uk>>.

Delivering Strategy and Change

Understanding the role of the manager in delivering strategy and implementing change

In a fast-paced modern organisation, managers need to play an enhanced central role in delivering business success. In addition to planning, monitoring what happens and responding to difficulties, managers are increasingly expected to help top management by modifying strategies to fit changing conditions, by adapting central initiatives to meet local requirements and by feeding back up the line their own perspectives on strategy.

This programme focuses on this enhanced management role and will enable participants to explore the link they provide between strategy and operations and the organisation's internal and external world.

Participant profile:

You are an experienced manager seeking to enhance your role and add further value to the organisation by understanding and participating more fully in strategic and change initiatives.

Benefits:

- Improved understanding of your organisation's strategy, the operating reality and top management's perspective
- Greater ability to engage in, and contribute to, strategic discussions from your position in the organisation
- Better equipped to engage more in the entire change process in addition to the implementation of strategy
- Able to demonstrate a degree of political acumen and understand its key role in ensuring success
- Increase your effectiveness and confidence in your central role as the link between strategy and operations

Programme content:

- Understanding the language of strategy and change and its use in your organisation
- Explore strategic and change management models and compare with your own organisation's approach
- Explore examples of specific strategic choices and consider their implications for change in organisations, including your own
- Enhance your role as a manager in understanding the need for change, preparing for it, stimulating and managing the process
- Developing further your political and interpersonal skills

Programme Director:

David Cleeton-Watkins MSc, BSc, FCIPD

Fees for 2008:

£2200 + VAT inclusive all tuition fees, materials, meals and accommodation

Dates for 2008:

7–9 May 2008

10–12 September 2008

Figure 10.9 Example of a residential generic course on strategic development

Source: Roffey Park Institute. <<http://www.roffeypark.com/>>.

Strategic Leadership

Developing ways to turn strategy into reality

There is a marked difference between thinking and acting operationally and thinking and acting strategically. Moving from the former to the latter can be a complex and isolating experience.

This innovative programme develops strategic leadership skills in a confidential, privileged environment. It strengthens participants' ability to lead by pooling their expertise with that of their peers. Each participant benefits from the group's on-going feedback and support over the problematic issues facing them and their organisations.

Participant profile:

You are a director, senior manager or strategic leader looking to develop your leadership skills with a group of like-minded peers. You want a more in-depth understanding of strategy and leadership as well as ideas about how to move your division or organisation forward.

Benefits:

- Increased awareness of your impact as a strategic leader and the opportunity to identify what leadership means for you and your organisation
- Enhanced ability to lead with purpose and be better able to turn strategy into reality
- Access to a range of strategic frameworks that can benefit your organisation
- Ongoing support and challenge in peer learning sets

Programme content:

- Contrasting approaches to strategy
- Strategic dilemmas and current thinking
- Influencing strategy
- Linking strategic direction with corporate culture and people management
- Leading change and its associated barriers
- Leadership demands on senior managers
- Developing your leadership style

Programme Director:

Margi Gordon MSc, BA, AMCIPD

Fees for 2008:

£5500 + VAT inclusive all tuition fees, materials, meals and accommodation

Dates for 2008:

31 Mar–3 Apr 2008

7 Jul–10 Jul 2008

13 Oct–16 Oct 2008

Duration:

Part 1: 3 days + 1 evening

Part 2: 4 separate days over 6–9 months in action learning sets

Figure 10.10 Example of a residential generic course on strategic leadership

Source: Roffey Park Institute. <<http://www.roffeypark.com/>>.

MBA programmes cover several other topics in addition to strategic management, but strategy is central to the curriculum and this qualification is often considered the way to achieve a step-change in management development. Many library and information professionals have successfully used this method of developing their strategic abilities, some choosing part-time study via the Open University, others opting for the convenience of studying at their own institutions (if working in an academic library) and a few attending full-time at mainstream business schools (Morgan 1996; Noon 1994; Robinson 1999). A less demanding alternative now available is the Chartered Management Institute's Executive Diploma in Strategic Management, which takes an estimated 125 guided learning hours (including both study and assessment), typically spread over six to twelve months of part-time study. This qualification includes three units – Strategic Positioning, Strategic Planning and Strategic Implementation – and a dissertation (10,000 words) and is offered by many colleges in the UK via traditional and distance learning modes (Chartered Management Institute 2005).

Other distance learning options include e-learning programmes offered by the SLA (the former Special Libraries Association) via its Click University. Figure 10.11 shows an example of a three-week course on strategic planning for knowledge management, where the cost is comparable to a conventional one-day short course. Another option, attractive for busy professionals, is the free online course in strategic management offered by the Open University via its OpenLearn initiative to make learning materials available as 'open content' via its website. Figure 10.12 provides an outline of the course content, which can be completed in an estimated four hours of independent study time.

KMKS05. Strategic Planning for Knowledge Management

19 May–5 June 2008 [3 weeks]

Instructor: Guy St. Clair**CEU Credit:** 1**Cost:** USD 495.00

This course provides guidelines for developing the vision, mission, and values statements for aligning knowledge management and knowledge services with organizational priorities and identifies critical steps—including change management and change implementation—for launching or enhancing service delivery for the benefit of the larger organization.

Topics covered include:

- strategic planning basics (definitions/applications/organizational role)—“strategy” vs. “strategic”
- organizational structure and the environment for knowledge
- management/knowledge services
- visioning vs. planning
- determining strategic direction
- change management/change implementation
- infrastructure and planning for future needs

Course learning objectives:

At the end of this course, participants will recognize the role and value of “planning to plan,” survey the service sphere and choosing survey methods, and interpret financials and the impact of financial information on planning. Participants will also relate to the life cycle of the strategic plan.

Specific learning outcomes:

1. Establish terms of reference for strategic planning for knowledge management/knowledge services
2. Identify the survey/census methodology
3. Identify participants and establish the value of their potential participation
4. Develop conclusions and establish findings
5. Report findings and communicate recommendations
6. Determine future follow-up activities

At the conclusion of the course, participants will design an action plan for first steps in implementing a strategic plan for addressing a specific situation with respect to knowledge management/knowledge services delivery in their parent organization. Using learning outcomes from the course and based on their understanding of the current or potential planning environment in the parent organization, the exercise will enable participants to return to the workplace with a product that can be incorporated into their work in their area of responsibility.

Performance measure:

Course assessment, exercises and discussions will measure and evaluate the degree of understanding that participants achieve over the learning process.

Prerequisites:

While the primary goal in developing these programs is to allow SLA members to earn one or more certificates, each of these courses has inherent value and any course may be taken à la carte. KMSKS01 is recommended but not required.

Figure 10.11 Example of an e-learning course on strategic planning

Source: SLA Click University Course Catalog. <<http://www.clickuniversity.com>>.

Strategic View of Performance (B700_3)

Strategic management and planning are no longer the preserve of senior executives. This unit looks at three different approaches to strategy before analysing the direction that strategic management may take now that it has become an accumulation of small tactical decisions rather than a top-down process. If you are interested in 'how' a business 'ticks', this unit could provide some of the answers.

Unit outline:

Introduction

1. What do we mean by strategy? Activity 1
 - 1.1. Organizational purposes
 - 1.2. Stakeholders
 2. Market-based approach to strategy. The 'near environment'
 - 2.1. Porter's five forces framework
 - 2.2. Applying the five forces model
 - 2.3. Strategy as fit between organization and environment
 3. Resource-based approach to strategy
 - 3.1. Understanding organizational capabilities
 - 3.2. Building capabilities and relationships
 - 3.3. Understanding the value chain
 4. Strategy as rational planning
 - 4.1. Emergent strategy
 5. Summary
- References
Acknowledgements

Time: 4 Hours**Topic:** Business and Management**Level:** Advanced**Figure 10.12 Example of a free online generic course on strategic management**

Source: Open University OpenLearn LearningSpace. <<http://openlearn.open.ac.uk/>>.

STRATEGY TOOLS

A striking feature of the strategic management arena is the proliferation of models, methods and techniques devised to support the process of analysis which underpins the development and formulation of strategy. The large number of tools arises from the cumulative nature of work in this area, which has meant that new models have been added to the toolkit each decade, but have not replaced established methods, which continue to be valued and used. Such tools can be very useful in helping managers and other practitioners to identify crucial questions that must be answered and relevant variables to consider at different stages of the strategy process. They offer frameworks that can stimulate discussion and highlight issues that might otherwise be overlooked.

At a more general level, as previously mentioned, the use of strategic analysis tools can play an important role in developing the capacity for strategic thinking by prompting people to think about things in new ways. Some tools, such as the PEST and SWOT analysis frameworks, have been around for a long time and are already reasonably well established in the library world; but other tools, such as stakeholder mapping and portfolio matrices, are less extensively used and/or could be exploited more effectively.

Examples of strategy tools include the following:

- PEST analysis (also known as STEP analysis and as PESTLE or STEEPLE analysis in an extended variant)
- SWOT analysis (also known as TOWS or WOTS UP analysis)
- Scenario development
- Stakeholder influence grid
- Directional policy matrix
- Life-cycle portfolio matrix
- Product-market matrix (also known as growth vector analysis)
- Seven S framework
- Force field analysis
- Balanced scorecard

The best way to learn how to use such tools is arguably in a workshop situation where practitioners can apply the tools to real issues under the guidance of an expert instructor. In-house development events and external short courses may both offer such opportunities, as shown by several of the examples given previously (see Appendix 1 and Figures 10.3, 10.6, 10.7 and 10.8). In addition, there are a few courses for library and information professionals that focus specifically on the use of particular models and techniques: Figures 10.13 and 10.14 give details of courses dealing with scenario analysis and the balanced scorecard respectively.

However, time constraints often limit the number of tools that can be introduced and used to one or two per event. An alternative method, which can also be a useful way of supplementing learning gained from workshops, is to seek guidance from one or more of the handbooks/workbooks devoted to this subject and specifically designed for this purpose. Some of the established planning and strategy textbooks (Bryson 2004; Johnson, Scholes and Whittington 2008) are now supported by complementary manuals (Bryson and Alston 2005; Ambrosini, Johnson and Scholes 1998) that expand the coverage of tools and techniques provided in the main volume at a more practical level, offering fuller explanations illustrated by worked examples. Such manuals are obviously intended to be used in tandem with the related textbook, but some work well as stand-alone resources (for example, Bryson and Alston 2005) and there are also several self-contained books, designed as guides and reference sources for students and professionals (Coyle 2004; Fleisher and Bensoussan 2003; Turner 2002).

CIC12. Scenarios Analysis and Futures Techniques

Date and Location TBD

Instructor: Cynthia Cheng Correia**CEU Credit:** 1 **Cost:** USD 495.00***How can I anticipate and understand scenarios, events, and developments that can impact my organization?***

Anticipating future conditions, trends, and actions is fundamental to generating effective competitive intelligence. While there is no crystal ball that can predict the future, CI employs a range of tools and techniques to develop an understanding of future developments, as well as possible and likely scenarios that can impact our organization's competitiveness. This live, hands-on course presents common futures models and techniques that are used to support strategic development. Participants will learn how to choose and apply the appropriate techniques, how to develop scenarios, and how to combine futures techniques with other, complementary intelligence models.

Prerequisite: Participants enrolled for the "Core" and Dual Competitive Intelligence Certificates are recommended to complete courses CIC-08 and CIC-09 [Competitive Intelligence Analysis: Fundamental Frameworks and Competitive Intelligence Analysis: Intermediate Frameworks].

Course level: Advanced**Course Learning Objectives:**

At the end of this course, participants will understand key fundamental techniques that can help them and their organizations better anticipate and understand future events and conditions that can impact their competitiveness. When presented with relevant questions, issues and problems, participants will be able to support intelligence needs and outline possible solutions and recommendations.

Specific learning outcomes:

1. Distinguish common models and techniques used to anticipate future developments and now to address uncertainty.
2. Evaluate and apply common models and techniques for intelligence questions and concerns.
3. Prepare and participate in a scenario planning exercise.
4. Combine futures techniques and scenario analysis with other techniques to identify key drivers and possible outcomes, as well as discern signals, wild cards, and other indicators.
5. Demonstrate how futures techniques and scenario analysis support strategic development, can address changes, and enhance an organization's competitive intelligence efforts.

Participants will develop skills and abilities according to professional competencies outlined by Knowledge inForm.

Performance measure: Exercises and discussions will measure and evaluate the degree of understanding that participants achieve over the learning process.

Figure 10.13 Example of a course on scenario development

Source: SLA Click University. <<http://www.clickuniversity.com>>.

Balanced Scorecard: Practical Approaches

7 February 2008, London

Performance measurement and management is an essential library management activity to ensure effective and efficient use of resources. There are many tools and techniques available to help the library manager undertake this process. Increasingly, the balanced scorecard is being employed by libraries as a key tool to support this activity.

Benefits of attending:

This brand new course will give attendees an understanding of the balanced scorecard and its application to their performance measurement and management activities.

By the end of the course participants will have:

- a thorough understanding, with examples, of the balanced scorecard and its associated strategy mapping activity
- considered the application of the tools and techniques to their library context
- devised a basic balanced scorecard process for their own library service

Who should attend?

Senior library and information staff from any sector of the profession who have responsibility for performance measurement and management

Special notes: participants should expect to contribute to a number of practical exercises during the day.

Programme:

- What is the balanced scorecard and why is it useful?
- The Strategy Map
- Managing the Scorecard
- Creating your own library balanced scorecard template

9.15 Registration & coffee – 12.30 Lunch – 4.30 Close

Workshop leader: Terry Kendrick

Fees:

CILIP personal members: £240 plus VAT **£282.00**

CILIP organization members: £290 plus VAT **£340.75**

Non members: £310 plus VAT **£364.25**

Figure 10.14 Example of a course on the balanced scorecard

Source: CILIP Training and Development. <<http://www.cilip.org.uk/training/training>>.

ORGANIZATIONAL STRUCTURE

There is general consensus that strategy and structure need to be compatible and the significance of this point is evidenced by the discussion of organizational structure in many strategy texts (Chandler 1962; Johnson, Scholes and Whittington 2008; White 2004). The classic view (Chandler 1962) is that 'unless structure follows strategy, inefficiency results'. However, Mintzberg (1990) argues for a more nuanced approach, on the basis that strategy and structure have a reciprocal – rather than unidirectional – relationship. Similarly, White sees the formal structure of an

organization as 'an important input into strategy making' (White 2004). Strategy and structure need to be considered together to ensure that existing structures do not constrain strategic thinking or undermine strategy implementation. If an organization develops a new vision which shifts its priorities, it may need to redesign or adjust its structure to support the new strategy. Many libraries have created new structures, including new specialist posts, to deal with the electronic resources and digital collections which are now central to their vision and future direction (Higa et al. 2005). Other libraries have experienced radical structural change as a result of higher-level decisions to merge them with other parts of their organization, such as a computer centre (Renaud 2006).

Organizational structure has been defined as 'the sum total of the ways in which its labor is divided into distinct tasks and then its coordination is achieved among these tasks' (Mintzberg 1993). This widely cited definition highlights two significant aspects of organizational design which are difficult to balance, namely the division of labour to enable specialization and the co-ordination of effort to achieve integration of activities. A key question here is on what basis tasks are organized as jobs and people grouped into teams, sections, departments, and so on. In addition to considering the basis for specialization, organizational designers need to think about the degree of specialization, that is, whether roles and units are tightly specified and self-contained or loosely defined and overlapping, with fuzzy boundaries; there is a trade-off here between expertise and flexibility. Other important components of organization include the number of levels or layers ('tall' versus 'flat' structures), the distribution of authority (centralized versus decentralized decision making) and reporting lines (single versus multiple bosses, known as matrix management).

Traditional conceptions of organizational structure suggest two main organizing principles: the functional approach, where specialization is based on the nature of the task, equipment, technology or skills involved (a focus on means); and the divisional or market approach, where specialization is based on product, service, region/territory or customer/client group (a focus on ends). Application of these principles results in four basic organizational types: the pure functional structure; the pure divisional or market structure; the mixed or hybrid structure, which applies different principles of division for different parts of the organization; and the matrix or grid structure, which combines the functional and market focus simultaneously. Mixed structures are common in library organizations, with circulation and other generic provision typically organized on a functional basis, but specialist services and liaison activities organized on a market (geographical/client) basis.

Dissatisfaction with traditional structures combined with dramatic changes in the business environment has led to new organizational forms, which often emphasize a *process* orientation, cross-functional teamworking and strategic alliances with business partners. Child identifies five key influences on contemporary

organizational design: globalization, new technologies, the knowledge-based economy, hypercompetition and demands for social accountability (Child 2005). The new organizational vocabulary includes terms such as the boundaryless organization, bull's eye organization, cluster or federal organization, inverted organization, network organization, spider's web organization, star organization, starburst organization and virtual organization (Child 2005; Goold and Campbell 2002; Pugh 2007; White 2004).

Organizational structure is generally covered at a rudimentary level in professional education programmes. Structure is often mentioned as an important contextual factor in strategic management training, and courses on leading and managing change can help with the process aspects of restructuring. Many practitioners learn about structural design by researching what others have done in similar circumstances, by using their peer networks and reading published case studies. Further guidance on the underlying principles can be found in the management and organizational behaviour literature, including library management textbooks (see Additional Resources at the end of this chapter for recommended books and articles).

ORGANIZATIONAL CULTURE

The importance of harmony between an organization's strategy and culture is shown by the emphasis placed on this issue in the strategy literature (for example, Johnson, Scholes and Whittington 2008; Kono 1990). The organizational culture of libraries has also been described as a 'strategic resource' influencing organizational effectiveness (Kaarst-Brown et al. 2004). Strategists need to understand the culture of their organization because it affects all aspects of organizational life: it shapes the thoughts and actions of organizational members and thus pervades decision making and problem solving. Culture can impact on strategy in several ways: for example, by influencing how people scan the environment and interpret trends identified; and, more fundamentally, by determining the values which (explicitly or implicitly) inform an organization's mission and vision. Culture affects how people filter and exchange information and can be a powerful driver or constraint on organizational development and change (for example, in forming strategic alliances or managing service convergence).

Organizational culture is a nebulous concept, which can be defined in many ways. Brown lists 15 of the most widely cited definitions, which he classifies into two main categories that interpret culture as a metaphor and objective entity respectively (Brown 1998). The latter category includes both behavioural (how people do things) and cognitive (how people think) characteristics. One of the most frequently quoted definitions is that of Schein, who describes culture in rather abstract terms as 'the sum total of all the shared taken-for-granted assumptions that a group has learned throughout its history' (Schein 1999). Brown expands on this as follows:

‘Organisational culture refers to the pattern of beliefs, values and learned ways of coping with experience that have developed during the course of an organisation’s history, and which tend to be manifested in its material arrangements and in the behaviour of its members’ (Brown 1998, 9).

The situation is complicated by the fact that organizational culture is rarely unitary, as most organizations contain identifiable subcultures that typically form around different managerial levels, professional groups, service points, and so on. Such subcultures may be in conflict with the overall culture and/or each other. Another significant issue in a global environment is the cultural diversity represented by different countries and the need for intercultural co-operation and understanding in the workplace: this is obviously particularly important for service organizations, especially those with a culturally diverse clientele. Research in this area suggests the basic requirement for surviving in a multicultural world is first an understanding of one’s own cultural values and next the cultural values of those with whom one has to co-operate (Hofstede and Hofstede 2005).

Several authors have developed typologies or classifications of types of cultures to help people understand their organizations and how they work (for example, Harrison 1972). Methods used to discover and examine culture include observation, facilitated workshops, interviews and questionnaires, details of which can be found in several books (for example, Brown 1998; Handy 1993; Schein 1999). Johnson (1998) uses the concept of a multi-faceted ‘cultural web’ to explain how culture mapping and re-mapping can be used to compare an existing culture with a desired culture associated with an intended strategy to flag up potential problems with implementation and stimulate thinking about solutions. A similar exercise in a university library revealed discrepancies between management and staff views of service strategies (Davies, Kirkpatrick and Oliver 1992).

No open courses dealing specifically with organizational culture have been identified. Experience suggests that a combination of reading, reflection and discussion with colleagues can be a fruitful way to gain insights into prevailing culture(s), preferably including the use of some of the methods outlined above (for example, facilitated workshops).

MANAGING CHANGE

Change management is a central part of strategic development. At one level, planning and managing change can be seen as the implementation phase of strategic planning; at another level, the term change management can be used in relation to the introduction of any new process, structure, technology, and so on, and can thus range from small-scale local adaptation to large-scale global transformation. The term organization development (OD) is properly used for

formal behaviour-related organization-level change interventions, aimed at improving organizational effectiveness, but is sometimes used simply as a low-key alternative to organizational change. In addition to categorizing change according to its obvious characteristics of scale, scope and speed, commentators have differentiated types of change as reactive or anticipatory, as incremental or discontinuous, and also as planned and emergent (Hayes 2002).

The change management literature offers various theories and models of change, including both process and diagnostic models. Popular diagnostic tools include: the McKinsey 7S framework of seven interrelated factors whose alignment determines the effectiveness of an organization; and Lewin's force field analysis technique, which identifies and quantifies forces that are respectively driving/pushing and restraining/resisting change (Corrall 2000; Hayes 2002). Another commonly used model is the *transition curve* or coping cycle, which identifies the seven stages or phases that people experiencing change typically go through, irrespective of whether the change is voluntary or imposed, desirable or undesirable (Gallacher 1999; Hayes 2002). Experience has shown that an understanding of this cycle of emotional and cognitive states can help both managers and individuals to work through the transition process.

The roles, skills and identities of change agents are all important areas, but it is particularly important to recognize that change agents can exist at all levels of an organization:

Good change agents are central to the process of managing change effectively: people who can take the change forward; people who can provide the right blend of support and pressure to motivate staff; people who can maintain momentum. Potential change agents can be found anywhere in your library service. They may be managers – but not necessarily (Information Management Associates 2004).

According to the literature, change managers require – and can be helped to acquire – conceptual understanding, personal characteristics and interpersonal skills, with particular emphasis placed on interpersonal skills. *The People's Network Change Management Toolkit* provides a checklist of 33 'interpersonal skills needed to manage change effectively' (Information Management Associates 2004, 35–9). Pugh (2007, 203) lists trust, empathy, self-awareness, openness, listening and dialogue skills as 'universal requirements in change management', and the *Change Management infoKit* identifies 'seven winning characteristics of the successful change agent': they have a sense of purpose, have the capacity to act, sell success, are strategically connected, are critically reflective, build supporting structures and are opportunistic (JISC infoNet n.d.).

Change is now recognized as a constant feature of the library environment; change management is frequently mentioned as a required competence in job advertisements and has also been identified as a priority development need in several reports on sector skills needs (Corrall 2005; Fisher, Hallam and Partridge 2005; Thorhaug 2004). Change management is also listed among the generic management and organizational behaviour abilities and competencies specified in the UK subject benchmark statement for librarianship and information management: 'Understanding of the concepts, principles and techniques underpinning key aspects of planning, managing and leading services, including financial management, human resource management, project management, marketing, service quality, customer relationship management and change management' (Quality Assurance Agency 2007). The theory and practice of managing change is typically covered in management modules of professional education programmes, but the changing nature of the library environment is likely to be a recurring theme across all specialist modules.

Many short courses for the profession on strategic planning include change management/change implementation among the topics covered (for example, see Figure 10.11). There are also short courses specifically on leading and managing change offered at both senior and middle management level, by organizations within and outside the library and information sector. Such courses typically focus particularly on issues such as dealing with resistance to change and helping people through the transition process. Figures 10.15 and 10.16 give details of two library-specific courses of this type.

Further guidance can be found in both general management and library management textbooks and case studies. In addition, the Joint Information Systems Committee (JISC) and the Museums Libraries and Archives Council (MLA) have both sponsored the production of web-based downloadable change management toolkits (JISC infoNet n.d.; Information Management Associates 2004) which offer an alternative type of learning and reference resource on this topic.

PERFORMANCE EVALUATION

Performance measurement is an essential element of strategic management. Practitioners working in fast-moving environments need continually to evaluate and review what they are doing to ensure relevance and effectiveness. At a more specific level, performance measurement can make a particular, crucial contribution at successive stages of the planning process. Collecting baseline information to establish the present position of a service is a necessary first step in analysing the current situation as part of environmental appraisal. This enables comparison with peers and identification of targets for improvement or development when setting objectives to articulate strategic focus. It also makes it possible to measure progress towards strategy goals and assess success in implementing strategy and managing change.

Leading others through Change

24 June 2008, London

A one-day practical course on the main areas of management relevant to change in library and information work, with emphasis on managing staff and teams. This course is ideal for senior professionals or managers planning or implementing change.

Benefits of attending:

Participants will gain a good understanding of the nature of change and how to implement it with minimal workplace resistance. Participants will have the opportunity to review their own situations and present alternative approaches to handling change.

By the end of the course participants will be able to:

- distinguish the features and stages of the change process
- identify responses to change in yourself and your staff and appreciate how resistance can be minimised
- review their own responses to situations of change and establish how they might alter their own approach

Who should attend?

Those facing or undergoing strategic change in their team or organisation and have leadership responsibility.

Special notes: all sessions require a high level of involvement and participation. You will be asked to bring notes on your current job and organisation with you.

Programme:

- Change in organisations: now and in the future; participants' work and issues of interest; objectives for the day
- How change affects individuals and teams
- Myths and reality: how change is managed
- at strategic and operational levels
- Making purposive and effective changes which affect your staff and others

Places are limited to: 15

9.30 Registration and coffee – 12.30 Lunch – 5.00 Close

Course leader: Sheila Ritchie

Fees:

CILIP personal members: £240 plus VAT **£282.00**

CILIP organization members: £290 plus VAT **£340.75**

Non members: £340 plus VAT **£399.50**

Figure 10.15 Example of a course on leading change

Source: CILIP Training and Development. <<http://www.cilip.org.uk/training/training>>.

| |
|--|
| <p style="text-align: center;">Managing Change Middle Management Theme</p> <p style="text-align: center;">25/05/2008 10:00–16:30</p> <p>Tutor: Deborah Dalley</p> <p>Charges: NoWAL Members: £90 External Delegates: £135</p> <p>Aim: This workshop is designed for managers who are responsible for achieving results in a climate of continuous change. It will help participants to identify the key components of managing change effectively.</p> <p>Objectives By the end participants should be able to:</p> <ul style="list-style-type: none"> • Analyse the factors involved in a change situation. • Identify and use techniques available to help manage the situational aspects of change. • Outline ways to help people through personal transition during the change cycle. <p>Who should attend? The NoWAL middle management theme is aimed at staff working within library and information services at middle/intermediate management level and above.</p> |
|--|

Figure 10.16 Example of a course on managing change

Source: NoWAL – The North West Academic Libraries. <http://www.nowal.ac.uk/middle_management.php>.

This vital link between performance measurement and strategic objectives is frequently neglected. Traditional approaches to performance measurement – in both the business world and the library profession – have often concentrated on operational and financial data, with an internal and historical perspective, rather than being outward-facing and forward-looking. Recent trends have broadened the framework, placing more emphasis on qualitative data gathered through customer surveys and intangible/intellectual assets, represented by staff expertise. The best known and most widely used example of this shift in thinking is Kaplan and Norton's balanced scorecard model, which combines financial measures of past performance with operational measures of internal processes, customer-related measures and an organization development perspective, reflected in measures of innovation, learning and growth (Kaplan and Norton 1992; 1996).

Properly interpreted, the balanced scorecard involves translating an organization's mission and strategic objectives into a coherent set of measures reflecting specific goals and targets, and then cascading this approach throughout the organization.

On this basis, a well-designed scorecard should enable the observer to deduce an organization's strategy at a glance. Kaplan and Norton subsequently developed their model into a more comprehensive strategic management system, by introducing the concept of strategy maps to articulate the cause-and-effect relationships between objectives specified across the four scorecard perspectives and extending the original framework to improve its capacity for describing, measuring and aligning human, intellectual and organizational capital to strategic objectives (Kaplan and Norton 2000; 2004).

Performance measurement in libraries has similarly recognized the need to move beyond conventional input and output measures to evaluating higher-order outcomes or impacts (Markless and Streatfield 2001; Town 2004; Usherwood 2002). Approaches adopted from other domains include the use of social audit methodology to show how a library contributes strategically to the objectives of its parent organization (Usherwood 2002) and using the balanced scorecard model to support transformational change and to link a library's strategic plan with that of the university (Pienaar and Penzhorn 2000; Cribb and Hogan 2003). The most sustained and well-documented current work in this area is Markless and Streatfield's impact evaluation model, which has been developed and tested with more than 700 library and information service managers in numerous different settings (Markless and Streatfield 2006). The model advocates the generation of impact and performance indicators derived from the library's overall purpose and objectives as a means of articulating a workable development plan and integrating the collection of evidence into the planning cycle.

There are fewer courses on performance evaluation than on other topics covered here, but the Chartered Institute of Library and Information Professionals (CILIP) has recently extended its provision in this area, with the introduction of courses on the balanced scorecard and on impact evaluation, as shown in Figures 10.14 and 10.17. However, the main source of guidance on this topic remains published literature – books, articles and published case studies – from both the general management and library domains (see Additional Resources at the end of this chapter for recommended materials).

Evaluating the Impact of your Library

29 April 2008, London

How good is your library? How can you measure the impact you make?

Designed for library services managers, this one-day course will help you move beyond performance indicators to see the effectiveness of your library or information service. The day will help participants get to grips with evaluating service impact, incorporating this effort into the overall service monitoring and evaluation process, and learn how to put the evidence of success across in convincing ways.

Benefits of attending

By the end of the course participants will have:

- considered the main differences between monitoring efficiency and evaluating impact and their consequences for evidence gathering
- explored the main stages in evaluating service impact examined how to incorporate impact evaluation into their ways of working
- focused on issues in presenting impact evidence effectively for different purposes.

Who should attend?

Library and information service managers in any work environment who are responsible for evaluating services or considering how to do so.

Programme:

- What is impact? Impact as a slippery concept
- What impact can the library or information service have? Impact on what? (How far can you reach?) Frameworks from recent research
- Some issues in evaluating impact. What is really changing? How do you know?
- How can you tell that you are making a difference? Finding useful impact indicators. Why are you doing it? Collecting the evidence
- Building impact into what we do Where to start? The planning cycle
- Getting the messages across. Organising the evidence. Bringing the recipients on board

Places are limited to: 24

9.30 Registration and coffee – 12.45 Lunch – 4.30 Close

Course leader: Sharon Markless

Fees:

CILIP personal members: £220 plus VAT **£258.50**

CILIP organisation members: £265 plus VAT **£311.38**

Non members: £310 plus VAT **£364.25**

Figure 10.17 Example of a course on impact evaluation

Source: CILIP Training and Development. <<http://www.cilip.org.uk/training/training>>.

CONCLUSION

Strategic development has been interpreted here to include the processes of strategic thinking, strategic planning, managing change and evaluating performance,

alongside consideration of the associated concepts of organizational structure and organizational culture. The discussion has flagged the significant contribution of strategic analysis tools in both supporting planning activities and developing organizational capabilities in strategic thinking, which has been identified as an important development need for the library and information services workforce – a need that is relevant to all categories of library and information workers, and not limited to managerial or professional-level staff. The suggested methods for developing strategic competencies are in-house workshops, external short courses, extended education programmes and guided reading, drawing on both general management and library/information resources. Practical activity should ideally be complemented by suitable reading to provide the conceptual underpinning for the tasks undertaken, and for some aspects of the subject this is the main development method generally available.

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ADDITIONAL RESOURCES

This annotated resource list provides information on books, articles and case studies selected as recommended reading to support the development of competency in strategic management. The resources are arranged in the following sections and sub-sections:

- Strategy and Planning
 - Tools and Techniques
 - Balanced Scorecard and Strategy Maps
 - Environmental Scanning
 - Scenario Development
 - Mission, Vision and Critical Success Factors
 - Organizational Structure
 - Organizational Culture
 - Managing Change
 - Performance Evaluation

Within each section, entries are arranged alphabetically, but with items from general management literature placed before those from the library literature (where available).

STRATEGY AND PLANNING

- Bryson, J.M. (2004), *Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*, 3rd edn (San Francisco: Jossey-Bass). Classic text for public sector and non-profit organizations, which is widely cited in the library literature and valued for its emphasis on the political dimensions of strategy. Appendix presents 13 stakeholder analysis techniques and explains how to use them.

- Johnson, G., Scholes, K. and Whittington, R. (2008), *Exploring Corporate Strategy: Text and Cases*, 8th edn (Harlow: Financial Times Prentice Hall). Leading textbook in the field, which includes chapters on 'Culture and Strategy', 'Organising for Success', 'Resourcing Strategies' and 'Managing Strategic Change'. Provides explanations of key terms in page margins in addition to a seven-page glossary, which gives page numbers linking definitions to discussion in the text.
- Liedtka, J.M. (1998), 'Strategic Thinking: Can It be Taught?', *Long Range Planning* 31:1, 120–29. Widely cited article identifies and explains five aspects of strategic thinking, then gives examples of frameworks and techniques which utilize and develop these abilities, presenting planning as an inclusive learning process.
- Mintzberg, H. and Waters, J.A. (1985), 'Of Strategies, Deliberate and Emergent', *Strategic Management Journal* 6:3, 257–72. Seminal article, which explains the concepts of deliberate and emergent strategies, and describes how these basic concepts give rise to a continuum of different types of strategies, labelled respectively as planned, entrepreneurial, ideological, umbrella, process, unconnected, consensus and imposed.
- Sutherland, J. and Canwell, D. (2004), *Key Concepts in Strategic Management* (Basingstoke: Palgrave Macmillan). Compact A–Z glossary of strategic management terminology, providing brief descriptions, with illustrations of models, cross-references to related terms and references to books and articles for further study.
- Burkhardt, J.M., MacDonald, M.C. and Rathemacher, A.J. (2005), *Creating a Comprehensive Information Literacy Plan: A How-To-Do-It Manual and CD-ROM for Librarians* (New York: Neal-Schuman). Practical guide covering all aspects of the planning process in addition to advice on content and structure. Includes planning worksheets; bibliographies on needs assessment, peer institution comparisons and marketing; and screenshots and URLs for plans produced by college and university libraries. CD-ROM enables customization of worksheets for local use.
- Corrall, S. (2000), *Strategic Management of Information Services: A Planning Handbook* (London: Aslib/IMI). Still the most comprehensive treatment of the application of strategic management theory to information services practice. Offers practical guidance on all aspects of strategy development and implementation, supported by references to management and library literature. Chapters include 'Planning Paradigms', 'Environmental Appraisal', 'Strategic Focus', 'Strategy Formation' and 'Achieving Change'.
- Corrall, S. (2002), 'Planning and Policy Making', in: M. Melling and J. Little (eds), *Building a Successful Customer-Service Culture: A Guide for Library and Information Managers*, 27–52 (London: Facet). Presents key messages from the author's book (cited above), illustrated with a new set of real-world examples drawn from public, national and academic libraries. Explains concepts and terminology, then considers different aspects of strategy formulation,

including mission, values, vision and goal statements, in addition to discussing planning processes and strategy documents.

- Jones, R. (2000), 'Business Plans: Roadmaps for Growth and Success', *Information Outlook* 4:12, 22–7. Provides a concise overview of a strategic planning process based on the Direction Planning Framework of five strategic questions, concluding with useful advice on presentation and communication.
- McClamroch, J., Byrd, J.J. and Sowell, S.L. (2001), 'Strategic Planning: Politics, Leadership, and Learning', *Journal of Academic Librarianship* 27:5, 372–8. Discusses the application of Bryson's not-for-profit planning model at Indiana University Bloomington Libraries. Explains the main elements of the model, describes the participative process used and evaluates its success.
- MacDonald, M.C., Rathemacher, A.J. and Burkhardt, J.M. (2000), 'Challenges in Building an Incremental, Multi-Year Information Literacy Plan', *Reference Services Review* 28:3, 240–47. Discusses the process used to develop an information literacy plan at the University of Rhode Island-Providence, which is discussed more fully in the authors' book (Burkhardt, MacDonald, M.C. and Rathemacher 2005) cited above.
- Nelson, S.S. (2001), *The New Planning for Results: A Streamlined Approach* (Chicago: American Library Association). Latest version of the US Public Library Association strategic planning manual, revised to provide a more compact guidebook with a reduced planning timeline. Six chapters offer step-by-step guidance on 12 planning tasks, supported by examples. Part 2 articulates 13 'service responses' to help libraries determine their distinctive approaches to serving their clientele. Parts 3 and 4 comprise a toolkit and workforms to support group work processes and compilation of planning data.
- Orna, E. (2004), *Information Strategy in Practice* (Aldershot: Gower). Concise updated version of the author's classic text, *Practical Information Policies*, aimed at newcomers to the field. Provides a step-by-step guide to developing and using an information strategy, starting with conduct of an information audit, prior to formulating an organizational information policy and translating this into a practical information strategy. Includes useful checklists, tables, diagrams and references. New material offers insights from recent fieldwork.

TOOLS AND TECHNIQUES

- Ambrosini, V., Johnson, G. and Scholes, K. (eds) (1998), *Exploring Techniques of Analysis and Evaluation in Strategic Management* (London: Prentice Hall Europe). Companion to Johnson, Scholes and Whittington's (2008) book listed above, offering expanded practical guidance with worked examples of 17 tools and techniques featured in the main text, including core competences, benchmarking, scenarios, SWOT analysis, stakeholder mapping and portfolio matrices.

- Bryson, J.M. and Alston, F.K. (2005), *Creating and Implementing your Strategic Plan: A Workbook for Public and Nonprofit Organizations*, 2nd edn (San Francisco: Jossey Bass). Companion to Bryson's 2004 book (listed above), but can also be used as a stand-alone resource. Part 1 provides a concise overview of strategic planning, offering several ways of looking at the different phases and tasks of the planning process. Part 2 contains more than 30 worksheets and instructions related to ten key steps in the process.
- Fleisher, C.S. and Bensoussan, B.E. (2003), *Strategic and Competitive Analysis: Methods and Techniques for Analyzing Business Competition* (Upper Saddle River, NJ: Prentice Hall). Stand-alone compendium covering 24 widely used techniques, presented in a standard format that explains the background, strategic rationale, advantages and limitations for each tool, in addition to instructions and references. Tools covered include portfolio matrices, SWOT analysis, customer segmentation, issue analysis, macroenvironmental (STEEP) analysis, scenarios, stakeholder analysis and product life cycle analysis.
- Burwell, B. and Jones, R. (2005), 'Libraries and their Service Portfolios: Getting the Right Mix', *Searcher* 13:6, 32–7. Discusses the potential value of portfolio planning for libraries and information services, arguing the need for regular critical appraisal of services offered. Explores the application of portfolio analysis techniques, outlining a seven-step process (using the Boston Consulting Group matrix).
- Claggett, L. and Eklund, B. (2005), 'Create, Organize and Expedite a Strategic Plan: How to Use the Balanced Scorecard and the Stage-Gate Funnel', *Information Outlook* 9:3, 21–3. Shows how the scorecard can be used with the stage-gate funnel tool to develop and manage a library strategic plan, by moving project ideas through a structured process from initiation to implementation and review.

Balanced Scorecard and Strategy Maps

- Kaplan, R.S. and Norton, D.P. (1992), 'The Balanced Scorecard – Measures that Drive Performance', *Harvard Business Review* 70:1, 71–9. Introduces the authors' groundbreaking approach to performance measurement, which encourages strategists to define goals and measures in four areas offering financial, customer, internal and learning perspectives.
- Kaplan, R.S. and Norton, D.P. (1996), 'Using the Balanced Scorecard as a Strategic Management System', *Harvard Business Review* 74:1, 75–85. Explains how scorecards can be used as the foundation of an integrated strategic management system, through the four key processes of translating the vision, communicating and linking, business planning, and feedback and learning.
- Kaplan, R.S. and Norton, D.P. (2000), 'Having Trouble with Your Strategy? Then Map It', *Harvard Business Review* 78:5, 167–76. Extends the authors' previous system through the introduction of strategy maps, articulating the cause-and-

effect relationships that link objectives specified across the four balanced scorecard perspectives.

- Kaplan, R.S. and Norton, D.P. (2004), *Strategy Maps: Converting Intangible Assets into Tangible Outcomes* (Boston: Harvard Business School Press). Provides comprehensive guidance on the development and application of strategy maps, extending the authors' previous work on balanced scorecards with a new framework for describing, measuring and aligning human, intellectual and organizational capital to strategic objectives.
- Cribb, G. and Hogan, C. (2003), 'Balanced Scorecard: Linking Strategic Planning to Measurement and Communication', 24th Annual Conference of the International Association of Technological University Libraries, 2–5 June 2003, Ankara, Turkey. Available at <http://epublications.bond.edu.au/library_pubs/8/>. Case study of Bond University, Australia, which discusses how use of the balanced scorecard helped the library to link its strategic plan with that of the university, and explore cause-and-effect relationships between performance measures.
- Jacobson, A.L. and Sparks, J.L. (2001), 'Creating Value: Building the Strategy-Focused Library', *Information Outlook* 5:9, 14–15, 17–18, 20. Describes the development of a strategic plan for the Knowledge Integration Resources group at Bristol-Myers Squibb, based on defining the value proposition, opportunity assessment, strategy mapping and the balanced scorecard.
- Pienaar, H. and Penzhorn, C. (2000), 'Using the Balanced Scorecard to Facilitate Strategic Management at an Academic Information Service', *Libri* 50:3, 202–9. Explains the balanced scorecard concept and then describes how it has been used to implement organizational transformation measures at the University of Pretoria.

Environmental Scanning

- Choo, C.W. (2001), 'Environmental Scanning as Information Seeking and Organizational Learning', *Information Research* 7:1. <<http://InformationR.net/ir/7-1/paper112.html>>. Reviews research on environmental scanning and develops a model showing four different modes of scanning observed in practice. Discusses the information behaviours and learning processes associated with each mode of scanning and their implications for management action.
- Morrison, J.L. (1992), 'Environmental Scanning' in M.A. Whitely, J.D. Porter and R.H. Fenske (eds), *A Primer for New Institutional Researchers*, 86–99 (Tallahassee, Florida: The Association for Institutional Research). Available at <<http://horizon.unc.edu/courses/papers/envirosan/>>. Explains the concept of environmental scanning, reviews several models and discusses the use of scanning in Higher Education. Also provides suggestions on establishing an environmental scanning process (including training for scanners) and a list of resources.

ACRL Research Committee (2008), *Environmental Scan 2007* (Chicago: American Library Association, Association of College and Research Libraries). Available at: <http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/Environmental_Scan_2.pdf>. Explains the purpose and methodology used for the scan and identifies emergent issues discovered during the process, before presenting and discussing the top ten assumptions for the future of academic libraries and librarians. Includes selected sources.

Scenario Development

Schoemaker, P.J.H. (1995), 'Scenario Planning: A Tool for Strategic Thinking', *Sloan Management Review* 36:2, 25–40. Explains the rationale and process of scenario development. Describes a ten-step methodology, using two case studies to illustrate techniques for addressing interrelations among uncertainties. Includes examples of trends and uncertainties identified, scenarios developed and extensive bibliography.

Schwartz, P. (1997), *The Art of the Long View: Planning for the Future in an Uncertain World*, new edn (Chichester: John Wiley). Accessible guide by one of the gurus in the field. Explains the purpose and process of scenario building, illustrated with business examples and personal anecdotes. Finishes with eight steps for developing scenarios.

Giesecke, J. (ed.) (1998), *Scenario Planning for Libraries* (Chicago: American Library Association). Explains the purpose and nature of scenarios, describes an eight-step process, and provides guidance on writing plots with examples of common story lines. Includes three extensive case studies of scenario planning in libraries, and concludes with suggested reading and website resources.

Mission, Vision and Critical Success Factors

Campbell, A., Devine, M. and Young, D. (1990), *A Sense of Mission* (London: Pitman Publishing). Defines the concepts of mission and 'sense of mission' and examines the use and misuse of mission statements. Provides ten questions to test effectiveness of mission statements, concluding with advice on mission planning and mission thinking.

David, F.R. (1989), 'How Companies Define their Mission', *Long Range Planning* 22:1, 90–97. Classic article which reviews published literature and survey findings on the contents and functions of mission statements, noting that service firms had shorter and less comprehensive statements than manufacturing firms. Concludes by advocating list of nine basic components as a practical framework for evaluating and writing mission statements.

Finlay, J.S. (1994), 'The Strategic Visioning Process', *Public Administration Quarterly* 18:1, 64–74. Provides a step-by-step account of the visioning process advocated by Peter Senge, covering guided imaging, brainstorming, affinity diagrams, cause-and-effect (fishbone) diagrams and interrelationship

diagrams, concluding with the relationship between the organizational vision and statements of mission, and of principles and values.

- Hardaker, M. and Ward, B.K. (1987) 'How to Make a Team Work', *Harvard Business Review* 65:6, 112–17. Covers the development of mission statements and identification of critical success factors (CSFs). Defines criteria for CSFs and then outlines method to identify most critical business processes, decide nature of improvement needed and establish relevant measurements.
- Wilson, I. (1992), 'Realizing the Power of Strategic Vision', *Long Range Planning* 25:5, 18–28. Defines the concept of strategic vision, identifies six interlocking elements, and provides guidelines for a visioning process based on eight key steps. Discusses the pros and cons of individual versus collective approaches and the benefits of involving informed outsiders. Concludes with five characteristics of successful visions and seven pitfalls to avoid.

ORGANIZATIONAL STRUCTURE

- Child, J. (2005), *Organization: Contemporary Principles and Practice* (Oxford: Blackwell). Authoritative text by one of the key figures in the field combines scholarship with tables and checklists, highlighting key points for managers to consider. Good coverage of symptoms of organizational deficiencies, the impact of ICT, differences between conventional and new organizational forms, and the use of cross-functional teams.
- Goold, M. and Campbell, A. (2002), *Designing Effective Organisations: How to Create Structured Networks* (San Francisco: Jossey-Bass). Practical guide to contemporary organizational structure and design issues, which offers a new taxonomy of different kinds of organizational units and provides nine design tests to help managers assess the fitness for purpose of different structural solutions.
- Goold, M. and Campbell, A. (2002), 'Do You Have a Well-designed Organisation?' *Harvard Business Review* 80:3, 117–224. Introduces the key ideas from the authors' book (cited above).
- Davis, S.M. and Lawrence, P.R. (1978), 'Problems of Matrix Organizations', *Harvard Business Review* 56:3, 131–42. Summarizes distinguishing features of a matrix organization and then identifies nine types of problem (characterized as 'pathologies') associated with matrix management arrangements and how to resolve them. Issues discussed include confused relationships, power struggles, internal distractions and decision blight.
- Mintzberg, H. (1981), 'Organization Design: Fashion or Fit?', *Harvard Business Review* 59:1, 103–16. Classic article which provides a useful introduction to key structural concepts. Defines five basic parts of an organization (strategic apex, middle line, operating core, technostructure and support staff) and then shows how these fit together in five natural configurations (simple structure, professional bureaucracy, machine bureaucracy, divisionalized form and

adhocracy). Explains the need to ensure that elements of structural designs are internally consistent and fit the organization's particular situation.

- Higa, M.L., Bunnett, B., Maina, B., Perkins, J., Ramos, T., Thompson, L. and Wayne, R. (2005), 'Redesigning a Library's Organizational Structure', *College and Research Libraries* 66:1, 41–58. Case study of the systematic evidence-based approach taken to reorganization at the University of Texas Southwestern Medical Center at Dallas. Describes the project methodology, changes introduced, strategies adopted and lessons learned.
- Savenije, B. (2002), 'An Organisational Model for University Libraries in Transition', *LIBER Quarterly* 12:2/3, 245–59. Available at: <<http://webdoc.gwdg.de/edoc/aw/liber/lq-2-02/245-259.pdf>>. Identifies technological and managerial trends affecting library structures and suggests design criteria and a possible model for the development of a new structure suitable for the hybrid library, advancing towards the vision of a digital library.

ORGANIZATIONAL CULTURE

- Brown, A.D. (1998), *Organisational Culture* (Harlow: Financial Times Prentice Hall). Accessible overview of the subject, which includes a chapter on 'Organisational Culture, Strategy and Performance', and tools for diagnosing organizational culture and measuring its strength, in addition to discussing the main cultural typologies, subculture and multiculturalism, and understanding and managing cultural change.
- Harrison, R. (1972), 'Understanding your Organization's Character', *Harvard Business Review* 50:3, 119–28. Introduces the author's theory of organizational culture as four distinct and competing 'ideologies' (representing power, role, task and person orientations) and discusses their strengths and weaknesses in relation to external and internal pressures. Includes table showing how well each type serves six key organizational and individual interests.
- Johnson, G. (1992), 'Managing Strategic Change: Strategy, Culture and Action', *Long Range Planning* 25:1, 28–36. Discusses the links between strategy and culture, using the 'cultural web' model.
- Davies, A., Kirkpatrick, I. and Oliver, N. (1992), 'The Organisational Culture of an Academic Library: Implications for Library Strategy', *British Journal of Academic Librarianship* 7:2, 69–89. Describes mapping the culture of a multi-site university library by identifying and investigating staff views of management philosophy, and formal and informal rules of behaviour. Justifies time required by pointing to insights gained into mismatches between management and staff preferences and interpretations of service strategies.

MANAGING CHANGE

- Hayes, J. (2002), *The Theory and Practice of Change Management* (Basingstoke: Palgrave Macmillan). Concise textbook which presents theories and models of change management in an accessible style. Provides good coverage of motivating and supporting staff and other stakeholders through change.
- Curzon, S.C. (2005), *Managing Change: A How-To-Do-It Manual for Librarians*, rev. edn (New York: Neal-Schuman). Contains ten chapters dealing with different aspects of change, each with a 'Quick Check' list of key steps and questions, followed by 15 'change scenarios' with questions intended as discussion points or coaching prompts. Offers good advice on forming a change task force, analysing resistance and evaluating progress, but neglects technological change and omits references to the literature.
- Gallacher, C. (1999), *Managing Change in Libraries and Information Services* (London: Aslib). Excellent pocket-sized guide designed to help managers and supervisors understand, plan and manage change. Covers pressures for change, effects on people, the strategic context, structures and cultures, generating and selecting strategies, planning and implementing projects, with examples of a decision matrix, stakeholder map and communication chart. Concludes with summary of knowledge, skills and qualities needed.
- Pugh, L. (2007), *Change Management in Information Services*, 2nd edn (Aldershot: Ashgate). Provides insights on change processes and guidance on implementing change, drawing on contemporary theory and real-world practices from organizational studies and information services. Topics covered include: change theories, strategies and models; organizational metaphors and structures; teams and leadership in change management; the psychology of change; and skills of change management.

PERFORMANCE EVALUATION

- Brophy, P. (2006), *Measuring Library Performance: Principles and Techniques* (London: Facet). Authoritative guide to current thinking and practice, drawing on literature from the library and business management domains. Covers staff surveys, infrastructure assessment, benchmarking and standards, in addition to user satisfaction and input, throughput, output and impact measures. Appendices include a 40-page guide to data collection methods, followed by shorter sections on analysis of data and presentation of results.
- Hiller, S. and Self, J. (2004), 'From Measurement to Management: Using Data Wisely for Planning and Decision-Making', *Library Trends* 53:1, 129–55. Reviews the development of performance measurement in libraries, from the traditional use of operational statistics to contemporary application of SERVQUAL/LIBQUAL, benchmarking and the balanced scorecard, illustrated through university library case studies.

- Markless, S. and Streatfield, D. (2001), 'Developing Performance and Impact Indicators and Targets in Public and Education Libraries', *International Journal of Information Management* 21:2, 167–79. Discusses issues surrounding performance evaluation in public and education libraries, identifying an 'activity fixation' while neglecting impact assessment. Reports initial work on the development and testing of the authors' process model for generating impact indicators and related development planning model (subsequently presented in their book cited below).
- Markless, S. and Streatfield, D. (2006), *Evaluating the Impact of Your Library* (London: Facet). Based on a model which explicitly links evaluation to overall purpose/mission, aims to 'put the impact back into planning' by offering a framework for strategic and service-level development planning. Provides detailed guidance on formulating success criteria, defining impact indicators, and methods for collecting, analysing, interpreting and presenting evidence. Companion website provides downloadable evaluation tools and materials. Available at: <<http://www.facetpublishing.co.uk/evaluatingimpact/>>.

APPENDIX 1: STRATEGY DEVELOPMENT WORKSHOPS

These workshop outlines show examples of practical activities that contribute to the development of a service strategy, while also facilitating the development of strategic skills among participants. The workshops were designed for a mixed group of 25–30 staff, drawn from all areas and levels of an academic library. The two workshops focus on:

Environmental Challenges and Stakeholder Concerns
Strategic Vision and Key Result Areas

WORKSHOP ON ENVIRONMENTAL CHALLENGES AND STAKEHOLDER CONCERNS

Which are the key environmental influences and how will they affect the library's services?

The environment in which libraries currently operate is dynamic and complex. Our appraisal needs to cover external forces in the global 'macro-environment', trends in relevant sectors (for example, Higher Education, scholarly publishing) and internal institutional issues (specific to the university).

1. Discussion in small groups to identify key drivers. Groups are asked to focus on different areas:

Group 1 Societal/Global *General Environment* (for example, social, economic, political, legal, technological)

Group 2 Operating/Sectoral *Market Environment* (for example, Higher Education, research, knowledge transfer)

Group 3 Library/Information *Professional Environment* (for example, information resources, services, facilities, systems)

Group 4 Local/Institutional *Internal Environment* (for example, mission, values, vision, strategic priorities)

Groups are asked to generate long lists initially and then to reduce their lists to the ten most significant issues. Groups follow a set process:

- Identify and capture key drivers individually
- Share, compare and collate drivers as a group
- Debate, evaluate and agree your top ten drivers

Results are then captured on flipcharts and shared with other groups.

2. Discussion in small groups to analyse each of the ten drivers/forces identified in turn. Groups consider two questions:
 - What is the level of its impact on the library – high, medium or low?
 - How much uncertainty surround this force – high, medium or low?

Results are then recorded in an Issues Priorities Matrix on flipcharts, shared and discussed with other groups.

Who are our stakeholders and what are their expectations of and ambitions for the library?

A stakeholder is any individual or group with an involvement or interest in the organization, actual or potential, in the past, present or future. According to Bryson and Alston (1996, 43):

A stakeholder is any person, group or organization that can place a claim on an organization's resources, attention or output, or is affected by its output.

3. Discussion in small groups to identify exactly who the library's stakeholders are. Groups are asked to concentrate on particular stakeholder categories:

- Group 1 Taught and research students
- Group 2 Academic and research staff
- Group 3 External library users/customers
- Group 4 Library funders and sponsors

Groups are asked to identify the key sub-groups within their stakeholder group and to consider each sub-group in turn. Groups consider two questions:

- How important is this group – high or low?
- How much influence to they have – high or low?

4. For important and/or influential sub-groups, groups consider two more questions:
 - Are they single- or multi-issue stakeholders?
 - What *really* matters to them, in terms of their needs/wants/expectations of the library?

Results are then recorded in Stakeholder Tables on flipcharts, shared and discussed with other groups.

REFERENCE

Bryson, J.M. and Alston, F.K. (1996), *Creating and Implementing Your Strategic Plan: A Workbook for Public and Non-Profit Organizations* (San Francisco: Jossey-Bass).

WORKSHOP ON STRATEGIC VISION AND KEY RESULT AREAS

In the light of your analysis of environmental influences and stakeholder issues, what or where should the library aspire to be in five/ten years from now?

The final vision statement should be a coherent description of the desired future state of the library, showing how it is realizing its capacity to anticipate, determine, stimulate and satisfy the needs of existing and potential users for access to information in an ethical manner.

- What will the library look like five/ten years from now?
- How will people behave when seeking and using information?
- How would you be working if you were optimally meeting their needs?
- What is your desired position in the institution and in the wider library community?

1. Discussion in small groups to identify the key words, phrases or images that capture the essence of where the library is going in the future. Groups are asked to reflect on a set of questions individually, to write down their ideas and then produce a shared list.

Questions to help reflection

How will things be different from the present in terms of:

- Scope – range and mix of collections and services?

- Scale – size of the organization and extent of the user base?
- Focus – particular products, services and facilities?
- Competition – basis of your distinctive/niche offerings?
- Relationships – internal and external partnerships?
- Organization – management structure and systems, staff specialisms and categories, organizational culture and climate of the library and university?

Participants are asked to choose the clearest, crispest, most informative and inspirational words that capture their vision. Groups follow a set process:

- Start by writing down thoughts individually
 - Share, compare and discuss in your group
 - Produce a list on a flipchart reflecting your collective vision, aiming for around six to eight points in total
2. First round of consolidation by larger groups to reduce the multiple lists of key messages to a single list that can be used to create a vision statement. Groups 1–2 and 3–4 are asked to work together. The new larger groups follow a set process:
 - Bring the two lists together and debate key messages
 - Distil down into a new list, again aiming for six to eight points in total
 - Combine concepts, accept trade-offs and/or substitute words as necessary
 3. Second round of consolidation. All groups work together, gathering around one flipchart and bringing the two new lists of key points together as before, distilling down again, this time aiming for a shared list of no more than ten points in total.

What strategic initiatives, developments, enhancements or changes to the library and its services are needed to enable it to move towards realizing the aspirations of the vision?

The vision provides a high-level picture of the directions in which the library intends to go, which then needs to be translated into actionable goals or medium-term strategic objectives, often referred to as key result areas, key performance areas or similar.

4. Discussion in small groups to clarify the messages of the vision, if necessary translating the points into more specific descriptions, which can be compared with the current situation. Groups consider two questions:

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- Is it clear what each point means in terms of the practices, activities, facilities, and so on, envisaged?
 - Are the messages sufficiently specific to compare what is envisaged with what exists?
5. Discussion in small groups to identify gaps between the current situation and desired future state, and the actions or resources needed to close the gaps. Groups develop statements in the form:

In order to ... [the desired state or activity], the service/unit needs to ... [become/do/have/and so on]

The process then continues to consider at a more specific level what exactly needs to be done in terms of practical strategies or action steps and the likely resource implications, such as whether the change would require a significant or substantial increase in budget.

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