

**Study of 21<sup>st</sup> Century Librarianship Initiatives**  
**Advisory Council Meeting**  
**June 25, 2002**  
**Oakland Airport Hilton**

Attending: Gregg Atkins, Deborah Barrow, Linda Crowe, Andrew Herkovic, Mary Minow, Vicky Reed, Blanche Woolls, Cecilia Riddle

From the California State Library (ex officio): Mark Parker, Barbara Will

Study consultants: Holly Hinman, Joan Frye Williams

Unable to attend: Nancy Crabbe, Luis Herrera, Les Kong, Jane Light, Heidi Sandstrom

### **Charge to the Advisory Council**

Mark Parker indicated that, while there is no doubt that the Stanford-State Library Institute has been a success, it is time to look at options for delivering leadership training in California and to see how that training fits in the context of the \$3-4 million that the State Library invests in continuing education each year.

To that end, he asked the Advisory Council to advise the project consultants on

- the evaluation of the Stanford-State Library Institute on 21<sup>st</sup> Century Librarianship, and
- the development of recommendations for future continuing education initiatives, with a focus on leadership development in general.

### **Institute Overview**

Holly Hinman provided an overview of the Institute's week-long residential programs, held on the Stanford campus in August 2000 and August 2001.

These programs, designed to develop new generation of library leaders, included participants from all types of libraries and all over the world, selected by application process. There were 132 Institute participants in 2000 and 145 in 2001. The breakdown of participants by library segment was:

	2000	2001
Public	48%	61%
Academic	23%	19%
School	14%	11%
Corporate	5%	*
Law/med.	2%	6%

Participants who fell into the “other” category included library commissioners, library journalists, independent consultants, and staff from library networks. In both years the California/outside ratio was 2/3-1/3

Ms. Hinman also reported the findings of before and after surveys of participants conducted by the Evaluation and Training Institute (ETI). Institute outcomes as identified by ETI included:

- Development of a cohort or cadre
- Different outlook on themselves, their institutions, and the future of libraries (vision)
- Leadership skills:
  - Monthly priorities list*
  - Strategies to deal with diverse staff*
  - Tools to deal with different personality types*
  - Ways to effectively present oneself*
  - Responsibility to mentor*
  - Commitment to team building*
  - Improved skills in conducting meetings*
- Increased knowledge of technology
- Personal rejuvenation (2001)

ETI gave the Institute overall a very favorable assessment both years, and their final recommendations fell within the scope of relatively minor modifications to the existing format .

The consultant team has since conducted a Web-based survey of Institute participants, designed to elicit information about their professional activities and attitudes in the year(s) since the Institute. These results will be compared to a survey of other mid-career librarians who did not participate in the Institute. (That study is currently underway and is scheduled to conclude on August 16.) Copies of the results of the participant survey were distributed to those present. The results are available on the Web at [http://www.infopeople.org/about/i2i\\_survey/](http://www.infopeople.org/about/i2i_survey/).

### **Other Leadership Training Opportunities**

Joan Frye Williams reported on other leadership training opportunities available to librarians in California and elsewhere. These included

- state and regional training, e.g. Illinois, Maryland, New Jersey, New York, Ohio, Texas, Wyoming, Mountain Plains, Solinet
- specialized training for leadership in particular library specialties, e.g. YSLead (for young adult services) in Massachusetts, EDUCAUSE Institute (for university librarians)

- national institutes, e.g. ACRL/Harvard Leadership Institute, Frye Institute, Snowbird (no longer active), UCLA Senior Fellows, Urban Libraries Council Executive Leadership Institute
- national institutes in other countries, e.g. Aurora (Australia), Northern Exposure (Canada)

All of these are residential programs, ranging from 2-7 days. Most are conducted in campus or retreat settings. Consistent class size is 25-30 participants – far smaller than the Stanford-State Library Institute. Most of the state-level institutes are conducted by leadership consultant Maureen Sullivan, while the national institutes offer a broader program, featuring academic faculty and nationally known speakers.

Some library organizations that do not sponsor their own leadership development institutes offer scholarships for their librarians to attend other programs.

Library professional associations also offer mentoring programs, e.g. ALA Spectrum Leadership Institute, LITA Mentoring Program.

In addition to these library-specific offerings, there are several more general leadership development programs in California, including programs sponsored by the Claremont Universities, the National Association of Counties, the National Hispana Leadership Institute, and California State University at Sacramento. The CSUS program is notable for creating customized leadership development programs on a contract basis.

### **Leadership Development vs. Management Training**

While there is no universally accepted definition of leadership, the study of 21<sup>st</sup> Century Library Initiatives proceeds from the assumption that leadership training is different from management or supervisory skills training. The review of other leadership development programs identified a number of leadership “competencies:”

#### **Vision**

- Environmental Scan/Strategic Analysis
- Knowledge of Best Practices in Own Discipline
- Recognizing and Importing Useful Ideas from Other Disciplines

#### **Setting Direction**

- Planning
- Problem Solving
- Goal Setting

#### **Commitment to Action**

- Role and Responsibility of Professional in the Organization and the Community

#### Decision Making

- Critical Thinking
- Systems Thinking
- Evaluation

#### Inspiring/Mobilizing/Influencing Others to Follow Direction

- Managing Power and Influence
- Building Trust and Credibility
- Organizational Culture
- Mentoring
- Team Building
- Advocacy
- Group Process
- Communication/Presentation Skills

#### Risk Taking

- Risk/Benefit Analysis
- Confidence Building (for oneself and others)

### **Continuing Education Needs in California**

Holly Hinman reported that over last 10 years there have been numerous surveys and assessments of CE needs

1. 1992 – Study for California Networking Continuing Education Task Force and the State Library, conducted by Peggy O'Donnell and Julie Virgo, "A Continuing Education Plan for California's Libraries."
2. 1998 – CE survey of public library directors conducted by State Library
3. 1999 – McClure and Bertot surveyed public library CE needs as part of their assessment of the Infopeople Project
4. April 2001 -- Library Practitioner Certification Project Advisory Group Report
5. Spring 2001 – Joan Frye Williams surveyed CE needs as part of a marketing study for Infopeople
6. September 2001 – ETI released the "California Library Staff Continuing Education Needs Assessment" funded by an LSTA grant and co-sponsored by the Stanford Institute, Infopeople, and CLA.

As part of this study, the consultants were asked to examine the 1992 study and the ETI assessment.

#### 1992 "Continuing Education Plan for California's Libraries"

Obviously, some elements of the plan are outmoded because of the many changes that have occurred over the last ten years. In terms of CE needs, the entire area of technology is different and technology has assumed a much greater presence in library CE needs.

Needs assessment was an element of this study but was not the entire focus. The goal of the study was to develop “a progressive and practical three-year plan including a needs assessment to coordinate state wide continuing education activities that can be readily implemented.” The plan that was developed was accepted but not implemented.

The study employed several methodologies, i.e:

- ✓ Interviews – phone and in-person: librarians at all levels in all types of libraries, trustees, association representatives, library school faculty, State Library staff
- ✓ Focus groups (3)
- ✓ Survey questionnaire (350 returned)
- ✓ “Desired Futures” session

#### *Final plan*

The purpose defined was described as follows: “The continuing education plan was designed to provide a comprehensive education program for the staff and trustees of California libraries. Its purpose is to ensure that members of the library community can find the education activities they need to perform effectively on the job, to keep current in changing times, and to develop personally and professionally to the fullest extent of their abilities.”

Elements of the plan included the following:

1. A coordinating/administrative structure – at CSL – called the Continuing Education in California Center. Staffed. Advisory Council including providers and consumers.
2. Regular assessment of individual and institutional CE needs
3. A CE clearinghouse
4. A CE resource center, including consulting services
5. Planned curriculum – sequence of courses in variety of delivery modes.

The plan also included quality control of CE offerings.

In terms of the identified needs, the study found most fell into five categories:

- Financial management
- Management/administration
- Communication/personnel relations
- Multi-cultural diversity
- Technology

Developing leadership skills was a subcategory or topic under communication/personnel relations.

### California Library Staff Continuing Education Needs Assessment – ETI, 2001

This strictly a needs assessment undertaken to implement an LSTA grant project jointly supported by the Stanford Institute, Infopeople Project, and California Library Association. The methodology employed used both a Web and paper survey. 3,000 mail surveys were returned – a 21% response – and there were 1,061 completed Web surveys.

The survey was designed to provide a detailed look at CE needs of all levels of staff from clerical to administrative, from all types of libraries. Analysis of results included urban/rural breakdown, analysis by type of library and by association membership. The survey:

- Included both individual and institutional perceptions of needs
- Included management view of CE needs for various levels of their staff
- Largest percentage (43%) of responses came from those who classified themselves as “professional.” 17% said they were mid-managers. 19% were paraprofessionals.
- 53% of those responding said they hold an MLS degree.
- Almost 1/3 of respondents do not supervise anyone. The median number of people supervised was 2.
- Over ¾ of respondents have been in their current positions 10 years or less. Over ½ have been at their institutions 10 years or less. 1/3 have been in the library field 10 years or less.
- Breakdown by type of library:
  - 47% public
  - 23% academic
  - 21% school
  - 8% special

The survey assessed perceived need for pre-defined (by ETI) topics in six areas:

- Technology
- Needs assessment
- Leadership and career
- Management
- Library technical skills
- Community outreach and public service

The study report noted the following factors that influence participation in CE:

- ✓ Largest source of training is in-house – over half of respondents said they have only 1-2 days per year for training.
- ✓ 87% of all respondents preferred one-day hands-on seminars/workshops/institutes. Also acceptable were lectures, guest speakers, discussion groups, and web-based tutorials. Not popular were events offered by teleconference, videoconference, or e-mail.

- ✓ 30% said they want CE from colleges and universities, and 29% said they want to attend an accredited library school. These options are most popular among paraprofessionals and clericals.
- ✓ Most people still learn about CE opportunities via print announcements sent to work.
- ✓ 60% said both the individual and the institution are responsible for paying for CE. Rural respondents personally spend less and receive less from their institutions. School librarians personally spend the most and receive the least support.
- ✓ The biggest obstacle is release time (82%). Next is travel distance (63%). Third is expense (54%).

Ms. Hinman distributed a handout showing continuing education needs from an individual perspective as identified by the ETI study (see attachment). She made the following general observations:

- Technology training is the most popular area among library staff and across analyses. 92% have taken at least one technology-related CE course, and 89% want to take at least one.
- In the area of library technical skills the study documented a need for basic core courses for paraprofessionals, clericals, and rural library staff. Topics in this area are popular among library staff. 71% have taken and 79% want to take courses in this area.
- Leadership/career – 70% have taken and 72% want to take courses in this area. The top 6 topics are: Written and Verbal Communication Skills, Conflict Resolution Skills, Supervisory Skills, Stress Management, Fostering a Multicultural Environment, and Goalsetting. Most respondents are more interested in topics other than Fostering Creativity and Innovation. Other topics in this area included Supervisory Skills, Stress Management, Conflict Resolution, Fostering a Multicultural Environment, Goalsetting, Written and Verbal Communication Skills, Tools for Professional Advancement.
- In regard to Management, the study reported that it is “not nearly as popular a continuing education area as technology and library technical skills.” Within this area, some of the more popular topics are:
  - Staff Motivation
  - Program Planning
  - Collaboration and Partnership Skills
  - Technology Planning
  - Library Facility Planning
- Neither Community Outreach nor Needs Assessment are popular CE areas.

The study also identified the CE topics that library managers want their staff to take, which are:

Mid-managers

Management

Staff motivation

- Staff communication
  - Leadership and career
    - Fostering creativity and innovation
    - Supervisory skills
    - Goalsetting
  - Technology
    - Electronic Information Resources
    - Basic Software Skills
    - Library Services Related Specific Technology Updates
  - Needs Assessment
    - Technological Needs Assessment
    - Instruments for Measuring Services
    - Community Needs Assessment
    - Program Evaluation
  - Library Technical Skills
    - Licensing and Negotiating Contracts
    - Managing E-Resources
    - Electronic Reference
  - Community Outreach
    - Promoting Library Services
    - Customer Relations
    - Serving Diverse Clientele
- Professional Staff
- Technology
    - Advanced Internet Searching
    - Library Services Related Specific Technology Updates
    - Trouble-Shooting
  - Leadership and Career
    - Stress Management
    - Supervisory Skills
    - Conflict Resolution Skills
  - Management
    - Staff Communication
    - Staff Motivation
    - Disaster Preparedness
  - Library Technical Skills
    - Electronic Reference
    - Information Literacy/Instruction
    - Collections Development
  - Needs Assessment
    - Evaluating Resources and Collections
    - Program Evaluation
    - Community Needs Assessment
  - Community Outreach
    - Promoting Library Services and Value



## Customer Relations Serving Diverse Clientele

### **Continuing Education Opportunities in California**

The consultants for the 21<sup>st</sup> Century Library Initiatives study were also asked to identify continuing education opportunities within California for California library staff. Ms. Hinman reported that the largest single provider of continuing library education in California is the Infopeople project.

Other opportunities include:

- Individual libraries and jurisdictions
  - Surveys indicate that the largest percentage of library CE is provided through individual library jurisdictions, but there is no information about topics, quality, frequency, etc.
- Library systems and networks
  - Both CLSA systems and LOC networks provide various kinds of training opportunities for their members. The nature, quality, and frequency vary by system.
  - Good training is not identified and shared statewide.
- College and University Library Education Programs (see attachment)
  - 3 Master's degree programs
  - 6 universities award Library Media Teacher credentials
  - 15 colleges offer library technology/media technician degrees or certificates
  - non-degree activities, e.g. UCLA Friday Forums
- Professional associations
  - CLA – primarily through annual conference, although some sections offer workshops during the year (e.g., ACTSS)
  - American Society of Indexers – northern and southern chapters –each do 3-4 workshops/year
  - CARL – annual conference, plus various interest groups hold 1-2 workshops per year
  - SLA – 4 chapters, each holds numerous meetings with speakers and offers workshops
  - Workshops are usually offered in only one location and are not repeated.
- California State Library

- Periodic workshops throughout the state, usually related to LSTA projects

### **Notes from Advisory Group Discussion**

#### *Alternatives to the Stanford-CSL Institute:*

- Continue the Institute in some modified form.
- Provide scholarships to identified existing programs. This might include the purchase of a “block of seats” in order to foster the development of a California cohort group.
- Contract with CSU or some other entity that does leadership training as a business.
- Have one of the library schools – or some other school (e.g., Claremont Graduate University) – provide leadership training for librarians.
- Have rotating events over a period of several years – one year the Institute, the next a “beefed-up” CLA conference, the third a public library directors’ forum, etc.
- Attach leadership training to another event. The events mentioned specifically were the CLA Conference or the public library directors’ meeting. If it were CLA, it was noted that there should be one or more top-level speakers at CLA followed by a post-conference leadership event.
- Provide a series of leadership training events held in multiple locations over time. It was noted that if this alternative were pursued, it would be critical to retain high-level speakers.

#### *Possible modifications to Stanford-CSL Institute:*

- Hold less frequently (i.e., less than once a year).
- Involve a smaller group of participants.
- Reduce the time from seven days to three or four.
- Cut out the “frills” – i.e., quantity of food, giveaways.
- Hold north and south if release time and travel are issues.
- Question: What is the ongoing role of Stanford?

#### *If the Institute continues, these were identified as essentials:*

- A residential program in an academic or retreat environment, with
- Adequate free time for bonding and rejuvenation.
- High-end speakers.
- Participants must stay for the entire program.
- The program must include small group activities that are interactive, practical, and short.
- There must be team building or other exercises in the afternoon that involve small group dynamics.

- The event must be held on some kind of regular schedule that is known far enough in advance so that people can plan.
- There must be sufficient, “go-fer” type help and good IT support.
- Participants must include a mix across types of libraries.
- It is not necessary to include participants from outside California.
- There must be good communication with the field.
- There should be CEUs for those who want them.
- Provide discounts or other incentives for contributions.
- **It must happen!**

*Continuing Education gaps in California (not in priority order) :*

- Lack of overall framework and timeline.
- CE “clearinghouse” (old terminology). This elicited a lot of interest and discussion. It was agreed that this should be Web-based, staff, and should include events, course offerings, trainers, providers, consultants, non-library providers, training sites, and videoconferencing.
- The librarian practitioner issue needs to be resolved.
- There are areas where institutional or professional needs is greater than personal interest, so people tend not to take training in these areas – examples are community outreach and output measures.
- The state needs a high-level “think tank” for scholarly research on emerging issues, such as the information commons.
- Someone needs to work on role definitions for the various parties and providers.
- There should be quality control for continuing education events.
- Outcome measures for CE.
- Centralized records or transcripts for individual CE history

Ms. Hinman reviewed the next steps in the study, which are:

- Complete the control group survey
- Conduct focus group meetings with the directors of large public libraries
- Complete research
- Draft report

Andrew Herkovic agreed to set up an electronic discussion list for the Advisory Council. The Advisory Council agreed to meet again in September.