

Prioritized Target Audiences

- New Directors-Managers-Supervisors-Deans-Middle Managers
- Nontraditional Leaders (support staff, introverts) / Staff interacting with community (outreach) / All library staff
- New Staff
- Paraprofessionals / Elementary School Librarians / Teacher Librarians
- Board / Friends/Foundation/Advisory Boards
- Solo Librarians / Rural / Small Library
- Volunteers

Identified Topics

- Advocacy; political savvy; Advocacy – Internal and external.
- Agents of Change
- Communication
 - ❖ What to communicate to next staff person when you change jobs (lights, locks, contacts, bills)
 - ❖ Communicating change
 - ❖ Vision articulation and implementation
 - ❖ public speaking
 - ❖ persuasion
 - ❖ listening
 - ❖ facilitation;
 - ❖ responsibilities to community (external and external).
 - ❖ value of library political fundraising.
 - ❖ How to ask for what you need (e.g. vendors, support, funding)
- Community Building
- Conflict management
- Critical thinking skills.
- Delegation as a form of empowerment
- Ethics / Professional Responsibility
- Growing leaders; In house development – ways in which libraries can help staff become leaders.
- Leadership Standards
- Leadership vs. Management; Leadership theory and organizational theory
- Legal process, hearings, districts.
- Marketing/Social media
- Networking
- Self-awareness; Confidence building (accepting empowerment); self-assessment; identifying and coaching potential leaders
- Why it's important to be a leader; awareness that everyone is a leader

Proposed Next Steps:

(yellow highlighted, either what is being done or is low hanging fruit, part of the charge of the advisory group or what can be done sooner, rather than later)

- Avoid duplication of existing programs.
- Build an evaluation cycle.
- Communication plan to library community (and other stakeholders.)
- Create a plan:
 - ❖ Describe/indentify what leadership looks like.
 - ❖ Mission statement.
 - ❖ Create goals based of vision (could come from information gathered at summit).
 - ❖ Indentify who, what and how.
 - ❖ Create a timeline.
- Define scope – what is practical.
- Establish assessment/strategic plan paradigm.
- Examine/evaluate content from existing sources to see how it can be used in a leadership training.
- Find out/gather leadership development that Idaho libraries are already doing.
- Organize existing training resources (pathfinder, libguide); Pathfinders – Steps/path for leadership train; Portfolio of organizations stating mission of each and opportunities it provides. Inventory leadership training opportunities in Idaho (we think there are more).
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- Further define management vs leadership and develop plan for both of needed (educate on differences).
- Identify a clear result of our efforts – what do we want?
 - ❖ What is the best way to get there?
 - ❖ How do we articulate the vision and sell it to librarians and stakeholders?
- Low –hanging fruit first:
 - ❖ Make the current/updated training document available widely.
 - ❖ Transfer of training to colleges back home.
- Plan for implementation.
- Organize SPLAT team into regional mini – SPLAT liaison teams.
- Promotion plan to target audience.
- Publicize priorities from summit. Report to the Idaho library community on this summit
- Recognize leaders in every position; Recognize leadership abilities in others.
- Create website with resources; Look into creation of a web presence - multi-purpose (web site, wiki, as a specific list serve, FB, all?).
- Develop professional development portal:
 - ❖ Define Leadership
 - ❖ Law Resources
 - ❖ How – To’s
 - ❖ Mentors
 - ❖ Organizations
 - ❖ Mission

Summary from Leadership Summit, April 23, 24, 2014
Proposed Next Steps for Leadership Advisory Group

More Next Steps

- “On –boarding” process with leadership goals.
- Anti-curmudgeon (established managers) training (we have already tried that, it didn’t work).
- Badges – So we can indentify others at our level or beyond
- Benchmark Leadership training models from other states.
- Capabilities – staff? Budget? Time?
- Cohorts – leadership training in a team
- Competency needs assessment; Identify individuals with strength and skills. Set of leadership standards.
- Create a “Big Read” concept on leadership for staff.
- Create a leadership culture / climate; Create culture, climate (create policies).
- Create phone and email tree to filter great leadership opportunities to all library staff; Develop better ways to disseminate information to target audiences (contact network).
- Create subcommittees to address pertinent audiences/training needs.
- Create/leverage partnerships with outside organizations (IEA, SHRM, Higher Ed).
- Crowd source content rather than ICfL, ILA, etc., developing all the content.
- Define desired outcomes of training.
- Deliver training equally to all types/sizes (etc) of libraries.
- Determine what each audience or library community as a whole needs.
- Determine best deliver method for each identified audience.
- Develop a plan to use social media to promote leadership programs and current programs.
- Develop annual training even for all sectors of the library community.
- Develop standard curriculum online resource or mail kits to libraries for different types of library staff, statewide consistency identify mentors for each identified area/need badges.
- Develop school library para pro leadership program.
- Establish mentoring network – all library types.
- Find a way to develop leadership internally – guidelines that are passed on.
- Form advisory groups with desired outcomes.
- Get input/buy in from administrators and other stakeholders.
- Grow leaders – pages through admin.
- Help develop polices for staff training.
- Helping those promoted to leadership role become leaders to co-workers.
- Host discussion with library directors and formal leaders.
- Identify opportunities to move up with in organizations.
- Identify existing professional development opportunities.
- Leadership retreats, workshops, training; Leadership track / online training with badges and mentors; Leadership Training - directors and managers
- LEADS Training every year
- List potential funders/sponsors.
- Locally structure library time/duties so all staff have leadership training opportunities; Structure time/duties so staff can take a leadership role.
- Look at what other states are doing.
- Making use of professional learning communities to utilize technologies – libraries get better access to resources.

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Proposed Next Steps for Leadership Advisory Group

- Mentor training. Informal mentoring, mentors from other programs/libraries, sounding board/feedback. Create statewide mentorship program focusing on leadership (all libraries, regardless of type). Mentors/coaches/guides
- Narrow down priorities and consider establishing a pilot group.
- National Speakers
- New directors forum for leadership training; New managers – legal issues, HR issues, working with other managers.
- New hires – “what goes on in a library”, 5 minute YouTube videos (have library “super stars” create videos).
- Ownership of implementing the project – distributed model might be the best.
- Planning committee members selected from Summit participants – include “newest” staff members.
- Poll staff: Do want leadership training? (self, select, buy in)
- Provide in house training for rural staff or provide subs so that they can attend training; Training for small libraries with geographical/bandwidth issues
- Regional Training for Boards
- Remove barriers internally.
- Resource for higher education opportunities for all types of library careers in Idaho (MILS, endorsements) One stop resource.
- Share current models throughout state.
- Someone take ownership of each of the priority audiences
 - ❖ Hold follow up meeting grouping those in each priority.
 - ❖ Use a pre-conference @ILA for follow-up meeting for this group.
 - ❖ Advisory group can map out the goals and topics for the meeting.
- Summer Institute style
- Support ability to fail and allow organization to learn from experimentation.
- Training
 - ❖ decision makers to advocate for increased funding for libraries.
 - ❖ broader areas of librarianship: IF, ethics, professional responsibilities.
 - ❖ communicating to funders how your library meets goals/needs of organization.
- Visiting librarians’ prog – individuals trained to run small libraries so staff can attend training, family events, sick

Library Standards

<http://www.schoolbriefing.com/isllc-standards/>

<http://learningforward.org/standards/leadership#.U22a31dLoec>

AASL Empowering Leadership: <http://www.alastore.ala.org/detail.aspx?ID=10613>

Webjunction.org

ISLLC Standards **Adapted from ISLLC Standards**

These leadership standards could be adapted for the Idaho library community

Standard 1: Set a widely shared vision for learning

Standard 2: Develop a leadership culture conducive to staff professional growth

Standard 3: Ensure effective management of the organization, operation, and resources

Standard 4: Collaborate with community members, responding to diverse community interests and needs, and mobilizing community resources

Standard 5: Act with integrity, fairness, and in an ethical manner

Standard 6: Understand, respond to, and influence the political, social, legal, and cultural contexts