In my proposal I said I’d like to investigate why a profession that is traditionally so effective and proactive in training, is failing to satisfactorily provide training opportunities for developing leadership skills.

When I began thinking about how to frame this talk I couldn’t escape the questions: Is leadership training for librarians really that important and is leadership training actually effective?
First a little history, that I think shows that leadership skills became an acknowledged necessity for librarians just within the last decade.

LAMA (established as an ALA division in 1957) = Library Administration and Management Association
LAMA became LLAMA in 2008 → Library Leadership and Management Association

SLIDE2 (Core Competencies)

In 2006 Leslie Burger then ALA President, appointed a task force to create a set of core competencies which all persons graduating from an ALA-accredited master’s program in library and information studies should possess.
In 2008 the Emerging Leaders Training Program (ALA) was tasked with developing a set of core competencies for library leadership.

In 2005 the University of Alberta and Tandem Social Research Consulting published a 288 page study entitled The Future of Human Resources in Canadian Libraries
• 89% of library administrators indicated that there has been an increased need for librarians to perform more leadership roles in the past 5 years and 88% felt this need would continue to increase over the next 5 years.

I looked into the history of ARLIS/NA’s interest in leadership skills and training.

◦ And not insignificantly the official charge from the ARLIS/NA 2011-2015 Strategic Plan: Under the goal “Expand Mentoring, Management, and Transition Skills” in the ARLIS/NA strategic plan, there is an objective that focuses on professional development for mid and late-career librarians.
Why did the mid to late-2000s see such an increase in the necessity for leadership skills training for Librarians?

Some people site the fact the profession is graying. Unfortunate term. As senior librarians retire; newer librarians need to take on leadership roles in their libraries.

This diagram is from a 2009 ALA sponsored study “Planning for 2015: The Recent History and Future Supply of Librarians”. It shows the projected percentage of librarians over 60 in 2015.

http://www.ala.org/research/sites/ala.org.research/files/content/librarystaffstats/recruitment/Librarians_supply_demog_analys.pdf

And from the 2005 Canadian Library Human Resources Study” One-quarter of librarians were 55 years of age and older. Which was more than double the national average figure, where only 11% of Canadian workers were 55 years and over 49% of professional librarians are at least 50 years old.

(p. 47)
In addition to the ageing librarian population, some librarians and researchers credit the growing need for library leadership training to a shift in the job duties for librarians and the changing role of libraries.

SLIDE (Complexity Mind Map)

“Developing Library Leaders” foreward James G. Neal:
We need to embrace our traditional roles as libraries in new contexts. Whatever the format and tools of information services, we will remain focused on information selection, acquisitions, synthesis, navigation, dissemination, interpretation, understanding, use, application, and preservation. This is a monumental set of responsibilities, enhanced and complicated by ubiquitous computing, networks, and digital content. We also see rapidly expanding tasks, as consumers, aggregators, publishers, educators, research and development organizations, entrepreneurs, and policy advocates. Does our professional leadership capacity support an expanding vision of the library as legacy, as infrastructure, as repository, as gateway, as enterprise, and as public interest?
I think there is some truth to this, but I also think it’s a self-aggrandizing justification. As librarians we do face new challenges today that are complicated and require a great deal of skill to manage effectively. Developing leadership skills can help us do this. But it doesn’t mean librarians of every generation wouldn’t have benefited from leadership training.

SLIDE $170 BILLION

The increased interest in leadership training for librarians corresponds to a national trend in all industries. So there may be an increased need for leadership training, but there is also an increased awareness of and opportunity for leadership training.

“According to the American Society of Training and Development, U.S. businesses spend more than $170 Billion dollars on leadership-based curriculum, with the majority of those dollars being spent on “Leadership Training.””
Of course there are some wonderful leadership training programs available: x, y, z

And I know that some ARLIS/NA members have been able to take advantage of these programs.

Library leadership training isn’t completely problematic.

But the programs available are not terribly accessible; they are time-consuming, in some cases selective, and often expensive.

I looked to see if our traditionally more accessible training centers addressed leadership skill development.

My local office of, Lyrasis, offers a plethora of classes for continuing education. Even some offerings relevant to developing management skills like grant writing and managing volunteers, but nothing specifically related to leadership. I checked the training opportunities for several other regions and it appears that these regional training centers primarily offer courses on concrete skills and tools, like “Configuring Hardware and E-collections for E-readers in Libraries” or “Cataloging with RDA”.

Simmons College GSLIS Continuing Education Workshops are wide-ranging and extremely relevant. Classes include: enclosures for preservation, and setting up maker spaces and creative areas. But in the 6 months of courses available online, nothing specifically for developing leadership skills. Particularly disappointing since their mslis program has a
management and leadership track.
Many of the State Library associations used to offer leadership training. A few still do. ALA still links to many of them, but it appears that in 2008/2009 many of the programs folded. Just as leadership became a core competency; the country went into a recession and many of the programs that would have helped prepare us, ceased to exist.

Some institutions have developed their own training programs. They've had some success, so those of you in larger institutions my consider looking at their models.

Perhaps the readily available training isn't being offered by our regular training sources because the intensity and duration required to develop leadership skills is far greater than what is required to teach making enclosures for preservation. But in my opinion even a one-day workshop on leadership is better than no leadership training at all.

### Library Leadership Training Programs continued

#### State Library Association Programs

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<th>State</th>
<th>Program</th>
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<tbody>
<tr>
<td>California</td>
<td>Eureka! Leadership Institute</td>
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<td>Florida</td>
<td>Sunshine State Library Leadership Institute</td>
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<td>Texas</td>
<td>TALL Texans Leadership Institute</td>
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<td>Discontinued</td>
<td>Illinois, Massachusetts, New Jersey, New York</td>
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#### Institutional Programs

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<th>Institution</th>
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<tr>
<td>Washington State University Library</td>
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<td>University of Houston Libraries</td>
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**Sources:**

- [http://www.libraries.rutgers.edu/ul/staff/lib_fac/lead/Leadership_programs_for_academic_librarians.pdf](http://www.libraries.rutgers.edu/ul/staff/lib_fac/lead/Leadership_programs_for_academic_librarians.pdf)
- [http://www.ala.org/offices/hrdr/abouthrdr/hrdrliaisoncomm/otid/leadershiptraining](http://www.ala.org/offices/hrdr/abouthrdr/hrdrliaisoncomm/otid/leadershiptraining)
I'm a depression era librarian. Which means I worked in a state college library in Massachusetts in the early 2000s when the Mitt Romney came into office as governor. My library’s materials budget in 2002 was cut entirely. So the idea of spending $1000s of dollars on training (especially when it does not come with a degree that can be cashed in) is somewhat horrifying.

Shortly after I graduated from library school, a mentor had recommended the Harvard Graduate School of Education Leadership Institute for Academic librarians to me. I considered it for many years before finally applying for a grant at my school to pay for the tuition. I attended in the summer of 2012. It's a 1 week, intensive program in August that is attended by approximately 100 librarians from around the country.

I have no regrets spending someone else’s money on the program. I found the experience extremely valuable, especially in that I learned a great deal about my inadequacies. So now when I am being politically artless, I do so knowingly and willfully.

My experience with the LIAL program seems to be common: I felt it was valuable.
But was it effective?
And how do we define what would make such a program effective or valuable? Is it the satisfaction of the participant or does it correlate to improved institutional performance at the participant's sponsoring institution?

There's not an overwhelming amount of literature on the assessment of library leadership training programs.

According to a regularly cited study by Florence Mason and Louella Wetherbee, which was published in Library Trends in 2004, many training programs lack a clear statement of purpose and a mechanism for evaluating success. Hopefully that's changing now.
Romaniuk and Haycock in “Designing and Evaluating library leadership programs: improving performance and effectiveness” adapted a generic training evaluation framework developed by Kirkpatrick and Kirkpatrick. first published in 1994. To create a metric for measuring the effectiveness of library leadership training programs.

The Framework looks at:
Affinity for the program
Knowledge transfer
Behavioral change
Organizational impact


Romaniuk and Haycock’s findings showed:
Participants reported an increased confidence.
The programs successfully provided participants with knowledge.
Results inconclusive regarding sustained difference to organizations and the library community.

Apparently we shouldn’t feel too bad because the results for leadership programs in the private sector in regard to improved organizational effectiveness have been similarly
inconclusive. [Romaniuk and Haycock]
Success of Homegrown Programs

Washington State University Libraries
87.5% of respondents would recommend the program to a colleague

University of Houston Libraries
89% of participants felt they learned things that would be useful to their careers

The Institutional Programs have also been successful in terms of satisfaction.
“On the whole, our findings suggest that the increasing requirements for librarians to be generalists and managers, and to work harder and at more complex levels, result in increased stress levels. But working as generalists and at more difficult tasks also makes the job more satisfying. Furthermore, librarians who are performing more of a leadership role than in the past are the most likely to find their jobs interesting, challenging, rewarding, and enjoyable. In short, working harder and managing lead to stress, but working in a more varied capacity, at more complex levels, and in a leadership role all contribute to a more fulfilled librarian workforce.”


Just as leadership training provides a sense of satisfaction, so to do leadership roles at work.

“On the whole, our findings suggest that the increasing requirements for librarians to be generalists and managers, and to work harder and at more complex levels, result in increased stress levels. But working as generalists and at more difficult tasks also makes the job more satisfying. Furthermore, librarians who are performing more of a leadership role than in the past are the most likely to find their jobs interesting, challenging, rewarding, and enjoyable. In short, working harder and managing lead to stress, but working in a more varied capacity, at more complex levels, and in a leadership role all contribute to a more fulfilled librarian workforce. We do not have evidence, however, to suggest that the requirements to perform more technology- and business-related tasks strongly relate to either job stress or job satisfaction.” Ingles, p. 191-192.

To RECAP: Our professional societies want us to hone our leadership skills, studies show leadership skills are essential for library professionals, the literature shows that librarians find leadership training valuable and librarians are more satisfied in their jobs when they are using leadership skills. Leadership training = good
Bourke-White, Margaret. Mahatma Gandhi 1946

So where do we go from here?

First, if you are like me and have sticker shock when considering the leadership training programs available, I encourage you to reconsider. As librarians I think we sometimes undervalue ourselves thereby foregoing beneficial training. … Leadership training really is a good investment.

I understand that not everyone will be able to enroll immediately in a leadership training program, so I’ve compiled a number of different types of resources if you’d like to independently start or continue your pursuit of leadership development.
As you consider which resources to pursue, note that all leadership development programs seem to have a set of core components.

1. self-analysis and understanding, 2. a framework for understanding different types of leadership, (e.g. harvard for example used reframing academic leadership’s 4 frames: structural, human resource, political, and symbolic) and 3. exercises in determining which leadership style will be the most successful for a particular situation, and 4. finally practising the leadership styles which may not come as naturally.

PLUS: mentoring/networking, research project
Here are some resources for Further Study:

* websites with self-assessment tools
* books which describe different leadership styles and case studies to apply the leadership styles to various situations. (some specific to librarianship and others not)
* online videos to watch from TED, pbs, the washington post, and Harvard Business School
* A couple of moocs that look promising… One from Case Western that begins May 5th.
* Of course the links to the lists of leadership training programs.
  • And LLAMA and SLA’s LMD websites. Considering joining.

5 Tips

Tip 1
If you don't see the courses you want being offered by your regular professional development providers, ask.
“For the future, it wouldn't surprise me if we offer a managerial/leadership workshop in the Fall, so please look again in mid-late summer at our Fall workshops.”
if you are someone who is interested in courses/workshops in a professional development capacity, there is a possibility that you might be able to enroll in Simmons Curriculum courses. You would be allowed to take no more than two, you must possess a BA, and enrollment must be for professional development.
Voila: Management and Leading Library and Information Services in a Political Environment

Tip 2
Broaden your criteria. Leadership for women, leadership in higher education, leadership in non-profits.
The scenarios might be different, but many of the skills are transferable.

Tip 3
Apply to the mentoring program.

Tip 4. Set a goal for yourself. E.g. in FY 2015 I’m going to read “Mid-career library and information professionals : a leadership primer.” or I’m going to take a Mooc. And if you can get a friend or colleague to set the same goal.
a. to keep you on track and hold you accountable and 
b. to have someone with whom you can discuss the content

LAST TIP Tip 5. Set aside time in your weekly schedule to practise, study, or just think.


leadership and learning are indispensible to each other

- The Unspoken Speech,
Remarks prepared for delivery at the Dallas Trade Mart
by President John F. Kennedy, November 22, 1963

Questions?
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