



Career Transitions Executive
Leadership Program



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Leadership Program

CTELP Residency Manual

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Indiana University School of Library & Information Science - Indianapolis

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Information for Host Site Libraries

Thank you for bringing the Career Transition Executive Leadership Program (CTELP) into your organization!

Through your participation, we create a network of host libraries and professional mentors that provides an invaluable tier of support, mentoring students and working with SLIS and partners to improve the scope and quality of LIS education. Successful partnerships are win-win situations, with residents gaining valuable professional experience while helping host libraries realize important goals, outcomes, and products.

CTELP OVERVIEW

- Approximately 2 - 5 highly-qualified MLS students with substantial work experience and strong academic preparation will be selected as a CTELP Leadership Resident each semester.
- CTELP Leadership Residents participate in CTELP for one semester, earning 9 credits toward their MLS degrees.
- CTELP Residents do their residencies in host libraries. The on-site library residency (14 weeks; 30 hours per week) involves residents in management-level operations and organizational decision making. Residents also complete high level projects to advance organizational initiatives.
- Residency opportunities are welcome in all types of libraries including public, academic, law, health sciences, school media centers and others.
- Host libraries contribute 10% of the director's (or high level manager's) time for mentoring and professional direction.
- Host libraries contribute \$2,000 of the resident's stipend, receiving high-level work from the resident for approximately \$4.76 an hour. (Funding is available to organizations that have financial need.)
- Simultaneously with the on-site residency, leadership residents participate in a one-semester, three-credit leadership course, conducted primarily online.
- During their participation in CTELP, residents earn \$8,000 salary and University health insurance, nine graduate credits, and a \$400 travel stipend for conference participation.

Characteristics of the Leadership Residency

Residency opportunities are welcome in all types of libraries including public, academic, law, health sciences, school media centers and others. Host libraries interview and select their resident from among those students who are admitted to the Program.

Interested libraries are invited to contact Marilyn Irwin (irwinm@iupui.edu, 317-278-2375) to talk about potential residency placements in your library or organization.

Residencies are different from traditional internships, in that residents should have opportunities to get a birds-eye view of library organizations, working with top-level administrators on high-level projects. Leadership residents should spend time on-site with a high level mentor with whom they participate in organizational operations, discuss leadership and managerial issues, and share their own objectives for professional growth and development. CTELP is characterized by its focus on sustained mentorship relationships. Each resident is paired with a library director, associate director or high level manager who contributes 10% of his/her time toward mentoring the resident's professional development (approx. 3 hours / week).

Additionally, leadership residents are expected to bring their own considerable skills to the host library, 'hitting the ground running' to produce a product or deliverable, or lend their expertise to other areas of library management, operations or development in an area such as library program planning, personnel management, capital campaigns, grant development, and new initiatives in library resources or technology, website development, policies, procedures, submitting a professional article for publication, negotiating vendor licenses, information literacy assessments, etc.

Residents receive a \$400 travel allowance, so host site mentors / supervisors are encouraged to consider conferences, meetings, or continuing education opportunities that the resident should attend. The travel allowance can be used up to one year after beginning the residency.

The Resident's Schedule and Routine

The resident will work on-site, 30 hours per week, for 14 weeks. The resident's start - stop dates and daily schedules are at the discretion of the host site. Resident's schedules should begin and end within several weeks of the IUPUI semester so that SLIS can process students' records in a timely manner.

Leadership Residents can primarily self-manage, but they are supervised on-site by their host site mentor / supervisor. Each resident is paired with a SLIS course advisor, who is available for guidance or consultation at any time.

Student Grading & Program Assessment

Students earn a Pass or Fail grade in the residency, which is primarily based on the host site's evaluation of the resident's performance. *Other requirements are detailed below in the "Required Activities" section of this document.* At mid-semester and at semester's end, host sites are asked to complete a brief (< 15 minutes) survey assessing the resident's performance and leadership characteristics. The performance assessment is used for determining the student's grade. Host sites are also asked to complete leadership characteristics surveys, which will be used to track CTELP outcomes (described in Anticipated Outcomes, below). Identities of individuals and organizations remain confidential.

Early on in the residency, it's useful if the mentor and resident sit down together and draw up a list of goals or objectives, or measurable outcomes for the resident. Have a conversation about expectations and needs, so that you can more easily find a compatible set of possible activities, projects, and goals for the residency.

Host Site Commitments

Ideally, host libraries should have 1) projects, initiatives, programming goals, etc. for which they require management-level assistance, and 2) time to mentor an emerging LIS leader. Leadership Residents come to the site ready to 'hit the ground running' to complete project(s) and/or participate in high-level organizational decision making.

In order to fully participate in CTELP, we ask that host sites commit to the following:

- Host libraries contribute \$2,000 of the resident's stipend. (SLIS pay \$2000, IMLS funds \$4000).
(CTELP funding to cover host libraries' \$2000 is available to organizations that have financial need.)
- Host libraries contribute 10% of the director's, associate director's (or high level manager's) time for mentoring and professional direction.
- Host libraries participate in resident and programming evaluation activities (mid-semester and end-of-semester) and in mentorship/leadership review data collection (semi-annually for three years post residency).

As we indicate above, early-on in the residency, it's useful if the mentor and resident sit down together and draw-up a list of goals or objectives, or measurable outcomes for the resident. Have a conversation about expectations and needs, so that you can more easily find a compatible set of possible activities, projects, and goals for the residency.

Host Site Activities Timeline

ACTIVITY	DATE
MLS students submit CTELP residency applications:	March 1 for summer semester June 15 for fall semester November 1 for spring semester
Host site reviews residency requirements. Host site-Resident matches are made:	Beginning in March - for summer residencies (May - June, or June - July) Beginning in June - for fall residencies (Sept. - Dec.) Beginning in November - for spring residencies (Jan. - May)
Host site's contribution to resident's stipend: (Funding is available for libraries in need.)	When semester begins; within first week of residency. \$2000 payable to SLIS Indianapolis
Resident and mentor discuss and document resident's goals and objectives, strengths, areas for improvement	First few weeks of residency
Host site mentor / supervisor evaluates resident's performance and the program's progress Resident and mentor revisit resident's goals and objectives, strengths, areas for improvement	Mid-semester (week 6 - 9 of residency) (Evaluations will be sent via e-mail, and can be returned to katschil@iupui.edu. If preferred, a handwritten evaluation may be returned in a self-addressed, stamped envelope provided by SLIS.)
Mentor completes leadership survey	
Host site mentor / supervisor evaluates resident and program Resident and mentor revisit resident's goals and objectives, strengths, areas for improvement	Last week of residency (Evaluations will be sent via e-mail, and can be returned to katschil@iupui.edu. If preferred, a handwritten evaluation may be returned in a self-addressed, stamped envelope provided by SLIS.)
Mentor completes leadership survey	

Residency Requirements

Residency Goals & Objectives

Goals of the CTELP residency include:

- Explore, reflect on and discuss leadership models in theory and in practice.
- Examine, reflect on and discuss the roles of effective leadership in libraries and other information-based organizations and in community organizations.
- Understand, describe, and apply in-context the responsibilities and privileges of leadership including moral and ethical decision-making, and power and authority.
- Reflect on and clarify personal leadership values. Internalize and apply in-practice, effective leadership characteristics such as honesty, integrity, creativity, and initiative.
- Develop and improve skills for professional growth and development: written and oral communication skills, critical thinking, problem-solving and active listening.
- Understand and articulate the ways that various constituents might interpret and judge leadership decisions and their outcomes.
- Explore, reflect on and discuss the relationship between mentorship and leadership.
- Communicate (orally and in writing) effectively as a leader through engagement with course work and classmates.
- Work effectively in small groups, teams and meetings.
- Manage conflict by adopting and practicing effective strategies for problem-solving, effective listening and conflict management through class exercises.
- Lead effectively in diverse environments; promote diversity.

To achieve these goals, CTELP residents will:

- Carry out the responsibilities and privileges of leadership, including:
 - Ethical decision making
 - Appropriate use of power and authority
 - Honesty and integrity
 - Managing interpersonal conflict
- Identify own strengths and areas for improvement in leadership effectiveness and performance at residency site; document these in writing through the residency

journal. Discuss with mentor(s) strategies for using strengths, and strategies for addressing areas for improvement.

- Demonstrate skill in written communication; writing appropriately for the audience; and exhibiting sensitivity for low-literacy, underserved and at-risk clientele.
- Cite others and resources appropriately: taking credit only for work that you have done, and fairly giving credit to sources from which you draw ideas and information.
- Demonstrate critical thinking, contributing innovative solutions to ameliorate problems and to capture opportunities.
- Be fully accountable to the host site mentor(s) / supervisor(s) and colleagues for your participation and make a good faith effort to ensure that all of your work is of the highest quality.
- Contribute effectively to the work of small groups and teams:
 - Attend appropriate group meetings
 - Arrive on-time and do not leave early
 - Apply skills such as active listening, sharing of ideas, acknowledging contributions of others (and self), summarizing discussions, and contributing to and summarizing action outcomes.
 - Value the views and contributions of those with different backgrounds and experiences.
- Demonstrate skill in using the technologies available at the residency site. Suggest new technologies to further advance site goals.
- Contribute effectively to forwarding the host organization's mission by completing a management level project or deliverable in an area such as but not limited to: planning library programs or new initiatives in library resources or technology, website development, policy or procedural documents, training or implementation; submitting a professional article for publication, negotiating vendor licenses, etc.; and in development in the area of grants, capital campaigns, and many others.
- Participate with host site mentor(s) in organizational operations such as but not limited to assessing organizational effectiveness and employee performance, or those areas listed directly above.
- Attend (or make arrangements to attend) a professional conference. Pre-plan conference activities; justify expenses; keep an accurate record of travel expenses. The travel allowance can be used up to one year after beginning the residency.
- Participate in new and lifelong learning opportunities:
 - Hold membership in at least one professional library association
 - Attend at least one professional library association meeting during this residency
 - Attend at least one civic/community meeting during this residency
 - Attend professional continuing education programs as appropriate

- Begin to develop a network of professional contacts.
- Contribute to the profession through a formal residency presentation at the end of the semester: held before an audience of peers, mentors, Advisory Committee members, faculty, and host library guests.
- Facilitate faculty visit(s) to residency site as appropriate and necessary.
- Agree to complete semi-annual surveys and self-reports, as requested, for three years post-MLS.
- Agree to seek employment in the LIS fields upon graduation from SLIS.

Registration Process

All residents must register for CTELP immediately **preceding** the semester during which they will complete the residency. Your registration will initiate the process that allows IU to process your residency tuition, insurance, stipend and travel allowance. Residents **MUST** register in order to process these important benefits.

- _____ Register in OneStart for the CTELP Leadership Forum (coursework) S604
- _____ Register in OneStart for a six credit CTELP residency (register for 6-credit S605 - 'internship')
- _____ Submit the completed CTELP Resident Registration Form to (Form is located at the end of the Residency Manual):
 Melanie Hollcraft, Director of Student Services
 SLIS, UL3100
 755 W. Michigan St.
 Indianapolis, IN 46202
meacole@iupui.edu

About the On-Site Residency

CTELP residents are placed in on-site residencies through which they gain valuable management and leadership experience. Residency opportunities are available in all types of libraries including law, public, health sciences, academic, school media (on the District-wide level, ideally) and others.

Residencies are one-semester in length (14 weeks), and require students to work on-site 30 hours per week, participating in organizational decision making and completing independent projects/deliverables.

CTELP is characterized by its focus on sustained mentorship relationships. Each resident is paired with a library director, associate director or high-level manager who contributes 10% of his/her time toward mentoring the resident's professional development. (30 hour residency x10% of mentor's time = approx. 3 hours of hands-on mentor-resident time per week)

Students earn a Pass or Fail grade in the residency, which is based on a set of standards that include participation in management-level decision making within the host organization, collaboration with on-site leadership mentors, and the completion of a management-level project or deliverable. Tangible products or evidence of work include websites, digitization projects, policy/procedural documents, negotiated vendor licenses, grant applications, publications, other documentation as appropriate etc.

- At the start of the residency, have a frank discussion with your mentor concerning your goals and expectations for this experience, and the library's expectations and needs. Continue discussions on an ongoing basis. Always seek feedback concerning your performance and progress.
- Residents are expected to spend 30 hours/week participating in residence activities. Most of this time will be at the host library site. With the express agreement of your host site mentor / supervisor, you may include off-site educational experiences as part of the 30 hours.
- Each resident's specific work schedule is determined at the discretion of the host site. It is not required that the residency work schedule corresponds directly to the SLIS semester: on-site start and end dates are open-ended, assuming that they roughly correspond to the semester schedule.
- Deliver the Host Site Mentor's Resident Assessment form to your mentor at the start of the semester. This will alert your mentor to the areas to be assessed during this experience. If your mentor agrees, it is helpful to review the evaluation areas with your mentor during, at mid-semester, then again at the completion of the residency. Mentor evaluation constitutes a significant portion of your final grade.
- It is important that CTCLP residents keep their host site mentor and their IUPUI faculty informed of any issues or problems. These will be dealt with promptly.

Assessment & Scored Activities

At the beginning and end of the semester, each resident will submit to SLIS, and should also submit to your host site mentor if he/she chooses, a written assessment of his/her 1) strengths, 2) areas for improvement, and 3) several specific strategies for addressing weaknesses and for developing your leadership skills and activities.

Residents are also responsible for completing the Resident’s Self-Assessment Form at the beginning and end of the semester.

At the middle and end of the residency, each on-site mentor / supervisor is asked to complete an assessment of the resident’s performance on-site. All comments and data will remain confidential.

Graded activities that correspond with the CTELP Leadership Forum coursework (S604) are detailed in the course syllabus.

Activities that correspond with the on-site residency are as follows:

On-Site Residency Requirements:		
14 weeks; 30 hours/week (minus holidays; university vacations)	Pass/Fail	
Host Site Assessment of Resident (Provide host site mentor / supervisor with a copy of the resident assessment form.)	Pass/Fail	Mid-semester and Last week of residency
Residency Presentation	Pass/Fail	Individual dates as assigned (Held at end of program)
Residency Journal	Pass/Fail	Turn in every two weeks Final due first day of exam week
Professional Statement	Pass/Fail	Share with other residents during week 10; Final due first day of exam week
Self-Assessment (beginning and end of residency)	Pass/Fail	Mid-semester and Last week of residency
Lifelong Learning Participation	Pass/Fail	Documentation due first day of exam week

Residency Presentation: The resident will prepare and make a formal residency presentation at the end of the semester before an audience of peers, Advisory Committee members, faculty, and host library guests. The resident is responsible for scheduling the presentation in the SLIS conference room and inviting attendees. Presentations are expected to be no more than 20 minutes in length. Additional time will be available for Q and A.

Residency Journal: Residents will keep a weekly journal to document their time, activities, and thoughts. Turn these in every two weeks to your faculty member. These personal intellectual journals/reflections should summarize the major course and text themes/concepts in a form that is grounded in self-analysis and reflection. The intent of the journal is to capture your thoughts about particular ideas, facts, or issues that emerge in your *personal, professional* and *intellectual journey* (-- daily entries or weekly entries equaling 500 words minimum per week).

Self-Assessment: At the beginning and end of the semester, each resident will submit to SLIS, and should also submit to your host site mentor if he/she chooses, a written assessment of his/her 1) strengths, 2) areas for improvement, and 3) several specific strategies for addressing weaknesses and for developing your leadership skills and activities. You should share these with your host site mentor, who can help you strategize! Then, at the middle and end of the residency, revisit with your mentor to discuss your progress.

Residents are also responsible for completing the Resident's Self-Assessment Form at the beginning and end of the semester.

Professional Statement: Write a statement clearly articulating your own professional interests and goals.

Lifelong Learning Participation:

Participate in new and lifelong learning opportunities. Participation must be documented, and submitted at semester's end.

- Hold membership in at least one professional library association.
- Attend at least one professional library association meeting during or in the semester immediately following the residency (or others as approved).
- Attend at least one civic/community meeting during this residency.
- Attend professional continuing education programs as appropriate.

Coursework

Simultaneously with the on-site residency, residents participate in the 3-credit Leadership Forum coursework (S604), conducted primarily online. The coursework provides opportunities for students to support one another during their residencies, as well as a forum through which students explore and reflect on issues related to effective organizational leadership, civic engagement, mentorship and management issues.

Through their engagement with mentors, projects and coursework, residents learn to work effectively with colleagues and assume leadership and managerial roles in a variety of settings.

Students earn a letter grade in the course. Grades are based on students' participation in course-related discussions and activities, and on the quality of their formal residency presentations.

Recruitment

To qualify for CTELP, students first have to be admitted to the SLIS Indianapolis Master's of Library Science program. The selection criteria for CTELP are:

- 1.) Eligible students must have completed 12 - 27 credits of their MLS program. Ideally, CTELP (9 credits) should be taken as the student's LAST SEMESTER at SLIS
- 2.) Evidence of significant work experience, library experience, or an advanced degree (MA, MS, others)
- 3.) A minimum 3.25 GPA in the MLS program is preferred.
- 4.) Evidence of previous community or professional service or potential for leadership in professional service, and a statement of commitment to civic engagement through personal and professional service and mentorship
- 5.) A sample of professional writing
- 6.) Letters of reference
- 7.) A signed agreement to seek employment within the LIS profession upon completion of their MLS

Members of the CTELP Advisory Committee assist with recruiting and will review applications to determine participants.

Two to five residencies are held each semester, totaling 8 - 10 per year. Each CTELP participant must enroll in a six-credit residency (14 weeks, 30 hours per week, for a total of 420 hours on-site). Resident-host site matches are based on several criteria, including the mutual interests of the resident and host, and on the specific skill sets required to complete individual residency projects (products, deliverables).

Diversity

Given that ethnic minority groups and people with disabilities are underrepresented in the LIS professions, and given the need for diverse leaders and mentors, CTELP has developed a pro-active diversity plan to increase diversity among the SLIS community.

CTELP works with University, regional and national agencies to develop activities and programs for recruitment, and for promoting and fostering diversity and cultural competence. Diversity performance indicators for the Indiana University SLIS-Indianapolis campus have been adopted for CTELP. These indicators include:

- Recruit, enroll, retain, and graduate a diverse student body.

- Engage students through the curriculum to learn about their own and other culture and belief systems.
- Engage students in global issues and perspectives.
- Provide residency placements in environments in which diversity is embraced.
- Contribute to the climate for diversity in Indiana and beyond (IUPUI, 2001).

Civic Engagement & Professional Service

With the responsibility to educate information professionals who are also civic leaders, SLIS plays a key role in Indiana University civic engagement activities, developing community partnerships, and promoting curriculum-based service learning opportunities. CTELP integrates principles of service learning including the development of mutually-beneficial sustained partnerships; on-site engagement in local and regional libraries and information centers; and coursework that integrates civic engagement-related readings, reflection, and journal writing. Goals of integrating service learning into CTELP include helping residents to gain deeper understanding of course content, a broader appreciation of their discipline, and an enhanced sense of personal values and civic responsibility.

Through the CTELP Leadership Forum coursework, residents participate in civic engagement, service learning and mentorship literature, and explore key ideas and themes in weekly discussion forums; reflect on and share their perceptions and experiences as service learners in host libraries; and work with a host site mentor to entrée into the LIS profession.

Travel

Residents can receive up to \$400 for conferences, meetings or continuing education activities. All requests to use travel funds must be pre-approved by the resident's course advisor. With express agreement of the host site mentor / supervisor, residents may attend off-site conferences during the residency. Funds not used during the residency may be approved for use during subsequent semesters.

Travel funds can be used for conference registration and associated travel costs including mileage, hotel, airfare, ground transportation, etc. Indiana University offers a daily *per diem* rate to cover meals and miscellaneous expenses. Residents are responsible for requesting funds, pre-planning conference activities, justifying expenses, keeping an accurate record of travel expenses and submitting for reimbursements.

For many travel-related expenses, residents must pay up-front and then request reimbursements. *Per diems* are always reimbursed. In some cases, however, SLIS may be able to pre-register residents for conferences and make travel accommodations on residents' behalf.

The travel allowance can be used up to one year after beginning the residency.

Financial Compensation

For their participation in CTELP, residents receive tuition for nine graduate credits (S604 and S605, required for the residency), University health insurance, \$8000 stipend, and \$400 travel allowance. Stipend checks are typically posted within the first two weeks of the semester. Travel allowances are issued primarily through reimbursements; SLIS can handle registration or make travel arrangements in some cases. The travel allowance can be used up to one year after beginning the residency.

Promotional Activities

CTELP will be promoted through FOCUS (a publication of the ILF) and other professional journals and conference presentations. Individual residents will be featured in FOCUS articles. Residents are to participate fully in all promotional activities: 1) submit an appropriate current digital photo or agree to come to SLIS for a photo, 2) participate in an interview (via phone) with a CTELP staff person, 3) arrange for CTELP staff to interview (via phone) the host site mentor / supervisor, 4) coordinate with SLIS host site photos as requested by the host site.

Professional Accountability, Demeanor & Conduct

As CTELP residents, participating MLS students are ambassadors to the Indiana library community. CTELP residents represent not only the School of Library & Information Science and Indiana University; but also our primary CTELP sponsor and funder, the Institute for Museum and Library Services (IMLS); and our CTELP partners, the Indiana Library Federation (ILF) and the Indiana State Library. Participation as a CTELP resident is an honor and privilege, with which comes a high degree of professional responsibility. CTELP residents are expected to exhibit appropriate professional behavior at all times and attempt to be a role model for others.

Our primary goal is to build a community where all can develop in an atmosphere of integrity, where honest and imaginative academic work may flourish. As co-participants in this community, all residents are expected to treat others with the utmost respect and to adhere to the highest standards of academic integrity, honesty and fairness. To this end, all CTELP residents will:

- Always behave in a direct and truthful manner; demonstrating honesty and integrity at all times.
- Demonstrate skill, tact and appropriate professional behavior in communication. Communicate directly, honestly, graciously and politely with colleagues, library users and others at all times.

- Dress professionally and in a manner that is appropriate based on the environment at the host site. Part of being a leader is looking like a leader -- make a concerted effort to role model professional demeanor in your dress. Please: no jeans; no sports shoes.

We recommend that men wear dress pants, shirt, jacket/blazer, and tie.
We recommend that women wear dress pants or skirt, shirt, jacket/blazer.

- Promote a cooperative, supportive atmosphere within the host site and library community; give everyone opportunity for self-reflection and expression.
- Handle disputes in a spirit of goodwill.
- Prepare for, be present in, and actively participate in all required host site activities, functions and responsibilities.
- Respond to change with a positive attitude. Manage change effectively; role model effective change management behaviors and attitudes.

See also Residency Goals & Objectives

Indiana University Academic Standards & Policies

All IUPUI academic standards and policies are in effect, including standards for computing ethics, plagiarism, academic honesty, and all provisions outlined in the *Code of Student Rights, Responsibilities, and Conduct*: <http://www.dsa.indiana.edu/Code/>, (IU Campus Bulletin) the *IU Academic Handbook*: http://www.dsa.indiana.edu/Code/Part_2acad.html

Any infractions of local, state or federal law will be immediately referred to the proper civil and/or criminal authorities.

ADA & Special Accommodations

Students who require special accommodations must register with Adaptive Education Services and complete all documentation upon acceptance as a CTELP resident: <http://life.iupui.edu/aes/>, 317-274-3241, TTD/TTY 317-278-2050, Fax 317-274-2051. Please let the CTELP Program Manager know if you require special accommodations.

More About the CTELP Program

Needs Assessment

The Indiana University School of Library & Information Science at Indianapolis (SLIS) has partnered with the Indiana Library Federation (ILF) and Indiana State Library (ISL) to develop the Career Transitions Executive Leadership Program (CTELP) for creating a sustainable framework for the recruitment and education of the next generation of library managers and leaders. Changing demographics in libraries and information-based organizations are dramatically reshaping the roles and responsibilities required of new MLS graduates and professionals entering our field. With more than 50% of professional librarians slated to reach the age of 65 by the year 2019, new librarians are entering the workforce as managers and decision-makers (Curran, 2003). In this higher-stakes climate, new professionals must 'hit the ground running', coming to their professional lives with a unique set of values and skills. They must be effective problem-solvers, critical thinkers, active listeners, and engaged lifelong learners. New professionals must have focused training in their area of specialization, relevant real-world experience, and relatively sophisticated technology skills (Corcoran, 2004; Holcolm, 2006; Tennant, 2002; Whitmell, 2005). There exists a "need for new graduates who meet employers' requirements for staff able to flourish in a high-pressured environment, responding to change with a positive approach is clearer than ever if the profession is to face the challenges of the new century in a confident and dynamic manner" ([Goulding, et al., 1999](#), p. 18).

Libraries and information-based organizations address these challenges through a variety of succession planning activities to bridge leadership and continuity gaps (Bridgland, 1999; Hall and Grady, 2006; Hawthorne, 1999; Holcolm, 2006; Lowry, 2005; Mavrincac, 2005; Schachter, 2006; Tennant, 2002; Winston and Neely, 2001). Library educators also strategize with practitioners to enrich the curricula through solid foundational skills and enhanced practical experiences so that new graduates enter the workplace prepared to assume high-level responsibilities in complex information organizations (Castiglione, 2006; Dougherty, 2006; Holland, 1998; Moran, 1999; Singer and Goodrich, 2006).

CTELP is built around a leadership-focused paradigm grounded in community apprenticeships, and leadership and management education. This model promotes a combination of knowledge, skills, and attitudes to enable professionals to become high performers who add value to their organizations and professions (Garavan and McGuire, 2001; Simmonds, 2006). CTELP also draws on human resource development factors to achieve professional change by creating environments that sustain organizational learning and development (Raiden and Dainty, 2006; Smith, 2006).

The primary goal of CTELP is to create an educational framework and professional network for training, mentoring, and placing new MLS graduates in management-level positions in libraries and information centers. To that end, specific outcomes include:

1.) To engage highly qualified CTELP participants ('residents') in an on-site library residency through which they gain management and leadership experience, 2.) To engage students in coursework through which they acquire foundational knowledge for effective LIS management and leadership, 3.) To engage students and host site leadership mentors in activities through which they come to value civic engagement and are increasingly civically engaged, 4.) To recruit students from ethnically diverse backgrounds and those with disabilities to participate in an executive leadership program to assume leadership roles in the library community, 5.) To develop a statewide professional mentorship network for increasing the likelihood that CTELP graduates will assume management-level career placement upon their graduation from SLIS, and 6.) To build a framework for building capacity for long-term, mutually-beneficial relationships among LIS organizations, educators, and leaders for the identification, education, and mentorship of new LIS leadership.

Impact

CTELP is a dynamic initiative to build capacity for educating the next generation of library leaders. Through CTELP, individuals, libraries, and professional organizations collaborate in a long-term partnership for promoting excellence in libraries and information centers. A positive impact will occur for students, the LIS program, partner organizations, and the profession. CTELP is designed to produce a substantial impact across multiple levels of participation:

Characteristic 1: Increase the number of qualified professionals: Through their partnership, the SLIS, ILF, and ISL develop leaders for librarianship in the state of Indiana and nationwide by creating a framework for professional education and development based in a philosophy of leadership, mentorship, and civic engagement. Twenty-five to 30 MLS students participate in CTELP overall, participating in on-site residencies through which they gain valuable management-level experience, complete real-world work, and establish a network of professional contacts. CTELP graduates are expected to enter the professional marketplace well beyond entry-level.

Characteristic 2: Results or products that will benefit multiple institutions and diverse constituencies: CTELP benefits multiple institutions and constituents, pairing more than 25 individual libraries with residents who serve the library by participating in management-level decision making and completing projects or advancing initiatives such as program planning, grant writing, and so on. This network of host libraries provides an additional tier of support, mentoring students and working with SLIS to improve the scope and quality of LIS education.

Characteristic 3: Reflects understanding of library service needs in community served by applicant: Constituents for CTELP include libraries in which day-to-day operations and client characteristics vary considerably. CTELP places residents in libraries of all types, including academic, health sciences, law, special, public, school media centers (at the district-wide level), and others. Through CTELP, the educational experience of students and the practical needs of these library organizations are served.

Characteristic 4: Reflects a vision of potential change in the field: CTELP develops an executive leadership education tract for accelerating qualified students' engagement in the profession. This education tract is supported by a network of host libraries and the partnership among SLIS, the ILF, and the ISL.

Project Methodology

CTELP operates as a partnership among the Indiana University School of Library & Information Science at Indianapolis (SLIS), the Indiana Library Federation (ILF), and the Indiana State Library (ISL). CTELP is built on the considerable strengths of these organizations. Indiana University, which has accredited MLS programs at Bloomington and Indianapolis, was ranked 7th nationally in *U.S. News and World Report* (2006), and has consistently been ranked in the top 10 MLS programs nationally. Indiana's public libraries were recently ranked 4th in the nation by Hennen's American Public Library Ratings (HAPLR). Five Indiana library systems ranked in the top10 (Allen County, Ball Memorial, Carmel Clay, Monroe County, St. Joseph County), with another 37 systems ranking in the top 90th percentile nationwide. The collaborative partnership between the SLIS, ILF, and ISL provides a rich framework for participatory learning opportunities as well as financial support that will match contributions made by the IMLS for the students.

CTELP builds capacity for meeting the critical need for highly qualified LIS managers and leaders by establishing a strong collaborative base among Indiana's librarians, libraries, and library organizations for the education of LIS professionals. CTELP identifies and mentors promising students through the second part of their MLS education, preparing them for leadership roles in libraries and other information-based organizations, leading to management-level career placement upon completion of the MLS.

Anticipated Outcomes

Outcome # 1: Highly qualified CTELP participants ('residents') gain management and leadership experience through an on-site library residency. In CTELP, we recruit and offer support to candidates who have strong professional and educational backgrounds, the professional aptitude to thrive within the executive leadership Program, and the potential to enter the LIS workforce at the management level.

Outcome # 2: Through engagement with coursework, residents gain foundational knowledge for effective LIS management and leadership. CTELP students engage in a three-credit advanced readings course simultaneously with their residencies. The course adopts a socio-cultural theoretical framework, promoting effective management through leadership, mentorship, and civic engagement. Through course readings, shared reflection, and journal writing, students acquire and share knowledge that will serve as a pedagogical foundation that may then be applied.

Outcome #3: Residents and professional mentors value civic engagement and are increasingly involved in mentoring future library leaders through their participation in

CTELP. The concept of civic engagement through mentorship and service to one's community and profession are important to the LIS profession and central to the mission of the Indiana University Indianapolis campus (IUPUI). Residents are paired with a Director or Associate Director-mentor who shares his/her interests and has committed to contributing 10% time for mentoring activities. The role of the mentor is to assist the resident in identifying and participating in experiences that will move him/her from a novice role to a central participant role in the LIS profession.

Outcome #4: The curriculum and mentorship support mechanisms increase the likelihood that CTELP graduates will assume management-level career placement upon their graduation from SLIS. Through their participation in CTELP, which is characterized by leadership-focused coursework and a management-level residency with a mentor, exceptional SLIS students acquire the knowledge and repertoire of skills to assume management-level and leadership positions upon completion of their MLS. Standards, input from members of the CTELP Advisory Committee, and needs assessment ensure that CTELP achieves these outcomes.

Outcome #6: The Program will develop a statewide framework for building capacity for long-term, mutually-beneficial relationships for the identification, education, and mentorship of new LIS leadership. A long-term outcome for CTELP is to build capacity for sustaining continuity among library leadership. The partnership among SLIS, the ILF and the ISL will create the overarching framework within which host libraries, professional librarians, and MLS students work together to promote leadership, service, and civic engagement in the LIS profession.

Key Project Personnel

PI: Marilyn Irwin, Ph.D.

Project Director: Marilyn Irwin, Ed.D.

Graduate Assistant: Patti Kovach

CTELP Advisory Committee: includes SLIS faculty, representatives from partners ILF and ISL, members of the SLIS Alumni Board, and others

SLIS Course advisors: Rachel Applegate, Ph.D., Mary Alice Ball, Ph.D., Jean Preer, Ph.D., J.D., Katherine Schilling, Ed.D., Jingfeng Xia, Ph.D., and Marilyn Irwin, Ph.D.



Career Transitions Executive
Leadership Program

Mentor's Resident Assessment Form

At the beginning of the residency, we invite you to talk with your Leadership Resident about his/her strengths, areas for improvement, and goals and objectives. Revisit the resident's progress again at the middle and end of the residency!

At the middle and end of the residency, each on-site mentor / supervisor is asked to complete this assessment of your resident's performance. Your feedback is crucial to the success the success of the Program. All comments and data will remain confidential.

We also invite you to share your feedback with your resident so that he/she can continue to develop skills and improve performance and achievement levels.

We appreciate your time and feedback!

Your name _____

Resident's name _____

Date _____

PART I: Please evaluate your resident in each of the areas below, circling the best option on the 1 - 7 scale. Additional space for your COMMENTS is located on the following page.

7 = Excellent
 1 = Poor
 Not Applicable (NA)

1. Resident clearly articulates own professional interests and career goals.	7	6	5	4	3	2	1	NA
2. Resident carries out the responsibilities and privileges of leadership including ethical decision making.	7	6	5	4	3	2	1	NA
3. Resident carries out the responsibilities and privileges of leadership including use of power and authority.	7	6	5	4	3	3	1	NA
4. Resident carries out the responsibilities and privileges of leadership including managing interpersonal conflict.	7	6	5	4	3	2	1	NA
5. Resident displays honesty and integrity; communicates in a truthful and forthright manner.	7	6	5	4	3	2	1	NA
6. Resident demonstrates skill in written and oral communication.	7	6	5	4	3	2	1	NA
7. Resident contributes effectively to the work of small groups and teams by attending meetings, applying skills such as active listening, sharing of ideas, acknowledging contributions of others (and self), summarizing discussions and action outcomes.	7	6	5	4	3	2	1	NA
8. Resident values the views and contributions of those with differing backgrounds and experiences.	7	6	5	4	3	2	1	NA
9. Resident is skillful in using available technology. Suggests new technology to further advance site goals.	7	6	5	4	3	2	1	NA
10. Resident responds to change with a positive attitude.	7	6	5	4	3	2	1	NA
11. Resident participates with mentor in assessing organizational effectiveness and employee performance.	7	6	5	4	3	2	1	NA
12. Resident participates with mentor in professional organization activities.	7	6	5	4	3	2	1	NA

- _____ C. Level 2
- _____ D. Level 3
- _____ E. Level 4
- _____ F. Level 5
- _____ G. Level 6
- _____ H. Level 7 Advanced

Level 1 Leadership (Beginner)

- Gives an impression of reluctance or uncertainty about exercising leadership
- Focuses exclusively on the task to be accomplished without regard to the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task
- Asks for ideas or suggestions without intending to consider them
- May show favoritism to one or more group members
- Takes the group off track
-

Level 7 Leadership (Advanced)

- All of the positive features of proficient leadership, plus:
- Engages all group members
- Keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed
- Intervenes when tasks are not moving toward goals
- Involves the group in setting challenging goals and planning for their accomplishment
- Helps others to provide leadership

18. Please circle the option that best describes your resident's overall **LEVEL OF PARTICIPATION IN LEADING COLLEAGUES** at this point in time based on the characterizations below.

- _____ A. Not Applicable
- _____ B. Level 1 Beginner Novice
- _____ C. Level 2
- _____ D. Level 3
- _____ E. Level 4
- _____ F. Level 5
- _____ G. Level 6
- _____ H. Level 7 Advanced

Level 1 Participation (Beginner)

- Little or no advance preparation
- Lets others set and pursue the agenda
- Observes passively and says little or nothing
- Responds to questions
- Gives the impression of wanting to be somewhere else
- Attendance record is haphazard and inconsistent; may be absent or late without notice

Level 7 Participation (Advanced)

- All of the markers of proficient participation, plus:
- Draws out ideas or concerns of others, especially those who have said little
- Re-visits issues or ideas that need more attention
- Helps the group stay on track
- Summarizes group decisions and action assignments

19. What are the resident's strengths and weaknesses at this point?

20. What can SLIS do to improve this program or help prepare host sites or residents for the experience?

21. Additional comments are welcome:

Thank you for your feedback!

**Please return this form to Marilyn Irwin, SLIS, UL3100L, 755 W. Michigan St.
Indianapolis, IN 46202 or irwinm@iupui.edu**



Career Transitions Executive
Leadership Program

Resident Registration Form

RESIDENTS: Please register for CTELP immediately **preceding** the semester during which you will complete your residency:

December for spring semester

August for fall semester

May for summer semester

Your registration will initiate the processing of your residency tuition, insurance, stipend and travel allowance. **Residents MUST register in order to process these important benefits.**

_____ Resident should register in OneStart for the CTELP Leadership Forum (coursework) S604

_____ Resident should register in OneStart for a six credit CTELP residency (register for 6-credit S605 - 'internship')

Submit this form to:

Melanie Hollcraft, Director of Student Services

SLIS, UL3100

755 W. Michigan St.

Indianapolis, IN 46202

meacole@iupui.edu

PLEASE PRINT OR WORD PROCESS, AND PROVIDE COMPLETE AND ACCURATE INFORMATION.

Resident's Name _____

CIRCLE the semester and year in which you will be a CTELP resident:

Spring (Jan - April) Summer (*list specific months below*) Fall (Sept. - Dec.)

Year: _____

IUPUI ID number _____

Permanent Mailing Address _____

City _____

State _____ ZIP _____

Phone number(s) home _____

Work or Cell number _____

IUPUI E-mail _____
(Will be used for all correspondences)

Anticipated date for completing MLS _____

Have you applied for graduation? _____yes _____no
(Please do so in the semester preceding graduation!)

List all dual degrees, specializations, certifications or specific career tracts that you are pursuing at SLIS:

If your residency site and host-site mentor have been selected, please list them here:

For Office Use Only:

_____ Stipend initiated

_____ 6 credits in S605

_____ 3 credits in S604

_____ Insurance

_____ Resident has access to \$400 travel stipend (through approved reimbursements)



Career Transitions Executive
Leadership Program

Mentor's Resident Assessment Form

At the beginning of the residency, we invite you to talk with your Leadership Resident about his/her strengths, areas for improvement, and goals and objectives. Revisit the resident's progress again at the middle and end of the residency!

At the middle and end of the residency, each on-site mentor / supervisor is asked to complete this assessment of your resident's performance. Your feedback is crucial to the success the success of the Program. All comments and data will remain confidential.

We also invite you to share your feedback with your resident so that he/she can continue to develop skills and improve performance and achievement levels.

We appreciate your time and feedback!

Your name _____

Resident's name _____

Date _____

PART I: Please evaluate your resident in each of the areas below, circling the best option on the 1 - 7 scale. Additional space for your COMMENTS is located on the following page.

7 = Excellent
 1 = Poor
 Not Applicable (NA)

1. Resident clearly articulates own professional interests and career goals.	7	6	5	4	3	2	1	NA
2. Resident carries out the responsibilities and privileges of leadership including ethical decision making.	7	6	5	4	3	2	1	NA
3. Resident carries out the responsibilities and privileges of leadership including use of power and authority.	7	6	5	4	3	3	1	NA
4. Resident carries out the responsibilities and privileges of leadership including managing interpersonal conflict.	7	6	5	4	3	2	1	NA
5. Resident displays honesty and integrity; communicates in a truthful and forthright manner.	7	6	5	4	3	2	1	NA
6. Resident demonstrates skill in written and oral communication.	7	6	5	4	3	2	1	NA
7. Resident contributes effectively to the work of small groups and teams by attending meetings, applying skills such as active listening, sharing of ideas, acknowledging contributions of others (and self), summarizing discussions and action outcomes.	7	6	5	4	3	2	1	NA
8. Resident values the views and contributions of those with differing backgrounds and experiences.	7	6	5	4	3	2	1	NA
9. Resident is skillful in using available technology. Suggests new technology to further advance site goals.	7	6	5	4	3	2	1	NA
10. Resident responds to change with a positive attitude.	7	6	5	4	3	2	1	NA
11. Resident participates with mentor in assessing organizational effectiveness and employee performance.	7	6	5	4	3	2	1	NA
12. Resident participates with mentor in professional organization activities.	7	6	5	4	3	2	1	NA

- _____ C. Level 2
- _____ D. Level 3
- _____ E. Level 4
- _____ F. Level 5
- _____ G. Level 6
- _____ H. Level 7 Advanced

Level 1 Leadership (Beginner)

- Gives an impression of reluctance or uncertainty about exercising leadership
- Focuses exclusively on the task to be accomplished without regard to the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task
- Asks for ideas or suggestions without intending to consider them
- May show favoritism to one or more group members
- Takes the group off track
-

Level 7 Leadership (Advanced)

- All of the positive features of proficient leadership, plus:
- Engages all group members
- Keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed
- Intervenes when tasks are not moving toward goals
- Involves the group in setting challenging goals and planning for their accomplishment
- Helps others to provide leadership

18. Please circle the option that best describes your resident's overall **LEVEL OF PARTICIPATION IN LEADING COLLEAGUES** at this point in time based on the characterizations below.

- _____ A. Not Applicable
- _____ B. Level 1 Beginner Novice
- _____ C. Level 2
- _____ D. Level 3
- _____ E. Level 4
- _____ F. Level 5
- _____ G. Level 6
- _____ H. Level 7 Advanced

Level 1 Participation (Beginner)

- Little or no advance preparation
- Lets others set and pursue the agenda
- Observes passively and says little or nothing
- Responds to questions
- Gives the impression of wanting to be somewhere else
- Attendance record is haphazard and inconsistent; may be absent or late without notice

Level 7 Participation (Advanced)

- All of the markers of proficient participation, plus:
- Draws out ideas or concerns of others, especially those who have said little
- Re-visits issues or ideas that need more attention
- Helps the group stay on track
- Summarizes group decisions and action assignments

19. What are the resident's strengths and weaknesses at this point?

20. What can SLIS do to improve this program or help prepare host sites or residents for the experience?

21. Additional comments are welcome:

Thank you for your feedback!

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Indianapolis, IN 46202 or irwinm@iupui.edu**



Career Transitions Executive
Leadership Program

Resident's Self-Assessment Form: Post Residency

Now that your residency is coming to its conclusion, please consider your growth and development during the past few months, and complete this assessment honestly and frankly.

We appreciate your time and feedback!

Your name _____

Date _____

PART I: Please evaluate your current skills/qualifications/abilities in the areas below, circling the best option on the 1 - 7 scale. Additional space for your COMMENTS is located on the following page.

7 = Excellent
1 = Poor
Not Applicable (NA)

1. I clearly articulate my own professional interests and career goals.	7	6	5	4	3	2	1	NA
2. I carry out the responsibilities and privileges of leadership including ethical decision making.	7	6	5	4	3	2	1	NA
3. I carry out the responsibilities and privileges of leadership including use of power and authority.	7	6	5	4	3	2	1	NA
4. I carry out the responsibilities and privileges of leadership including managing interpersonal conflict.	7	6	5	4	3	2	1	NA
5. I display honesty and integrity; communicates in a truthful and forthright manner.	7	6	5	4	3	2	1	NA
6. I demonstrate skill in written and oral communication.	7	6	5	4	3	2	1	NA
7. I am capable of contributing effectively to the work of small groups and teams by	7	6	5	4	3	2	1	NA

attending meetings, applying skills such as active listening, sharing of ideas, acknowledging contributions of others (and self), summarizing discussions and action outcomes.								
8. I make an effort to value the views and contributions of those with differing backgrounds and experiences.	7	6	5	4	3	2	1	NA
9. I am skillful in using available technology. I have the skills to potentially suggest new technology to my host site or my employer.	7	6	5	4	3	2	1	NA
10. I respond to change with a positive attitude.	7	6	5	4	3	2	1	NA
11. I participate with my host site mentor in assessing organizational effectiveness and employee performance. <u>(end of semester only)</u>	7	6	5	4	3	2	1	NA
12. I participate with mentor in professional organization activities. <u>(end of semester only)</u>	7	6	5	4	3	2	1	NA
13. I am aware of my own strengths and areas for improvement in leadership effectiveness.	7	6	5	4	3	2	1	NA

COMMENTS:

Please continue your comments on the reverse or on attached sheets.

14. Please circle the option that best describes your overall **LEVEL OF LEADERSHIP** at this point in time based on the characterizations below.

_____ A. Not Applicable

_____ B. Level 1 Beginner Novice

_____ C. Level 2

_____ D. Level 3

_____ E. Level 4

_____ F. Level 5

_____ G. Level 6

_____ H. Level 7 Advanced

Level 1 Leadership (Beginner)

- Gives an impression of reluctance or uncertainty about exercising leadership
- Focuses exclusively on the task to be accomplished without regard to the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task
- Asks for ideas or suggestions without intending to consider them
- May show favoritism to one or more group members
- Takes the group off track

Level 7 Leadership (Advanced)

- All of the positive features of proficient leadership, plus:
- Engages all group members
- Keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed
- Intervenes when tasks are not moving toward goals
- Involves the group in setting challenging goals and planning for their accomplishment
- Helps others to provide leadership

15. Please circle the option that best describes your overall **LEVEL OF PARTICIPATION IN WORKING WITH AND LEADING COLLEAGUES** at this point in time based on the characterizations below.

_____ A. Not Applicable

_____ B. Level 1 Beginner Novice

_____ C. Level 2

_____ D. Level 3

_____ E. Level 4

_____ F. Level 5

_____ G. Level 6

_____ H. Level 7 Advanced

Level 1 Participation (Beginner)

- Little or no advance preparation
- Lets others set and pursue the agenda
- Observes passively and says little or nothing
- Responds to questions
- Gives the impression of wanting to be somewhere else
- Attendance record is haphazard and inconsistent; may be absent or late without notice

Level 7 Participation (Advanced)

- All of the markers of proficient participation, plus:
- Draws out ideas or concerns of others, especially those who have said little
- Re-visits issues or ideas that need more attention
- Helps the group stay on track
- Summarizes group decisions and action assignments

16. Now that the residency is concluding, please describe or characterize what you feel are the most valuable lessons learned through the residency:

17. What particular leadership strengths do you believe that you possess, now that the residency is concluding?

18. Additional comments are welcome:

Thank you for your feedback!
Please return this form to Marilyn Irwin, SLIS, UL3100L, 755 W. Michigan St. Indianapolis, IN 46202
or irwinm@iupui.edu

The logo for the Career Transitions Executive Leadership Program features a red curved line above the text "Career Transitions Executive Leadership Program". The text is in a serif font, with "Career Transitions Executive" on the top line and "Leadership Program" on the bottom line, underlined with a red horizontal line.

Career Transitions Executive
Leadership Program

For Your Information:

Professional Etiquette for Making Personal Introductions

All content from: Successful Images < <http://www.successimages.com/articles/sw10.htm> > Jan. 08

Making introductions to individuals is an important part of professional practice. If you can make a pleasant, professional, and seamless introduction, people will immediately have a positive impression of you.

Do's and Don'ts for making introductions:

1. Always show deference to clients, senior executives, distinguished guests and high-ranking dignitaries by stating their names first.

For example, "Mr. Davis (senior executive), I would like to introduce Ms. Eliot (junior executive)."

2. When introducing members of the opposite sex, use age and rank or degree of distinction as a guide. Men defer to women, mentioning the woman's name first. In other cases, adhere to the previous guideline.

3. If someone has forgotten to introduce you, take the initiative and introduce yourself. Smile, extend your hand and say, "My name is so-and-so. I don't believe we've met."

Traditionally, men are not to extend their hands to women.

Emily Post says: Men should not extend their hands to older or professionally senior women. It's up to the woman to extend her hand.

The current response to Emily Post is: Times have changed. In a business situation, men do not need to wait for the woman to offer her hand first. Ladies -- some men are unaware of this change in etiquette, so be ready to offer your hand.

If they prefer, men may choose to err on the side of tradition, keeping in mind that while the appropriate etiquette may depend solely upon the professional seniority of those involved, it is always acceptable to extend your hand to a woman in a business situation.

4. Generally, do not refer to *yourself* as Mr., Mrs., Dr. and so on. Other people give you an honorific. You don't give one to yourself. BUT -- it is sometimes appropriate to designate rank. One way to do this fairly gracefully is to seamlessly slip your title into your greeting.

5. In general, don't automatically assume that you should call a person by his or her first name. Let your common sense and knowledge of business protocol be your guide.
6. If someone forgets your name, be quick to supply it in order to lessen their embarrassment.
7. If you are unsure of how to pronounce someone's name, simply say, "I'd really like to pronounce your name correctly."
8. When possible, always add a little information to go with a name. That will give people a springboard for conversation. For example, "Ms. Smith, this is Dr. Williams, vice president of marketing." "Ms. Smith is president of XYZ Company."
9. Avoid commanding people in the introduction. In other words, don't say, "Mr. Johnson meet Ms. Logan."
10. Stand when being introduced. This shows consideration and respect. If standing would be awkward, however, it is permissible to remain seated. Exchange greetings, such as "How do you do?" or "I'm glad to see you."
11. The handshake is important. It has become the usual greeting for both men and women. Handshakes are your first way of connecting with a person. Remember, however, that a limp, moist handshake or on the other hand, a bone-crusher, can slam the door on an enthusiastic response.
12. When you shake hands, people make an immediate judgment about your character and level of confidence. So, give them a firm, quick grasp, and shake. Grasp the other person's hand completely so that the thumbs are interlocked and the hands are completely within each other. Shake hands from the elbow, not from the shoulder.
13. To help you remember someone's name, repeat it as soon as you are introduced, saying, for example, "How do you do, Mr. Davis?" and practice saying the name several times during the conversation.

NAME TAGS

A name tag is an important nonverbal form of communication. As most of us are aware, many of our business introductions occur at trade shows, conferences, conventions and meetings. So whether it is proof of registration at an event or simply identification for you and your organization, the name tag has become a frequent element of professional business attire.

"Where should the name tag be placed?" Wear it on the upper right portion of your garment. Why? Because when you shake someone's hand, their line of vision travels from your eyes, down your right shoulder to your extended hand. It is far easier to read your name tag when it is in the line of vision.