



Arabella  
Advisors

# CULTIVATING GLOBAL LIBRARY LEADERSHIP

A REVIEW OF LEADERSHIP TRAINING PROGRAMS FOR LIBRARIANS WORLDWIDE

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# FORWARD

## ***The role of libraries and librarians in society***

continues to evolve. While libraries were conceived in a period of information scarcity, today's networked world provides public access to unlimited amounts of digital information. To continue to support communities through these cultural shifts, librarians need, perhaps more than ever before, the skills to lead their libraries in this new, ever changing reality. Stronger and more widely available leadership programs will improve library leaders' abilities to embrace risk and innovation as they manage change in their libraries and help them become better advocates to attract ongoing support for public libraries.

The Global Libraries program of the Bill & Melinda Gates Foundation has supported the strengthening of public libraries for over two decades, investing over a billion dollars in nearly 30,000 public libraries in over 20 countries, positively impacting the lives of more than 253 million people. As part of our strategy to support libraries as engines of development in this changing world, we have supported library leaders and helped to equip them to lead high-impact libraries. To better understand the leadership development

opportunities available to librarians, Global Libraries commissioned Arabella Advisors to identify existing programs and to map possible opportunities for growing and strengthening library leadership.

*Cultivating Global Library Leadership* is the first research of its kind to document library leadership programs around the world, highlight important trends, and provide recommendations for improving the state of leadership capacity building for librarians internationally. This report explores the common characteristics of 30 leadership programs and examines gaps that exist. The report finds that participating in a leadership program is often transformative for librarians and their communities. However, access to these opportunities is limited—particularly in less economically developed regions, significant variation exists in program structure and content, and programs and participants are not well connected, limiting the chance to learn from one another.

These findings resonate with feedback we have heard from our grantees and partners over the years. It is clear from our work and the report's findings that

tremendous potential exists in the library sector to meet community needs but that it can only be unlocked by effective and visionary leadership.

The report is intended to raise awareness of the state and availability of library leadership programs worldwide and offer practical ideas for moving the sector forward. We hope that the report's findings and recommendations will spur leaders in the sector to increase access to programs for underserved regions, identify successful program models for replication and scaling, and create networking opportunities among leadership programs and participants to create more diverse and expansive networks. Ultimately, we believe that focusing increased attention on developing accessible, effective leadership development opportunities will create a culture of visionary leadership that will enable libraries to become essential community hubs. It is our hope that this report can serve as a resource for library leadership program providers, supporters, and participants, and stimulate thoughtful conversations and action to help the library leadership field play a catalytic role in the twenty-first-century library.

Deborah Jacobs

Director, Global Libraries

Bill & Melinda Gates Foundation



# EXECUTIVE SUMMARY

***In today's world of rapidly changing technology*** and easy access to vast amounts of information, the role of the library and its librarians is evolving to one of connector, community hub, and community leader. Librarians internationally are not always equipped with the skills needed for this new role and can benefit from leadership training geared to the new reality. Around the world, Arabella Advisors has identified 30 international library leadership training programs from 83 countries that equip librarians from different stages in their careers to act as leaders in their libraries and communities. But the need for training exceeds the number of training programs, and donors and training providers have opportunities to increase the number of training options and to reach more librarians by investing in existing formats as well as virtual programs; by supporting evaluation to understand more comprehensively which types of training are most effective; and by further disseminating innovative ideas and best practices.

For the purposes of this report, we have identified certain characteristics that constitute library leadership: library leaders need to be creative innovators, open to change, willing to take calculated risks, and

see themselves as agents of change in their communities. They also need to be excellent communicators who look to build partnerships with key stakeholders and advocate for their library's role in the community. The 30 programs we have identified provide training in these leadership characteristics. Depending on cultural context and local need, the programs may also provide training in more technical and managerial skills also required of librarians.

Most of the leadership programs we identified are based in more economically developed countries and are provided in a fellowship, residential, or workshop structure; only one is a virtual program. Regardless of the program type, the limited number of training slots available, when measured against the number of librarians globally who could benefit from them, indicates a clear gap in the training field—a gap compounded by the fact that many trainings require participants to travel great distances and spend significant time away from work and family. The near total lack of solely virtual trainings is also a gap and opportunity in the field, as more virtual options could be a way to reach those librarians who are more remote or require more flexible training schedules.

Training programs rely on multiple program formats to keep participants engaged and to develop a variety of core skills. Programs commonly use guest speakers and discussion to present information. Mentorship opportunities, site visits, and projects to be completed upon return to the home library are less commonly used but were identified as valuable by some participants.

In terms of curriculum, most library leadership training programs cover collaboration, building partnerships, and innovation, while fewer teach librarians about advocacy, risk management, or impact measurement. Library experts identified advocacy skills in particular as a crucial need for librarians in the 21st century, and this represents a gap in many current training programs. Additionally, investment in impact measurement training, which is currently less available in leadership training programs, could help librarians increase their measurement and understanding of the impact of their programs while also providing them with data to support advocacy on behalf of their library programs. Similarly, investment in evaluation of the library training programs themselves would help to address a dearth of information about the best curricula and methods for training programs broadly.

Library leadership training programs have a crucial role to play in elevating libraries into central places for learning and community development. As the Bill & Melinda Gates Foundation exits the field of library leadership training, and other donors and training providers carry on this important work, they should consider ways to: increase access to such trainings,

especially in regions of the world with limited options; identify and replicate successful models through investment in evaluation of programs; and encourage greater communication and collaboration within the field of leadership training so that training providers and participants alike can benefit from the lessons others have learned. Existing programs can also continue to refresh and refine their programming by ensuring they are offering training that prepares librarians for 21st century challenges; expanding opportunities for participants to stay in touch with other leaders in the field; targeting curricula to the specific needs of participants from different sectors and career levels; and developing relationships with local stakeholders who can elevate programs and serve as champions for the sector.

# TABLE OF CONTENTS

<b>Forward</b>	<b>2</b>
<b>Executive Summary</b>	<b>4</b>
<b>Table of Contents</b>	<b>6</b>
<b>Introduction</b>	<b>7</b>
<b>Library Leadership Training in Context</b>	<b>8</b>
Defining “Leadership Training Programs”	8
Methodology	9
<b>Training Program Characteristics</b>	<b>11</b>
Program Type	14
Program Format	23
Program Curriculum	29
Participants	32
Evaluation Methodologies	33
<b>Recommendations</b>	<b>35</b>
Recommendations for the Field	35
Recommendations for Programs	36
<b>Conclusion</b>	<b>38</b>
<b>Appendix A: Methodology</b>	<b>39</b>
<b>Appendix B: Interview List</b>	<b>41</b>
<b>Appendix C: Data Set Components</b>	<b>42</b>
<b>Appendix D: Program Descriptions</b>	<b>45</b>
<b>Appendix E: Complete Data Set</b>	<b>49</b>
<b>Appendix F: Resource Partners</b>	<b>59</b>
<b>Appendix G: Implementation Partners</b>	<b>60</b>

# INTRODUCTION



***Internationally, leadership-training opportunities*** for librarians have expanded significantly in the past 20 years, especially in Anglophone countries with higher incomes. However, in many parts of the world, leadership-training opportunities are still limited, and significant variation exists in the structure of programs as well as how programs define leadership. Working together, the international library community can increase access to trainings, especially in regions of the world with limited options; identify and replicate successful training models through investment in evaluation of programs; and encourage greater communication and collaboration within the field of leadership training.

The Bill & Melinda Gates Foundation engaged Arabella Advisors to survey the field and create a baseline of library leadership-training programs currently operating internationally.<sup>1</sup> This report describes leadership-training opportunities that exist internationally for librarians and identifies competencies and skills that librarians learn in these programs. In the past 20 years, the foundation has invested over a billion dollars in public libraries, reaching more than 13,000 public libraries in nearly 20 countries, and has

played a critical role in supporting the expansion of libraries and librarianship programs worldwide.<sup>2</sup> Many of these investments included training programs for librarians internationally. The foundation's Global Libraries program has supported the premier institutions in the leadership-training field in their efforts to foster a culture of innovation, receptivity to change, and risk-taking within public libraries as well as to increase access to training in underserved regions.

As the foundation moves out of the global libraries sector, this report seeks to provide a launching point for further efforts to strengthen the library leadership-training field. Ultimately, we hope that this report will encourage others to become more involved and inspire creativity and innovation in meeting the needs of librarians globally, as training providers, international library bodies, and funders work together to address the gaps and opportunities highlighted here. We welcome input on the report from readers and encourage sharing of its findings.

<sup>1</sup> All opinions expressed in this report are the opinions of Arabella Advisors. Program inclusion in this report does not constitute endorsement from the Bill & Melinda Gates Foundation.

<sup>2</sup> Deborah Jacobs, "Global Libraries: Impact Around the World," Impatient Optimists (blog of the Bill & Melinda Gates Foundation), May 7, 2014, <http://www.impatientoptimists.org/Posts/2014/05/Global-Libraries-Impact-Around-the-World>.

# LIBRARY LEADERSHIP TRAINING IN CONTEXT



**New technology is rapidly creating an interconnected** world where huge amounts of information, resources, and tools are available to those who can access and use the Internet. A large percentage of the world's population cannot access these resources, and libraries are uniquely positioned to bridge this digital divide. Yet libraries in many parts of the world are unprepared for these changes, and librarians increasingly seek training in the technical and leadership skills that will prepare them to meet the needs of their communities and become community leaders.

There is currently limited comprehensive information about the state of the field of international library leadership training, even though library leadership training has been an established field in the United States since the early 1990s and has been informed by a growing body of academic literature and program evaluations. Programs sprang up in Canada, Australia, and Germany during the 1990s, some as outgrowths of particularly popular library leadership training programs operating in the United States at the time.<sup>3</sup> Scholars have identified and systematically documented training programs in the US context,<sup>4</sup>

and proceedings from the 7th International Federation of Library Associations and Institutions (IFLA) World Conference on Continuing Professional Development and Workplace Learning for the Information Professions provide an in-depth look at some of the leadership-training programs and activities globally.<sup>5</sup> To our knowledge, however, no systematic and comprehensive accounting of library leadership training programs exists for the international context.

## DEFINING “LEADERSHIP TRAINING PROGRAMS”

As many have noted in the US context, leadership training has been plagued by a lack of consensus on the core set of skills individuals need to develop to be effective leaders.<sup>6</sup> Definitions of the set of competencies needed for leadership vary, and the competencies programs seek to build in participants are highly diverse. In the international context, identifying and cataloging leadership programs is further complicated by the fact that different cultures have different expectations about the roles leaders should play in a community and the approaches or styles they should employ in playing those roles.

3 Katherine Skinner and Nick Krabbenhoef, *Training the 21st Century Library Leader: A Review of Library Leadership Training 1998-2013* (Atlanta: Educopia Institute, 2014).

4 Florence Mason and Louella Wetherbee, “Learning to Lead: An Analysis of Current Training Programs for Library Leadership.” *Library Trends* 52(1): 187-217. Skinner and Krabbenhoef, *Training the 21st Century Library Leader*.

5 Claire Ritchie and Ann Walker, *Continuing Professional Development: Pathways to Leadership in the Library and Information World*. IFLA Publications Series no. 126. (Munich: K.G. Saur Verlag, 2007).

6 Mason and Wetherbee, “Learning to Lead.” Skinner and Krabbenhoef, *Training the 21st Century Library Leader*.

For the purposes of this report, we only included programs that emphasize leadership development, and all programs in our data set focus on at least one of the following competencies: collaboration and partnership building, innovation, advocacy, impact measurement, community engagement, strategic planning, risk-taking, and change-making. We included or excluded programs based on the competencies they seek to develop in participants (using the list above as a reference point), while keeping in mind the local contexts in which they operate.

Since understandings of leadership vary widely from one country to another, some programs we selected might include elements that would be considered as “management” or “technical training” rather than “leadership” in more economically developed countries. We found that many of the programs that had been adapted to meet local needs in less economically developed countries and those with transitioning economies included a balance of training on management, technical, and leadership skills. Examples include the Electronic Information for Libraries (EIFL) training program in Ghana, the Public Library Management Diploma (PLMD) in Chile, and LABiB in Poland. EIFL’s training program for Ghanaian library managers includes two modules that cover technical library skills, such as computer literacy and conducting Internet searches, and two modules that focus on leadership-related curriculum, such as advocacy and responding to community needs. We restricted inclusion of programs that do not focus exclusively on leadership training to those that dedicate approx-

imately half or more of their instructional time to developing leadership competencies. In addition, we did not include programs focused exclusively on developing a single leadership competency – for example, advocacy – since evidence suggests that strong leadership arises from a mastery of multiple competencies. We developed this understanding of leadership through a review of literature on leadership competencies as well as conversations with staff at the Bill & Melinda Gates Foundation.

## METHODOLOGY

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To help describe the field of global library leadership training programs, data were collected between August and November 2014. We spoke to 26 library experts from 20 countries on six continents who could provide perspective on the unique characteristics of training programs and formats in their regions and identify key trends in the field (see Appendix B for a list of interview participants). We tracked down leads via email and extensive web-based searches. We also posted our research project to the IFLA listserv to reach program leaders outside our network. After we had compiled as complete a list as possible, we shared the data we had collected with program directors, two-thirds of whom reviewed our research to ensure we had accurate data on their programs. We also interviewed all directors of the projects we highlighted as case examples and invited them to review final drafts of their case examples to verify our accounts. A full description of our methods can be found in Appendix A.

This report focuses on reoccurring and stand-alone programs: we do not include workshops provided by independent consultants, one-off internal workshops, professional development provided by a single library solely for its own employees, or university courses that are part of formal degrees. Most of the programs we cover are provided by nonprofits and organizations partnering with academic institutions.

Every program in the data set meets the following criteria:

- *Public & academic librarians:* All training programs specifically target public and/or academic librarians. Some programs may invite librarians from other sectors as well.
- *International audience:* Programs target participants based outside the United States, even if the training itself is held in the United States.
- *Library focused:* Programs focus primarily on librarians or offer programming specifically for librarians and information-science professionals.
- *Currently operating programs:* All programs have run events or application processes within the past two years. All plan to continue their programming in the future.

This report captures the programs most recognized by experts and practitioners in the field, collected through web-based searches and key informant interviews. We are confident that our scan provides credible and valid data to describe and provide insights into the current state of library leadership training worldwide. That said, we anticipate that there may be other programs that we did not discover in

our research, especially those with no web presence or that use different terminology to describe what we would consider leadership training.

# TRAINING PROGRAM CHARACTERISTICS



**Leadership-training opportunities exist around** the world for librarians at all stages of their careers who have the time, resources, and employer support to travel and invest in intensive training. However, the need for leadership training globally is vastly outpacing its provision. The small number of training slots, compared with the number of librarians globally, indicates a gap in the training field, and this gap is compounded by the fact that many of the training programs that are available require long-distance travel and significant time commitment away from work and family. The lack of solely virtual trainings also represents a gap in the field, as well as an opportunity. More virtual options could be a way to reach those librarians who are more remote or who require more flexible training options.

Our research identified 30 programs currently operating around the world that are providing lead-

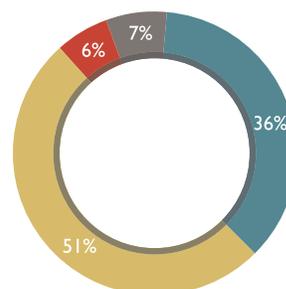
ership training for librarians, including 14 fellowship programs, 10 residential programs, 5 workshops, and 1 virtual program (detailed data on each program can be found in Appendices D, E, F, G). On the basis of our research, we estimate that these 30 programs are responsible for training and equipping more than 6,000 library leaders around the world to lead their libraries over the past two decades. While approximately 900 leaders were trained in 2014,<sup>7</sup> OCLC suggests there are more than 1 million libraries in the world, and the Beyond Access project documents at least 230,000 public libraries in less economically developed countries and those with transitioning economies.<sup>8</sup> At the current rate, it would take over 250 years to train one librarian from each existing public

7 For estimation purposes, participant totals for programs with multiyear cohorts were divided evenly across the number of years the cohort received training.

8 OCLC. "Libraries: How They Stack Up," <https://oclc.org/content/dam/oclc/reports/librariesstackup.pdf>. Beyond Access, "Public Libraries Around the World" map, April 2013, [http://beyondaccess.net/wp-content/uploads/2013/07/Beyond-Access\\_Library\\_Map\\_EN\\_201304.png](http://beyondaccess.net/wp-content/uploads/2013/07/Beyond-Access_Library_Map_EN_201304.png).

## FIGURE 1:

Total Participants Across All Program Types  
(1994–2014)  
n=6080



**RESIDENTIAL**  
**FELLOWSHIP**  
**WORKSHOPS**  
**VIRTUAL**

library. The vast majority of the identified trainings require travel to the United States, Europe, or Australia; fewer programs take place in Africa, Asia, the Middle

East, and South America. In addition, there are limited virtual training opportunities for leaders who may not have the time, resources, or flexibility to en-

**FIGURE 2:** List of all library leadership training programs captured in this report.

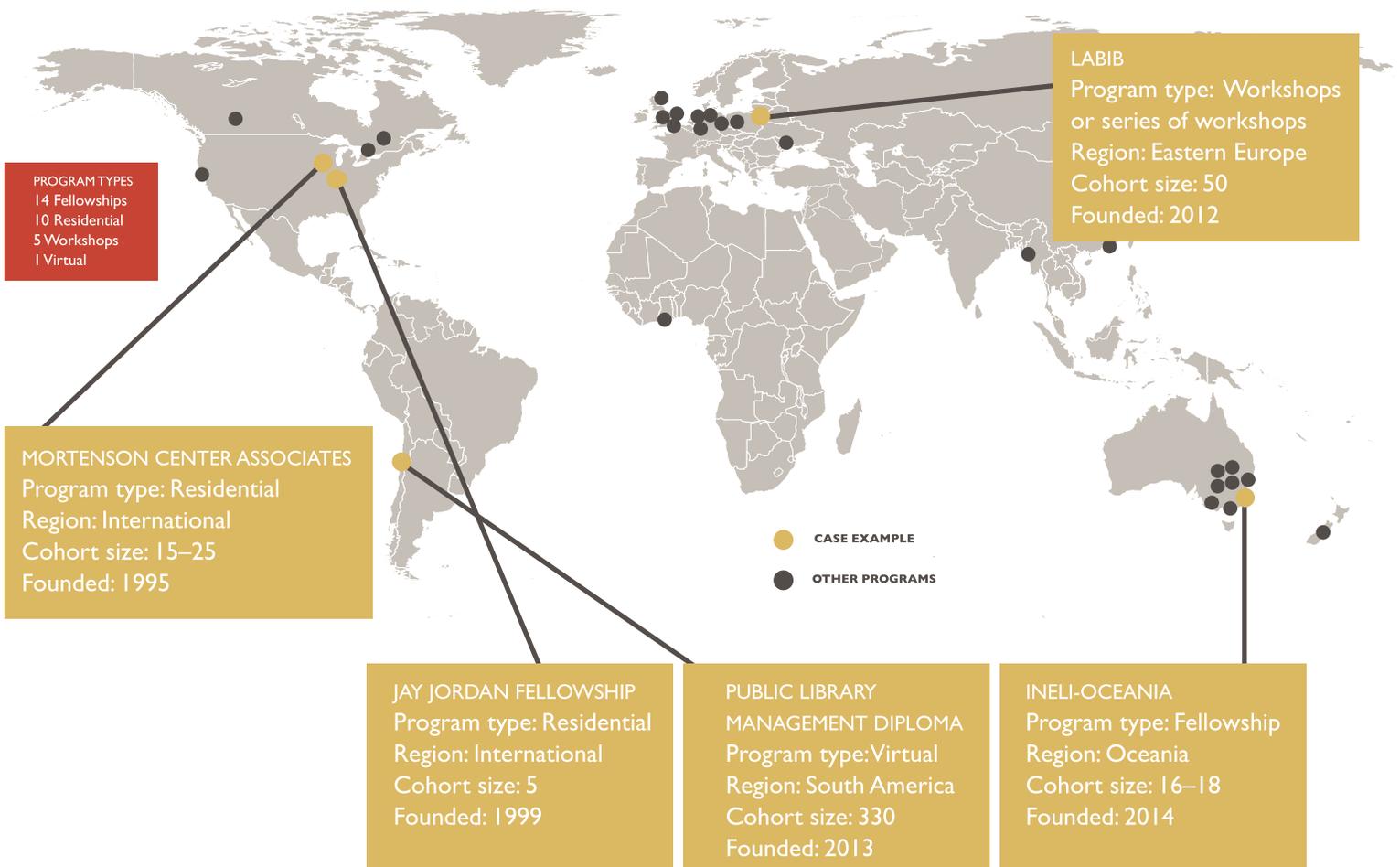
PROGRAM TITLE	LOCATION OF HEADQUARTERS
Advancing Public Library Leadership Institute	Canada
Annual Library Leadership Institute	Hong Kong
Aurora Institute for Emerging Leaders	Australia
Building Strong Library Associations	Netherlands
Carnegie Library Lab	United Kingdom
CAUDIT Leadership Institute	Australia
CAUL Leadership Institute 2014	Australia
CAVAL Library Leadership	Australia
Clore Leadership Programme	United Kingdom
Coaching for Managers in Libraries	Germany
Fostering new ICT-based services that meet community needs	Netherlands
IATUL Leadership Academy	Germany
IFLA International Leaders Programme	Netherlands
INELI-Oceania	Australia
Information Strategies for Societies in Transition	United States
Kotuku: LIANZA Emerging Leaders Programme	New Zealand
LABIB	Poland
LIBER Leadership Development Programme	Netherlands
Management and personal development programmes	United Kingdom
Masterclass in Creative Strategy	Australia
Mortenson Center Associates Program	United States
Northern Exposure to Leadership Institute (NELI)	Canada
Professional Development Program for Librarians	Ukraine
Public Library Leadership Fellows	Canada
Public Library Management Diploma	Chile
Shared Leadership Program	Australia
Taking the Lead	Australia
The Future Leaders Programme	United Kingdom
The International Network of Emerging Library Innovators (INELI)	United States
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	United States
<b>Total</b>	<b>30</b>

gage in international fellowships and residential programs. Although virtual leadership programs have some drawbacks, they offer an opportunity to provide a large number of individuals in diverse geographies with some initial training or continuing education opportunities.

The following sections highlight some of the key themes and trends from our data and focus on the following program characteristics:

- PROGRAM TYPE
- PROGRAM STRUCTURE
- PROGRAM CURRICULUM
- PARTICIPANTS
- EVALUATION

**FIGURE 3:** Library Leadership Programs Around the World

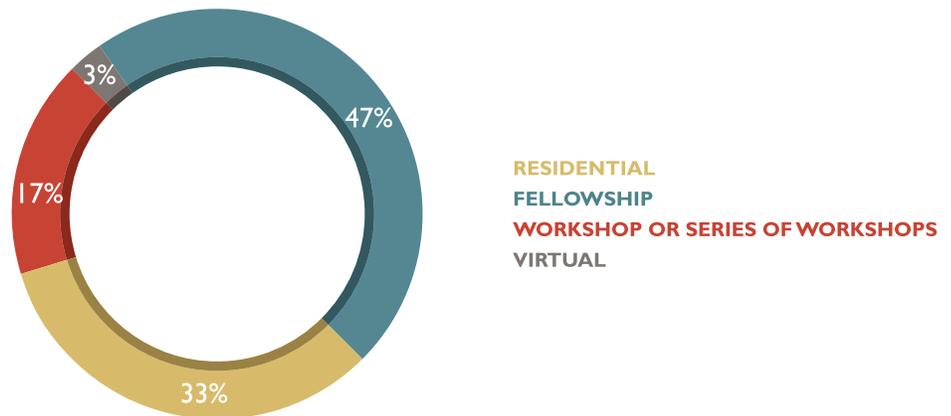


## PROGRAM TYPE

Professionals at all career levels have a number of options for fellowship and residential programs held in Australia, Europe, and the United States. Access to ongoing workshops, series of workshops, or virtual trainings is more limited, although we are aware of a number of one-off workshops on particular leadership competencies that have been offered at the local or

they provide participants with a comprehensive and often personalized learning opportunity without requiring them to spend lengthy periods of time away from their jobs and families. Eight new fellowship programs have been developed in the past five years, considerably more than any other program type. Nearly half (47%) of the programs identified in our research are fellowship programs, defined as trainings spread over longer periods of time (typi-

**FIGURE 4:**  
Four Key Program Types  
n=30



national level. While most programs we found have few formal restrictions on participation beyond employment in the library and information sector, participation is practically limited to those who can travel internationally, take sometimes significant amounts of time off, and cover the costs of the travel and training. Fortunately, our research found that, in many cases, scholarships were offered to help subsidize the participation costs.

### *Fellowships*

Fellowship programs have become increasingly prevalent in recent years, perhaps in part because

usually 9 months to 3 years), with a combination of in-person meetings and self-directed or group work that may or may not require virtual meetings. The vast majority (79%) of fellowships are blended programs that combine shorter residential periods with periodic online training, webinars, or teleconferences that may extend over many months. Fellowships are available at all career levels and are responsible for training 36% of the total number of librarians trained by the programs identified in our research.

Fellowship programs are a particularly popular type of training for public librarians. Nearly two-thirds (64%)

of fellowship programs cater exclusively to public librarians while 21% are open to both academic and public librarians. Fellowship programs may allow more flexibility for public librarians who may not be able to leave their regular jobs for long periods to attend residential programs but who may be able to attend a weekend of training and then return to their home institutions to complete self-directed or group projects. Fellowship programs can serve as important incubators for networks of librarians, which can provide peer support and advice during and after the program. For example, INELI Oceania uses a fellowship model to increase the interconnectedness of emerging library leaders in the Oceania region (see the case example below for more details).

Practically by definition, fellowship programs run much longer than other program types when all in-person and self-directed time is included. On average, programs last 1 year and 5 months but range from as short as 5 months (15%) to 2 years (46%). Fellowship programs include 18 days, on average, of in-person, residential time. Fellowship programs are frequently more expensive than other types of programs but also more likely to provide scholarships. Of the programs that report program costs, 42% are fully subsidized and 75% provide scholarships. The average cost of fellowship programs is \$5,600, but two programs, both in the UK, are significantly more expensive than others for participants that are self-funding – the Future Leaders Programme charges \$16,370 and the Clore Leadership Programme charges \$35,980. Various factors contribute to the higher cost of these programs. The Future Leaders Programme’s

cost includes overnight accommodation in London for each of the program’s six modules, whereas the Clore Leadership Programme offers individual training opportunities to its fellows (individual coaching, a three-month placement in a UK-based cultural organization, and support in the production of an article on their experience) in addition to group workshops and courses. Both programs offer scholarships or member discounts to help offset or fully cover costs.

*“For leadership training to be effective, it needs to occur over an extended period of time and it requires mentoring and coaching over the long-term.”*

*—Key informant interview*

### **Residential Programs**

Residential programs have had a long and impactful presence in the library leadership training field. Six of the longest-running programs we found are residential, and residential programs trained just over half (51%) of the total participants reached by all the programs we identified, despite accounting for only a third (10/30) of the programs in our data set. Residential programs are characterized by intensive training for participants who come together in person on consecutive days for a short period of time—usually between two days and two months—but can also include optional longer projects conducted at the home institution.

# CASE EXAMPLE: FELLOWSHIP PROGRAM

## INELI OCEANIA



Source: INELI Oceania

In 2011, the Bill & Melinda Gates Foundation launched the International Network for Library Innovators (INELI). INELI is an online and in-person two-year leadership program that allows emerging library leaders to explore new ideas and learn from each other. The program includes skill-building modules and three face-to-face convenings and covers topics such as innovation, risk management, change management, and advocacy. As the INELI program wraps up this year, INELI participants from Australia and New Zealand saw value in adapting this tested leadership training model to address needs in their region. As a result of their efforts, INELI Oceania was launched in 2014 as a smaller-scale adaptation of the international INELI program. It seeks to create a regional network of emerging library leaders, fostering collaboration and partnerships among library professionals in Australia, New Zealand, and the South Pacific through a sustainable and cost-effective training program.

### PROGRAM DESCRIPTION

*INELI Oceania is designed to develop participants' effectiveness as leaders and allow them to contribute to the future development of public libraries in their respective areas and the wider region. Over the course of the two-year program, participants engage in a wide range of individual and collaborative activities that combine theoretical and experiential learning. They complete skill-building modules online, participate in two convenings, take part in site visits to innovative libraries, and plan an action-learning project of relevance to their local area. Participants work in teams with their peers and a mentor for the duration of the two-year program and undertake an individual project in year two. The program seeks to develop a number of core competencies including teamwork, leading*

and developing others, influencing effectively, displaying business acumen, demonstrating confidence, leading change, advocacy, and project management. While the program's learning opportunities and curriculum are similar to those of the international INELI program, its structure has been adapted to reduce costs. For example, the number of in-person convenings is two instead of three, and participants from Australia and New Zealand are self-funded, while program costs are covered for South Pacific participants.

#### IMPACT

By delivering a highly impactful curriculum adapted to regional needs at a lower cost, INELI Oceania provides a model to others. INELI Oceania's team plans to evaluate the participants' skills and abilities and the degree to which local stakeholders and agencies are engaged and will use the data to improve the second round of the program. Already, the program is showing success in building a sustainable presence by identifying and cultivating key regional partners to support the program financially and in-kind, including: the National and State Libraries of Australasia, the State Libraries of Queensland and Victoria, Public Libraries Victoria Network, the Australian Library and Information Association, the Library and Information Association of New Zealand Aotearoa, and local stakeholders. The intention is to broaden stakeholder involvement prior to Cohort 2 to engage government agencies and similar bodies.

Residential programs, like the Jay Jordan OCLC/IFLA International Fellowship Program described in the case study below, typically value providing participants with the time to engage with their peers, learn in formal and informal settings, and then retreat for individual reflection.

Residential programs are a popular format for training both public and academic librarians: 40% of residential programs target only academic librarians, 50% target both academic and public librarians, and 10% target only public librarians. Residential programs are commonly used to provide training at all career levels. In our data set, 30% of programs targeting senior library managers, 26% of programs targeting mid-career librarians, and 22% of programs targeting

early-career librarians are residential. Residential programs last 22 days on average but range in length from two days to three months.

Residential programs often are quite expensive for organizations to run, and many participants would be unable to cover the costs on their own. For the nine residential programs that advertised or reported their costs, costs ranged from fully subsidized (2/9) to \$4,642 (1/9); four programs offered scholarships that covered at least some of the program costs.

#### *Workshops or Workshop Series*

While not as comprehensive as residential programs and fellowships, workshops can provide helpful continuing education opportunities for librarians who do

not have the resources or time to attend more-intensive programs. However, only a small percentage (17%) of the leadership-training programs globally for librarians are workshops, and only 7% of the total participants in our data set were trained through them. While this number likely underestimates the number of individuals reached by workshops, since many organizations do not report attendance numbers for them and offer programming multiple times per year, it is still clear that workshops are currently an underutilized tool to reach a large number of librarians underserved by residential or fellowship programs.

We found a great deal of variation in the implementation of workshops, which we initially defined as trainings where participants come together in person for a part-day or full-day event. For the purposes of this report, we expanded our definition to also include workshop series—cases in which a series of one-day events are held over a longer period of time with no instruction provided in the intervening periods between events. The case study below gives a helpful description of LABiB, a leadership network that offers a series of training workshop on core leadership skills for librarians. Two other organizations within this category—Chartered Institute of Library and Information Professionals—also offer workshop series. These organizations offer individual workshops on many different aspects of leadership that can be taken as one-off trainings on specific leadership topics or strung together to provide more comprehensive leadership training. Other types of workshops (e.g. one-off workshops, workshops held in conjunction with conferences, and workshops only

*“The immersive experience [of our residential program] gives them the time to develop their personal development plan, reflect on how they can go back home and make a difference, and make connections that will give them a support network beyond the program.”*

*—Key informant interview*

focused on one core leadership competency) could also be an intermittent resource for librarians but were excluded from this analysis because they are not consistent, reliable, or comprehensive sources of leadership training over time.

Similar to other program types, workshops cater about equally to all career levels. For two of the three workshops where costs were reported, the workshops are fully subsidized. Both of these workshops target librarians from less economically developed countries or those with transitioning economies.

## CASE EXAMPLE: RESIDENTIAL PROGRAM

# THE JAY JORDAN IFLA/OCLC EARLY CAREER DEVELOPMENT FELLOWSHIP PROGRAM



Source: Jay Jordan IFLA/OCLC Early Career Development Fellowship Program

The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program is a residential leadership program that seeks to provide early career development and continuing education for library and information science professionals from developing countries. It was founded in 1999 by Jay Jordan, former president and CEO of OCLC, and Christine Deschamps, former president of IFLA, to address the gap in leadership training and professional development for librarians outside the United States. The program's long-term goal is to develop library leaders who are empowered to transform and grow the library sector in their own countries.

### PROGRAM DESCRIPTION

*The fellowship is a highly selective, four-week, intensive residential program for promising librarians who are at an early stage of their career and show a commitment to and interest in professional development and library cooperation. Applicants to the program must have a qualifying degree in library or information science, have 3 to 8 years of library experience, and come from one of the program's qualifying countries. The program's curriculum focuses on: (1) technology-based library services, (2) library best practices, (3) global library cooperation and networking and (4) professional development. The program encourages fellows to develop leadership competencies such as partnership building and collaboration, meeting community needs through library services, and building a professional development plan. During their stay, fellows meet with leading information professionals, participate in facilitated discussions, take part in field trips, and complete electronic and written exercises related to the program's curriculum. Each activity, visit, and exercise is designed with a specific learning objective in mind, and fellows are encouraged to think about how they can implement the new ideas they are learning in their own country.*

## IMPACT

*The Jay Jordan IFLA/OCLC program offers a personalized and hands-on coaching approach to nurturing the professional development of library leaders. Seventy fellows from 36 countries have participated in the program since the first cohort in 2001. Fellows have reported high levels of satisfaction with the program, describing how their experiences allowed them to refine their approaches to problem-solving, broaden their perspectives about librarianship, and undertake new projects in their respective countries. In addition, fellows who have completed the program show increased involvement and leadership in professional library associations, teaching in library education programs, and pursuing master's and doctoral degrees. Eight fellows have earned PhDs since the completion of their fellowships, while another has been elected president of his country's national library association.*

### *Virtual*

Virtual library leadership training programs represent a significant opportunity to use new technology to reach librarians unable to participate in other forms of leadership training, yet library leaders and experts globally were largely unaware of virtual leadership training programs available to librarians. Through our research, we identified only one online-only library leadership program: the Public Library Management Diploma (PLMD) program in Chile. This program is offered free of charge to public librarians in Chile and weaves leadership competencies into course content focused on management and technical skills. This model, uniquely adapted to the needs in the Chilean public library sector, is further explored in the case study below. Because of the dearth of online programs and the potential they provide in reaching a large number of librarians located far from in-person training sites, virtual programs are a potential opportunity for investment.

Online courses have certain drawbacks when it comes to developing some of the “soft” skills and core competencies most commonly associated with leadership training. For example, experts emphasized the importance of building a network of peers and fellow leaders through leadership training, which would be harder to do in a purely virtual environment. Additionally, at the moment, virtual streaming content may be less relevant in some parts of the world, given their lower Internet access rates and slower download speeds. But as libraries bridge the digital divide, providing opportunities for connecting virtually will be increasingly relevant and important, and it will also reduce program costs and the need for travel. Already, librarians are looking for virtual ways to continue their training and to network with peers after completion of their programs.

Nevertheless, we believe virtual programs could be used effectively for many other purposes and could even be designed to help foster networks.

The massive open online courses (MOOC) approach has recently drawn significant attention, including in the information and library sector. We did not find any MOOCs that specifically focus on building leadership skills for international library leaders, but we believe this is an area that will continue to change rapidly in the coming years. The category of virtual programs is

excluded for the remainder of our analysis because of the small number of programs found in this category.

## CASE EXAMPLE: SERIES OF WORKSHOPS

# LABiB



Source: LABiB

LABiB is a virtual and physical network that enables Polish librarians to share knowledge, experiences, innovative ideas, and best practices. It aims to spur innovation in local libraries by raising awareness of innovative practices and encouraging librarians to implement these ideas in their respective communities. Poland benefits from a rich infrastructure of more than 8,200 public libraries, served by well-educated librarians. However, Polish librarians are often isolated, and innovative ideas taking root in some libraries are unable to spread widely. Polish librarians lack access to a network where they can share knowledge, connect, and learn from each other. To help public libraries, especially those in small towns and villages, become centers of local activity and places where users can access technology and resources relevant to their everyday needs, the Information Society Development Foundation (FRSI) created LABiB in 2012. LABiB offers a wide array of services and training opportunities to members, including an online platform to discuss best practices and innovative ideas, leadership and management training, and small grants.

### PROGRAM DESCRIPTION

*LABiB's leadership and innovation training program includes in-person meetings, workshops, and conferences that cover a wide range of leadership competencies, such as project management, public speaking, change management, professional development, and implementing innovative library activities. Trained librarians then go on to train other members of the network, creating a ripple effect for LABiB participants. In addition to training, members also have access to site visits and individual career coaching and can apply for small grants to develop or implement innovative ideas. LABiB is designed for librarians working in small towns and villages, but is open*

to librarians from larger cities. Members are selected competitively, based on their openness to innovation, regardless of their career level. All LABiB members have access to its programming for free. In addition to training, LABiB members can join an interactive social-networking platform that allows them to create and share resources, search a database of innovative library activities, and connect with each other.

#### IMPACT

LABiB is now a network of 50 innovative leaders, and its online platform is used by more than 1,300 participants, which testifies to the network's growing brand recognition. Its model, which focuses on networking and knowledge transfer, is a unique blend of virtual and in-person leadership programming that could serve as a blueprint to countries with similar dissemination needs. LABiB's team recently completed an internal evaluation of the program and is implementing modifications, including making the online platform more user-friendly, on the basis of lessons learned through that process. The network's early successes with its first cohort and the interest Polish librarians are showing in participating in the virtual community suggest a promising future for the program.

#### PROGRAM FORMAT

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Training programs rely on multiple program formats to keep participants engaged and to develop a variety of core skills. Programs commonly use guest speakers and discussion to present information. If participants are interested in receiving mentorship, participating in site visits, or completing projects with guidance from the program<sup>9</sup>—all program components that participants have ranked as important in publicly available evaluations of long-standing training programs—then they have fewer options. On the whole, programs could increase their use of such experiential learning approaches and employ virtual technologies to meet the needs of participants who are interested in continuing education opportunities as well as ongoing networking. While many programs encourage networking, there is an opportunity to invest in sup-

porting learning and networking beyond the duration of the training. Facilitating ongoing engagement among participants can be costly and time-consuming for the training programs but can result in long-term positive impact for the library field.

#### *Discussion and Guest Speakers*

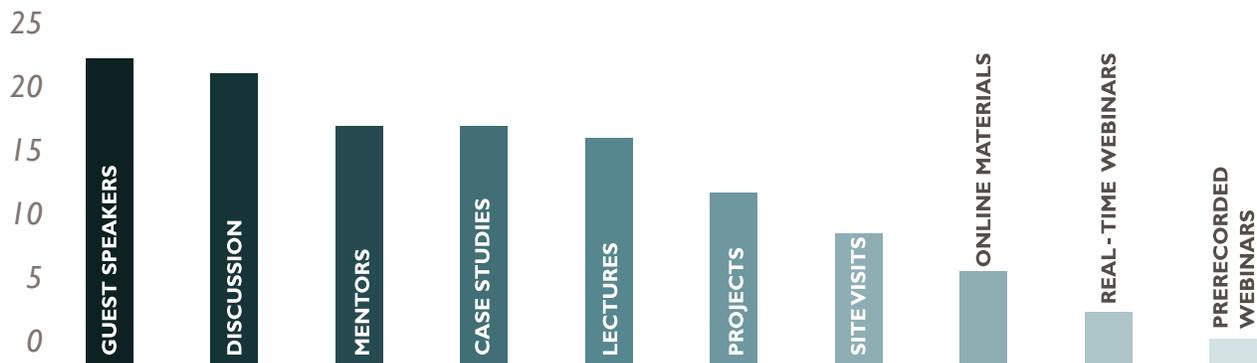
The most commonly used program formats for conveying information across all types of programs were discussion (73%) and guest speakers (77%). Most programs actively seek to be interactive and provide participants with opportunities to discuss course materials and bring their own perspectives to the conversation: 86% of fellowships and 70% of residential programs include discussion, while 60% of workshops report a focus on ensuring that participants discuss course materials. Residential (86%) and fellowship programs (90%) were more likely than workshops (40%) to invite speakers other than the main program facilitators to join their efforts to train fellows. Guest

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<sup>9</sup> Arabella Advisors, "Building Global Library Leaders: An Evaluation of the Mortenson Center for International Library Programs," 2013. Turner, Nick. 2010. "Directors in Leadership Training: The Aurora Leadership Institute."

speakers typically include leading information practitioners and experts, innovative business leaders, professors, and key government representatives.

**FIGURE 5:**  
Number of Training Programs Using Common Methods



### Mentors

Mentorship in library leadership training programs can help to build the confidence of emerging leaders and signal the profession’s interest in investing in the next generation. Among the programs we identified, 60% provide mentors, with mentorship most common in fellowship (86%) and residential programs (50%) and least likely in workshops (20%). Frequently, mentors are previous program participants or library professionals in the field who are committed to nurturing the next generation. Most programs have one mentor for every five to ten participants. Programs vary in terms of the relationships that participants continue to have with mentors after the end of the program. In the best cases, participants continue to receive informal mentoring or career advice beyond the program.

*“Many respondents found that the encouragement and insightful feedback from respected mentors helped them to find the confidence to seek leadership roles.”*

—“Directions in Leadership Training:  
The Aurora Leadership Institute”

### Case Studies and Lectures

Case studies and lectures are employed by approximately 60% of programs. Case studies offer opportunities to test out new skills in relation to situations that arise in the real world. Using real-life examples is most common among residential programs (70%) and

## CASE EXAMPLE: VIRTUAL PROGRAM

# PUBLIC LIBRARY MANAGEMENT DIPLOMA

The Public Library Management Diploma (PLMD) is an online program that seeks to increase the librarianship and public library management skills of librarians in Chile and Latin America. In the last two decades, the number of training programs available to library staff in Chile has increased significantly; however, a recent assessment of the library field conducted by the Public Libraries National System of Chile (PLNSC) revealed that only 35 percent of library staff members in Chile earn a high-school degree and fewer than 15 percent earn a college degree. A resulting lack in basic librarianship skills prevents many library staff members from taking full advantage of available training opportunities. Responding to the need for a more-comprehensive skill-building program that would build the management, leadership, and technical skills of librarians and prepare them for ongoing training, PLNSC created the PLMD in collaboration with Alberto Hurtado University.

### PROGRAM DESCRIPTION

*The program seeks to reach a large number of librarians in Chile to help them develop a set of fundamental skills and leadership qualities that will empower them to better position their services to their communities and improve public access to culture and knowledge. The program is widely accessible: it is open to all librarians in Chile, available online through an e-learning platform, and offered for free. The curriculum is divided into six online modules and covers a wide array of competencies including customer service, library services, the library and its community, reading promotion, management and advocacy, and culture and memory. The modules are designed to be completed in 178 hours over 6 months. Specific leadership skills actively cultivated through the program include project design and evaluation, developing services that are tailored to the community, and advocacy. In addition to the modules, program participants also have access to a tutor and to discussion forums where they can explore common issues with their tutors and peers.*

### IMPACT

*PLMD's responsive and accessible approach to leadership training provides a model for countries that share similar challenges with their library systems. The first cohort of the program completed the curriculum in 2013. Of the 444 who started the program, 335 successfully completed the final exam. While it is too early to measure the long-term impact of the program on library staff, PLMD's early successes have already inspired its dissemination across other countries. In 2014, the program will be expanded to seven other Latin American countries (Brazil, Colombia, Costa Rica, Chile, Ecuador, Spain, and Mexico) through the Iberbibliotecas, Iberoamerican Program for Public Libraries.*

fellowships (64%). Only 40% of workshops mention using case studies in their program descriptions. Over half the programs (57%) rely on lectures to convey information, with all program types equally likely to employ a lecture format.

### **Projects**

Encouraging participants to complete projects in their home institutions during or after the completion of the training can be an effective way to help participants put the new skills and tools they have learned into practice. Yet fewer than half of all programs (43%) require participants to complete projects after returning to their home institutions. Not surprisingly, fellowship programs are most likely to

*“Participants worked on team projects throughout the training and implemented coordinated projects in their individual home libraries that required them to put communications theory into action. Interviewees suggested that these opportunities to apply the communications skills they were building during training reinforced them.”*

—“Building Global Library Leaders: An Evaluation of the Mortenson Center for International Library Programs”

require projects (57%) followed by residential programs (40%). For example, the Shared Leadership Program requires its participants to undertake an “action learning project” that focuses on a strategic issue that can benefit the Public Libraries Victoria Network in Australia. Participants build the project as part of a team, and their work is overseen by a project sponsor who offers guidance and advice to the group. At the end of the program, each learning project team presents its project, outcomes, and findings to the network and its library service manager.

### **Site Visits**

Site visits can provide inspiration for librarians looking for innovative approaches to challenges in their own libraries. A third of programs mention that they take participants on site visits to explore other libraries’ models. Only 29% of fellowship programs, 40% of residential programs, and 40% of

*“Library visits exposed Mortenson Center participants to new ideas and best practices for how to effectively manage their libraries and proactively respond to patrons’ needs, which boosted many participants’ confidence and activated their drive to make changes in their libraries.”*

—“Building Global Library Leaders: An Evaluation of the Mortenson Center for International Library Programs”

workshops indicate that they include site visits in their curricula. Of the programs that do provide opportunities to visit other sites, the majority of these visits are to local libraries. The Canadian Urban Libraries Council program, for example, is structured around site visits to libraries across Canada, with participants required to visit four of the six model libraries. The program's curriculum, which includes topics such as human resources development, governance, partnerships, and advocacy, is directly tied to these site visits, and instructors are drawn from these same institutions.

### *Virtual Formats*

Virtual formats such as live (3%) and recorded (3%) webinars and online courses (23%) are infrequently used by all program types. Even among blended programs (i.e., those that combine in-person and virtual elements), these specific types of virtual communications are uncommon. From our research, the most common type of virtual format is an online community, network, or wiki where participants can download course materials or articles, share ideas, and get feedback on projects they are implementing in their libraries. For example, the LABiB program in Poland includes a virtual community platform that allows its members to search a database of innovative library activities and share ideas and best practices with each other. Programs targeting librarians could make more and better use of this type of virtual community and resource center.

### *Networking*

Experts we spoke to agree that the informal network developed through many library leadership training programs is often the most valuable and durable benefit of training. These informal networks can create a community and support system that participants keep throughout their careers in the field. Networking is encouraged by three-quarters of programs and nearly equally supported by the three key program types (fellowships, residential programs, and workshops); however, not all programs invest in cultivating an active community after program completion. INELI and INELI Oceania focus on building strong international and regional networks of emerging leaders, and participants in these programs agree that developing a network of peers from whom they can continue to learn is essential as they leave their programs and look to apply their newfound skills.

*“The major benefit of INELI is that it builds a network [...] For example, we had a speaker from Denmark at our conference and one of my colleagues went to Denmark as a result of the connections originally fomented by this program [...] INELI international is starting to have a ripple effect in the sector.”*

*—Key informant interview*

## CASE EXAMPLE: PROGRAM FORMAT

# MORTENSON CENTER FOR INTERNATIONAL LIBRARY PROGRAMS



Source: Mortenson Center for International Library Programs

Since 1995, the Mortenson Center for International Library Programs at the University of Illinois at Urbana–Champaign has run training programs to strengthen the leadership and librarianship skills of librarians around the world and to enable them to improve their libraries and communities. The Mortenson Center’s programs, and in particular its Associates Program, have equipped its trainees with the skills and resources they need to innovate within their libraries and to better serve their communities. In recent years, libraries around the world have increasingly served as community centers, technology hubs, and educational supports. With these changes, the roles of librarians have also changed, but the Mortenson Center’s leadership recognized that few librarians working outside the United States have opportunities for professional development, particularly leadership training. The Mortenson Center was founded to address this need by preparing librarians for leadership roles.

### PROGRAM DESCRIPTION

*The Center’s Associates annual program brings together 15–25 librarians and information technology professionals, across all career stages and from all around the world, to learn together during a four-week residential program in Urbana, Illinois. The program seeks to cultivate librarians who are prepared to lead and innovate in libraries designed to become vibrant hubs that community members use and see as integral to community well-being. Over the four-week course, participants attend interactive sessions, workshops, lectures, and site visits that focus on such skills as partnership building, innovation, change management, advocacy, meeting library user needs, and networking and engaging in the larger regional library community. Upon return to their home institutions, participants must complete projects for their libraries developed during their time at the Center.*

Participants often highlight visits to different types of libraries around Illinois as among the program's most-impactful elements, along with the opportunity to share experiences and knowledge with peers with whom they maintain relationships after the program ends.

#### IMPACT

Through the Associates Program, the Mortenson Center has trained more than 1,200 librarians from 90 countries since 1995. The Center recently completed an external evaluation of the impact of several of its programs. The evaluation found that the Mortenson Center enhanced librarians' skills, knowledge, and confidence, positioned them as resources for their colleagues, expanded their professional networks, and prepared them for leadership opportunities. Eighty percent of evaluation respondents who participated in a Center program felt more prepared to take on leadership roles or additional responsibility in their libraries thanks to their training at the Mortenson Center, and one-third of participants went on to take such leadership roles in professional networks. In addition, more than 70 percent introduced a new tool, service, or resource in their library within five years of training.

#### PROGRAM CURRICULUM

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The majority of library leadership training programs provide training on innovation and librarians as agents of change, while far fewer programs focus on teaching librarians about advocacy, risk taking, or impact measurement. Library experts identify advocacy skills in particular as a crucial need for librarians in the 21st century, which points to an important gap in many current training programs.

Additionally, investment in impact measurement training, which is currently less available in leadership training programs, could help librarians increase their understanding of the impact of their programs while also providing them with data to support advocacy efforts on the sector or programs' behalf.

#### *Embracing Change and New Ideas*

Increasingly, libraries need to innovate to ensure that their services meet the needs of the communities they serve.

*“Librarians need to change their mind-set about what a library is. They need to become more flexible, adapt to change, and develop new ideas.”*

*—Key informant interview*

For example, as a result of leadership training conducted in Latvia by the Mortenson Center, a library began offering innovative new services such

as “lending laptops and communicating with people through the mobile phone ... [which] gives opportunity to more inhabitants to use the library services.”<sup>10</sup> Many leadership training programs are helping librarians think creatively: 73% of all programs teach librarians how to embrace change and new innovative ideas.

### *Librarians as Agents of Change*

As the role of libraries shifts from being less transactional to more transformational, librarians can play a critical role as agents of change in their communities. As librarians work to identify and respond to community needs through library services and to build stronger relationships with local civic agencies, community leaders, and key stakeholders, they can inspire and inform community transfor-

mation. Training that includes developing community engagement plans can help librarians implement a practical framework to change local perceptions about the role of the library in the community. Currently, 67% of programs include training in their curriculum that helps librarians to see themselves as change-makers and leaders in their communities.

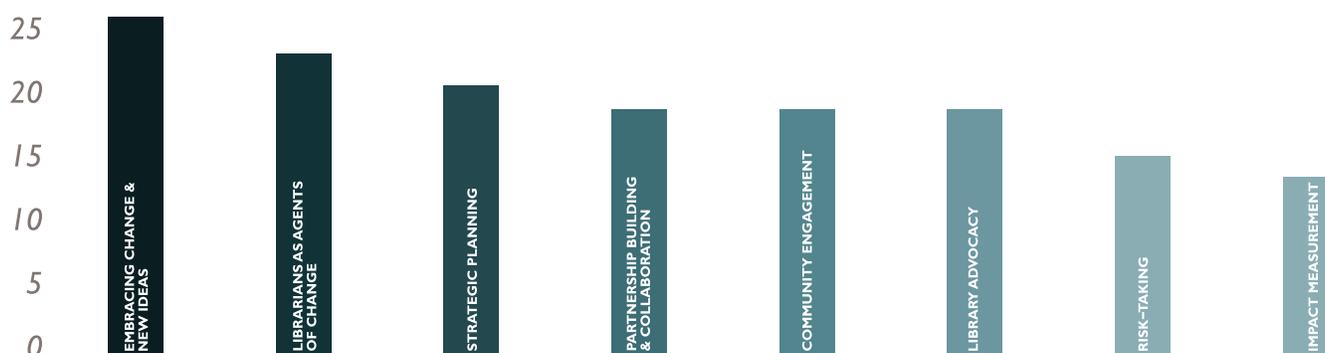
### *Strategic Planning*

Strategic planning is essential to the effective implementation of programs and projects within a library, and 60% of training programs focus on it, helping librarians to develop a vision, create a strategy to realize it, and implement that strategy in their work.

<sup>10</sup> “Leaders and Innovators Training Program,” Mortenson Center for International Library Programs, 2012.

**FIGURE 6:**

Number of Training Programs Using Common Curriculum Elements



### **Partnership Building and Collaboration**

Strong communication skills have long been recognized as a key characteristic of excellent leaders. In the 21<sup>st</sup> century context, libraries increasingly need to reach beyond their doors and build strategic relationships with partners, community leaders, and other key stakeholders. Leadership-training programs are beginning to recognize the importance of making these connections, and 57% of programs provide training on partnership building, collaboration, or stakeholder relations.

*“One of the challenges [libraries face is] to think in a cross-sectorial way and see the library as part of a network of many institutions. They need to understand what you can give and what you can get. Libraries cannot face all these challenges alone.”*

—Key informant interview

### **Community Engagement**

As libraries shift from being repositories of knowledge to community hubs, identifying needs in the community and designing services to meet these needs has become a critical skill for librarians. Currently, 57% of programs teach librarians how to engage with their community and meet community needs through library services.

### **Library Advocacy**

Library leaders are increasingly being asked to promote their libraries and explain their value as a public good to the general public and government leaders, in order to ensure their own sustainability. Experts overwhelmingly identified a critical need for librarians to understand and lead advocacy efforts on behalf of their libraries, but less than two-thirds (57%) of programs teach librarians how to do so. To address this gap, ad-hoc workshops and programming have been developed to provide librarians with training on advocacy skills. However, these workshops offer a less-comprehensive perspective than leadership-training programs with a focus on advocacy.

*“Challenges for libraries are global. The public library of New York faces difficult questions, just like we do here. [...] We all need to explain to the public why we are here and what’s our value.”*

—Key informant interview

### **Risk Taking**

Many experts we spoke to mentioned the importance of promoting a culture of experimentation in libraries and providing librarians with the tools to try new ideas and take initiative. Fostering a culture of innovation and risk-taking is critical for libraries look-

ing to meet the changing needs of their communities, yet only 47% of all programs train librarians in how to explore new ideas and take risks.

### *Impact Measurement*

Systematically measuring and tracking the impact of innovations in libraries and their outcomes for individuals and communities is essential to making improvements and learning from failure, yet only 40% of programs train librarians in this skill. There is a significant opportunity for leadership programs to help leaders understand what kinds of metrics to track and how to measure their impact on their communities over time. Training that encourages librarians to keep track of a common set of metrics will also help generate reliable data that can be aggregated across countries and enhance librarians' ability to advocate for the importance of libraries.

## **PARTICIPANTS**

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Library leadership training programs reach a diverse array of participants from all career stages across 83 different countries (see figure 7). However, librarian leaders in some countries have significantly better access to training than others, and leaders in many parts of the world do not have access to locally available training. As a result, leaders in Africa, Asia, the Middle East, and South America face highly selective application processes for a limited number of spots in international training programs each year. According to Beyond Access, China, Russia, and India have many more public libraries than other countries,

with 51,311, 46,000, and 45,000 respectively.<sup>11</sup> Yet relatively few participants from these countries attend the available leadership-training programs.

Language also appears to be a key barrier to participation. One of the effects of the fact that library leadership training programs are primarily offered in English can be seen in Africa, where the countries with the largest numbers of participants all are Anglophone. Gaps in participation are also noticeable across North Africa and Latin America, where few countries are sending leaders to receive training.

For librarians who may seek to learn with peers at their own level or in their own sector, fewer options exist to participate in training that is targeted toward a single demographic. Less than half the programs (14/30) focus exclusively on public librarians, while six of them focus solely on academic librarians and 10 welcome librarians from several different sectors including public and academic. In addition, a third of programs target all career levels, and most of the other programs target multiple career levels. Based on findings from the recent Mortenson Center evaluation, we would encourage further exploration on tailoring training to the specific competencies needed at different career levels and within different sectors.

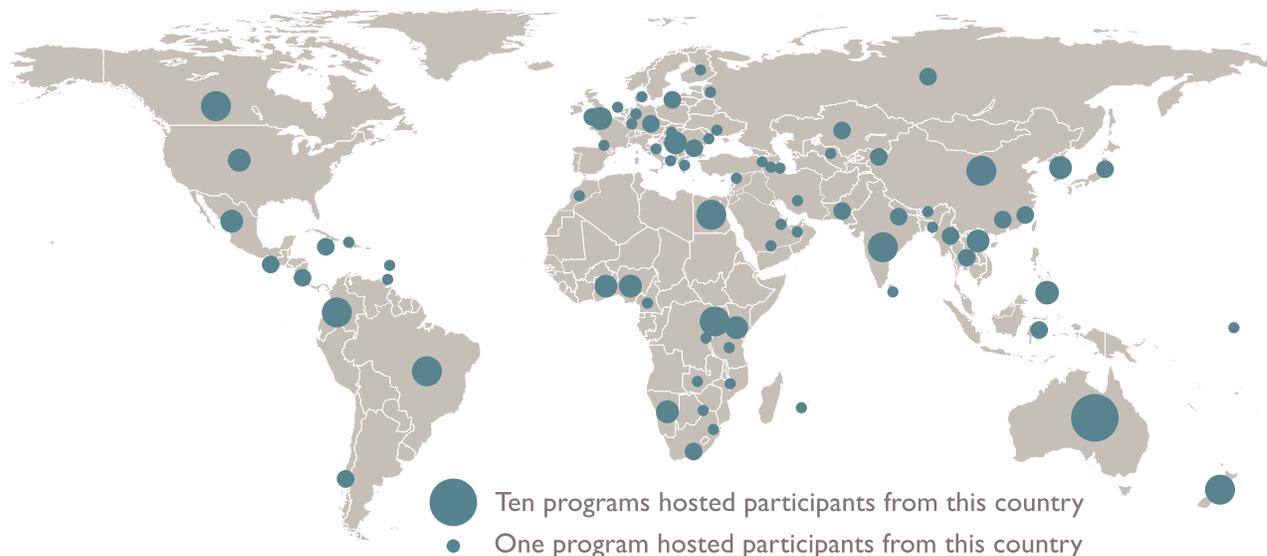
The Mortenson Center report notes:

*The Mortenson Center could group participants of similar professional levels, library types, or topical expertise... [to enable it] to develop training materials*

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11 Beyond Access, "Public Libraries Around the World."

**FIGURE 7:** Countries of Origin for Training Program Participants



*specifically aimed at the group's expertise level and job responsibilities, without some participants feeling the content was above or beneath them. Alternately, the Center could offer tracks or breakout sessions throughout the training for participants at different experience or skill levels. One drawback to this approach is that it would mean less diversity in terms of professional levels or skills. However, it would not affect other types of diversity (e.g., geographic and cultural) and would likely increase the training's relevance for each participant.<sup>12</sup>*

While many programs provide support to help address barriers to participation such as cost, more can be done to ensure that librarians from underserved or remote communities are able to access training. For example, more programming can be developed in local languages so that participation is not limited to those who speak English fluently, as is the case in most programs. Also, few programs explicitly target minority populations, which is an opportunity for funders and providers looking to offer access to all.

Beyond these practical constraints, many programs have limited qualification requirements other than

employment in the library and information sector. Of those programs that do have restrictions, the most common restrictions are based on geography (36%) and the need to be a member of the host organization or a partner organization (27%). Age-related restrictions are nonexistent, and only a few programs (10%)—mostly residential programs (25%)—require that participants have library and information science or similar degrees. Most programs keep cohort sizes small to promote an environment that caters to discussion of materials and engaged learning. The most common program size is around 20 students, and nearly 80% have fewer than 50 participants.

## EVALUATION METHODOLOGIES

Rigorous evaluation of library leadership training programs has been weak and underresourced across the field.<sup>13</sup> A strong understanding of what models and methodologies are effective for which audiences in which settings would go a long way toward strengthening the field and helping programs ensure

12 Arabella Advisors, "Building Global Library Leaders."

13 Skinner and Krabbenhoft, *Training the 21st Century Library Leader*.

they are employing the best practices for their context. In addition, collecting systematic data on program efficacy can provide important evidence for advocacy efforts to increase support for the library and information sector.

Our research revealed that 77% of programs conduct some kind of evaluation of their work. Among the programs that conduct evaluations, most use internal evaluators (82%) and focus on participant satisfaction (86%). Nearly three-quarters of programs that conduct evaluations also test the skills and knowledge that participants gain. Across all programs, only 37% look at the long-term effects of their programming on participants. Programs are most likely to use evaluation findings to inform their own program structure and design (50%). Only a few programs (37%) are sharing findings broadly to build knowledge about training efforts, and our research turned up only a handful of evaluations that were publicly available and accessible on the web. Few programs post their evaluations on their program website, and few (20%) have used findings from their evaluations to support advocacy efforts.

# RECOMMENDATIONS



The 30 library leadership training programs we captured in this report are making a significant impact on the field—reaching more than 6,000 individuals and offering leadership-training opportunities to many who otherwise would not receive them. In many cases, anecdotal evidence suggests that this training has been transformational in the lives of participants, on their careers, and within their home institutions. There is a tremendous opportunity to continue and expand this impact by identifying successful models of practice and by reaching more people with leadership training.

On the basis of the findings from the report, we offer the following specific recommendations at the field and program levels.

## RECOMMENDATIONS FOR THE FIELD

- *Increase access.* Training opportunities are limited by librarians' geography, time, and financial resources and are not reaching enough of the individuals who could benefit from them. There is vast potential to broaden the reach of training by increasing the number of programs, expanding existing programs, empowering participants to train others (through train-the-trainer techniques), and relying on new communication technologies to provide virtual access to training. The train-the-trainer model has proved successful in other sectors, such as international development, and is beginning to gain some traction in the library-leadership sector through programs such as LABiB and similar programs in Eastern Europe. INELI Oceania also offers an important pilot test of the potential to create cost-effective local programs based on proven international training models.
- *Identify and invest in scaling successful training models.* Further investment in the evaluation of programs is needed to understand if and how they can function as models to effectively deliver and scale library leadership training globally, especially on the eve of the exit of one of the largest funders in the field. With additional investment in and implementation of more-rigorous evaluations of program impact over time, as well as collaborations to innovate, develop, and test new services, the field can begin to identify the combinations of competencies and training formats most effective for specific audiences. Research on leadership-training models used in more eco-

nomically developed economies can be helpful but should also be supplemented with research on non-Western models of leadership to develop culturally relevant and sensitive training models in a variety of contexts. Findings from evaluations and research can also be used to support and inform evidence-based advocacy campaigns.

- *Strengthen communication and learning across the field.* As impact evaluation and the testing of innovative approaches increases across the field, we encourage programs to share success stories and challenges with others through venues such as conferences and widely available and accessible publications. Sharing findings can help to inform best practices and inspire continued exploration in the field. A central repository for information about international library leadership training would help increase learning about best practices as well as consistency across the field in methodological approaches to evaluating and understanding leadership.

## RECOMMENDATIONS FOR PROGRAMS

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- *Prepare libraries for 21st century challenges.* Early evidence from the field indicates that training programs should consider adjusting their formats and curricula to ensure they are preparing librarians for 21st century challenges. Experts widely agree that librarians need training on skills such as advocacy, risk-taking, innovation, and rapidly adapting to change if libraries are to be seen as community hubs where creativity and interaction with community members flourishes. While some programs include training on these skills, more programs can ensure that librarians have a chance to learn and practice them within safe training environments. Providing networking opportunities, site visits, projects, and mentors can help equip librarians with the tools and experiences they need to implement what they have learned through trainings when they return to their home institutions.
- *Expand networking opportunities.* Networking is one of the most-appreciated elements of programs and can have long-term benefits far beyond a program's duration. Programs are generally doing a good job of encouraging participants to network while they are ongoing, but they can do more to cultivate these networks and to help them grow stronger over time. Programs should consider offering follow-up training for participants, online access to program resources, or opportunities to gather with other program participants at large conferences. We also recommend the intentional linking of like-minded networks to create stronger and more diverse networks. Since cohort sizes are often small and each program's alumni networks are relatively limited, linking networks can create a larger professional network, especially for participants from underserved countries. Alumni of various leadership programs could meet at annual conferences and have the opportunity to expand their connections.

- *Target curricula.* Currently, many programs welcome librarians from multiple sectors and all career levels. Preliminary evidence suggests that this approach is not always effective and that programs could better meet participants' needs by creating targeted curricula for different sectors and career levels. Specific curricula could then be presented through breakout groups during programs so that participants could still benefit from the networking opportunities of being part of a diverse cohort.
- *Root programs in the local community.* Program costs are high for leadership training that involves international travel or long residency periods, and librarians outside more economically developed countries often do not have professional development resources at their disposal to support participation in programs. Providing in-country training can help reduce costs and strain on participants and increase local support for the library sector. Program leaders should make significant efforts to connect with local stakeholders who can provide financial, in-kind, or reputational support, as well as exposure to others in the sector. Involvement of such partners, even at a high level, can also signal to participants that these stakeholders are interested and invested in the continued growth and development of the library community. Key local stakeholders may include relevant government entities, cultural institutions, library associations, universities, and membership bodies.

# CONCLUSION



Library leadership training programs play a crucial role in elevating libraries to be central places for learning, communicating, and engaging within communities. Around the world, we have identified 30 international library leadership training programs that equip librarians from different stages in their careers to act as leaders in both their libraries and their communities, through training on such leadership topics as change management, advocacy, meeting user needs, innovation, and risk management. While these leadership programs reach librarians from around the world and offer them varied formats through which to learn, the need for training

far exceeds the opportunities available, especially for librarians in regions such as Africa, Latin America, the Middle East, and Asia. As donors and training providers work to improve the field, they should look for opportunities to: increase access to such trainings, especially in regions of the world with limited options; identify and replicate successful models through investment in evaluation of programs; and encourage greater communication and collaboration within the field of library leadership training so that training providers and their participants can benefit from the lessons others have learned in their individual programs.



This report provides an overview of library leadership training programs in the international context, excluding the United States. The report is based on data we gathered and analyzed in a review conducted from August to November 2014. We compiled the data set through manual data mining of online publications, organizational documentation, websites, and promotional materials, using Google Translate to translate non-English websites. After gathering a preliminary set of data, our team submitted a survey to the contact people associated with each program. The survey included a full list of the program's data and invited program coordinators to validate or correct it. More than two-thirds (67%) of respondents updated their program data through this survey or through a subsequent phone interview. In addition to manual data mining, our team conducted 26 interviews with library leadership experts from 20 countries on six continents. The interviews informed our research design and process, and allowed our team to grasp the context in which these leadership programs are operating.

This report focuses solely on programs that are still operational and does not seek to capture the myriad leadership programs that have existed over the past decade. During the course of our research, we uncovered several highly impactful programs that ended during the last decade—indeed, many of the

participants in these programs have become leaders or advocates for training programs for the next generation of emerging leaders.

In order to maintain compatibility with other leadership studies done in the field, this report uses and expands the definitions and themes identified in previous research.<sup>14</sup> In particular, efforts were made to maintain comparability with the most-recent systematic data collected on US training programs—Educopia's *Training the 21<sup>st</sup> Century Library Leader* report—to the logical extent possible. We amended a few definitions and collected data on additional variables as necessary to ensure the report was capturing the nuances of the international setting. Unlike the Educopia report, we focused solely on academic and public libraries and did not collect data on symposia, since many international conferences offer a workshop or session on various leadership core competencies but don't provide an interactive and comprehensive training on multiple competencies. We also collected additional information on program curriculum, format, and evaluation methodologies to provide an increased understanding of the similarities and differences between offerings. Descriptions of all variables can be found in Appendix C, and all the data we collected appears in Appendix D.

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<sup>14</sup> Mason and Wetherbee, "Learning to Lead." Skinner and Krabbenhoef, *Training the 21<sup>st</sup> Century Library Leader*.

The data set we generated documents the library leadership offerings that have served the public- and academic-library community in 2014. The data set is currently a beta version and should be seen as a baseline study that can be expanded in years to come. We sought to be exhaustive in capturing international activities via available sources. However, some programs lack accessible and detailed written descriptions. These programs might not be reflected in this data set.

# Appendix B: INTERVIEW LIST



NAME	ORGANIZATION	REGION
Jeremy Lachal	Bibliothèques Sans Frontières	Africa
Marlene Holmner	University of Pretoria	Africa
Ujala Satgoor	Rhodes University Library	Africa
Victoria Okojie	Librarians' Registration Council of Nigeria	Africa
Gee Miaw Miin	National Library Board, Singapore	Asia
Peter Edward Sidorko	The University of Hong Kong	Asia
Maureen Thompson	Jamaica Library Service	Caribbean
Ari Katz	IREX	Eastern Europe
Jacek Krolikowski	Information Society Development Foundation	Eastern Europe
Ramune Petuchovaite	EIFL	Eastern Europe
Fiona Bradley	IFLA	International
June Garcia	Independent Consultant	International
George Needham	OCLC	International
Nancy Lensenmayer	OCLC	International
Susan Schneur	Mortenson Center	International
Gonzalo Oyarzún	Sistema Nacional de Bibliotecas Públicas	Latin America
Dina Youssef	Center for Arabic Speaking Libraries, IFLA	MENA
Heba Ismail	Egypt's Society for Culture & Development	MENA
Christine Mackenzie	Yarra Plenty Regional Library, AU	Oceania
Jens Thorhauge	Independent Consultant	Scandinavia
Knud Schulz	Aarhus Public Library, Denmark	Scandinavia
Basheerhamad Shadrach	Independent Consultant	South Asia
Chrystie Hill	OCLC	United States
Katherine Skinner	Educopia	United States
Dimitris Protopsaltou	Future Library	Western Europe
Hannelore Vogt	Cologne Public Libraries	Western Europe
<b>Total</b>		<b>26</b>

# Appendix C: DATA SET COMPONENTS



This data was collected to document the state of library leadership training in the world, with the exclusion of the United States, in 2014. The data was collected from

interviews, websites, internal documents, promotional materials, reports, listservs, and a survey of leadership program hosts.

Variable name	Description	Response options
program_title	Most commonly used program title	Program name (abbreviation)
organizational_lead	Organization(s) that ran the program	organization 1, organization 2
completion	Tracking research state of a given program	Web—all web info available harvested Survey—program contact confirmed data via survey Interview—interview with program conducted
headquarter_country	Country where the organization is headquartered	free text
sector	Type of institution	Academic—university libraries Public—municipally funded libraries, including K–12 libraries open to the general public at some point throughout the week
program_type	Classification of program type	Workshop or series of workshops—programs where participants come together in person for a 1-day event or where a series of 1-day events are held over a longer period of time with no work or training in the intermediate period. Residential—programs where participants come together in person to participate in trainings on consecutive days for a short period of time, usually between 2 days and 2 months but can include optional longer projects. Fellowship—trainings spread over longer period, 9 months to 3 years, with self-directed or group work in the intermediate periods that may or may not require virtual or in person meetings Virtual—online only program
blended	Did the program include a mix of online and face-to-face training	Binary
description	Description of program	free text
website	URL of program website	
contact_name	Current program director(s)	name 1, name 2
founders_facilitators	People or groups that were influential in founding the program	name 1, name 2
key_players	Notable program contributors or facilitators	name 1, name 2
resource_partners	Organization(s) that supported the program with resource or logistic support	organization 1, organization 2
implementation_partners	Organizations that supported program implementation or curriculum development	organization 1, organization 2
audience	Career stage of intended audience	Senior management—e.g. directors Mid-career—may or may not be manager, more than 5 years. Early career—not managers, first 5 years All—any librarian at any career stage

Variable name	Description	Response options
geographic_reach	List of countries where participants came from	country 1, country 2, country 3, country 4, country 5
restrictions	Further requirements for intended audience	Membership—attendee must be member of host organization or a designated partner organization Geography—attendee must live in defined geographic area Minority—attendee must be a member of targeted demographic Degreed professional—attendee must have a professional degree No restriction—no restriction for attendees
attendance	Total number of students who attend the program annually	integer
total_attendance	Total number of students who have attended the program since its inception	integer
year_began	First year program was offered	yyyy
year_ended	Last year program was offered	yyyy; Ongoing—program has not ended
length_in_person	Number of days of in-person classes, mentoring, visits, etc.	in days
length_total	Total number of days from start to completion	in days
cost	Highest participant cost	in US dollars
discount_cost	Most discounted participant cost	in US dollars
discount_reason	Reasons for discount cost if it exists	free text
scholarships	Are scholarships offered for this program to offset participation costs?	Binary
collaboration	Does the curriculum cover partnership building, collaboration, or stakeholder relations?	Binary
innovation	Does the curriculum cover embracing change and new ideas?	Binary
advocacy	Does the curriculum cover library advocacy?	Binary
impact_measurement	Does the curriculum cover metrics tracking and impact measurement?	Binary
community_engagement	Does the curriculum teach libraries how to engage with their community and meet community needs through library services?	Binary
change_agent	Does the curriculum train librarians to see themselves as change-makers or agents of change?	Binary
strategic_planning	Is strategic planning part of the program's curriculum?	Binary
risk_taking	Does the curriculum cover risk taking?	Binary
curriculum_other	Enter all other curriculum topics	free text
lectures	Are presentations with little or no participant involvement part of the program?	Binary
guest_speakers	Are guest speakers beyond the instructors' part of the program?	Binary
case_studies	Is the study of real-life specific situations part of the program?	Binary
field_trips	Does the class visit other institutions or facilities as part of the program?	Binary
discussion	Must participants discuss leadership material during the program?	Binary
projects	Must participants complete projects at their institutions after the program?	Binary

Variable name	Description	Response options
mentors	Do participants have mentors during the program?	Binary
live_webinars	Are real-time webinars part of the program?	Binary
recorded_webinars	Are prerecorded and noninteractive webinars part of the program?	Binary
online_courses	Are noninteractive online courses part of the program?	Binary
networking	Are participants explicitly encouraged to network during the program?	Binary
method_other	Enter all other program methods	free text
satisfaction	Do evaluations collect information about student satisfaction with the training?	Binary
knowledge	Do evaluations collect information about the skills and knowledge participants gained through the training?	Binary
evaluator	Are evaluations conducted by evaluators who are part of the program or external to the program?	internal, external
long-term follow up	Do evaluations collect information about the long-term effects of the training on participants or their work environment after they return to their home institution?	Binary
use	How is the program using the evaluation data it collects?	Advocacy—to inform advocacy efforts Strategy and program improvement—to improve the program strategy or curriculum Knowledge—to create and share knowledge with peers Other—all other reasons

# Appendix D: PROGRAM DESCRIPTIONS



PROGRAM TITLE	DESCRIPTION
Advancing Public Library Leadership Institute	The Advancing Public Library Leadership (APLL) Institute is a two-year certificate program designed to expand and advance the leadership capacity of public library CEOs and managers. It combines the flexibility of online learning with highly interactive classroom sessions. Participants go through the program as a cohort, meaning you learn together and from each other in the context of a safe community.
Annual Library Leadership Institute	This residential institute seeks to develop and enhance management and leadership qualities in academic and research librarians in the Asia region and enhance collaboration and foster relations among senior academic and research librarians in the region.
Aurora Institute for Emerging Leaders	The Aurora Institute for Emerging Leaders is a leadership program for those who have been identified as potential leaders by their own organization and have had two years of experience in a supervisory or management role. The program has been redesigned around a career-development model exploring leadership capability, functional excellence, and critical experiences. Participants will explore their current reality and strengths, the rationale for action, a need for vision, strategy for action and the culture in which we develop as leaders.
Building Strong Library Associations	Building Strong Library Associations is a comprehensive program offering a strategic and coordinated approach to capacity building and sustainability of library associations. The program benefits associations, libraries, and their communities.
Carnegie Library Lab	Carnegie Library Lab aims to foster innovation and leadership in public libraries. We also aim to nurture a cohort of Carnegie Partners and a network of innovators. We will do so through supporting learning, practice and facilitating connections between partners, mentors and sponsors. The wider aim of the program is to ensure that public libraries continue to be relevant to the communities in which they are located, that they are well used, and that they fulfill their potential to promote individual and community well-being.
CAUDIT Leadership Institute	The CAUDIT Leadership Institute is a dynamic, immersive program designed to enhance the leadership skills of Australian and New Zealand information technology and information resources managers in higher education. It is an outstanding opportunity to share information with peers and participate in hands-on learning experiences.
CAUL Leadership Institute 2014	The CAUL Leadership Institute provides a forum to highlight the major issues influencing the shape of the higher-education sector and their implications for university libraries, now and into the future. The speakers are chosen to inform, challenge and provoke thinking about change and what defines a successful, contemporary academic library. Delegates will leave the institute with a range of actions to inform, influence and drive change at a senior level of leadership. The Institute also provides an excellent opportunity for delegates to exchange and conceptualize experiences and develop a national network of colleagues.
CAVAL Library Leadership	The CAVAL Library Leadership Program asks participants to identify and explore where they want to go next and why. Its strong problem-solving strand tackles these questions by looking at common barriers and experimenting with practical tools. Working with peers, industry leaders, and special guests, participants will explore the leadership terrain in new ways, and with sound research-based ideas and frameworks.
Clare Leadership Programme	The Clare Leadership Programme has been shaping exceptional cultural leaders for the last 10 years through in-depth learning, tailored to the needs, aspirations and circumstances of the individual. The flagship course of the program is the yearlong Clare Fellowship which includes residential courses, an extended placement, individually selected training and mentoring.
Coaching for Managers in Libraries	Coaching for Managers in Libraries is a series of workshops for library managers offered by the German company EKZ Bibliotheks Service. Four of the modules they offer cover leadership skills: 1. Fundamentals of personal management: What makes a good leader? 2. Team building 3. Network: connect with others and advocate for the library in the political arena; learn how to measure and monitor progress 4. Self-marketing: conveying the value of the library for the community.

# Appendix D: PROGRAM DESCRIPTIONS



PROGRAM TITLE	DESCRIPTION
Fostering New ICT-based Services That Meet Community Needs	The Fostering New ICT-based Services That Meet Community Needs program is a training program for public librarians in Ghana. The main objective of the training is to build public librarians' information and communication technology (ICT) competencies, and skills that support (i) ICT adoption in the library and (ii) creation of new services using ICT. The program includes 4 modules: 1. Advanced computer literacy for librarians 2. Internet resources and searching 3. New services in libraries and 4. Communication, advocacy and awareness-raising for public libraries.
IATUL Leadership Academy	The IATUL Leadership Academy aims to help library managers develop insights on strategies and approaches that can help them navigate the complex environment of university libraries. A university library is a complex cosmos within itself, and library managers must be able to count on their own expert knowledge in making the right decisions in a multitude of situations. The Academy helps them answer questions such as: How best to set priorities in the library's mission? Which factors are apt to influence the working atmosphere in a positive or negative way? How best to transform library spaces to attract users?
IFLA International Leaders Programme	The International Leaders Programme is a two year program designed to increase the cohort of leaders who can effectively represent the wider library sector in the international arena, and to develop leaders within IFLA. Participants will learn through practice, and be mentored as they strengthen their skills and knowledge.
INELI-Oceania	The objective of INELI-Oceania is to create a regional network of emerging library innovators and foster collaboration and partnerships among stakeholders in the region as well as pilot a regional adaptation of the international program. It will bring together a group of emerging library leaders from Australia, New Zealand and the South Pacific to participate in a leadership program designed to develop their effectiveness as leaders and innovators able to contribute significantly to the future development of public libraries in the region.
Information Strategies for Societies in Transition	The Information Strategies for Societies in Transition program builds capacity across sectors in Myanmar through a leadership development program, a Myanmar Information Lab in Yangon, information literacy outreach through public libraries, and projects to support the 2015 elections and the peace-building process. During the summer of 2014, TASCHA and the UW Jackson School hosted 25 of Myanmar's leaders from government, civil society, political parties, ethnic communities, libraries, and the media for a five-week workshop. During the five weeks, the fellows honed their leadership skills and developed information strategies that will broaden information literacy throughout the country, facilitate the peace-building process, and support fair elections in the next year.
Kotuku: LIANZA Emerging Leaders Programme	Developed to supplement other leadership programs in the sector, the Kotuku: LIANZA Emerging Leaders Programme seeks to identify and support individuals to lead from any position within the library and information profession in New Zealand. In addition, LIANZA is committed to ensuring that geography and cost are not barriers to participation.
LABiB	LABiB is a community of leaders, innovators and trainers of librarians dedicated to sharing knowledge and ideas for innovative activities that would inspire others. The first year of the leadership program focused on developing members' individual potential through workshops, study tours, contests, and grants. In addition to in-person activities, knowledge and idea-sharing occurs through an online social portal.
LIBER Leadership Development Programme	LIBER's ambitious international leadership development program is designed to shape the next generation of senior leaders in European research libraries. The program features a combination of high-level workshops, training and individual tutoring. It takes two years to complete and is aimed at people at the second tier, who are willing and capable of becoming library directors in a few years.
Management and Personal Development Programmes	Chartered Institute of Library and Information Professionals (CILIP) offers a range of on-site programs for library and information professionals, including achieving change management, team-building, coaching as a leadership tool, influencing and persuading, leadership and communication, project management, and strategic planning.

# Appendix D: PROGRAM DESCRIPTIONS



PROGRAM TITLE	DESCRIPTION
Masterclass in Creative Strategy	The Masterclass in Creative Strategy is for experienced library managers and Aurora Alumni with at least seven years of management experience. It has an applied-learning focus and runs for three full days. David and Annie McCubbin from Coup, together with experienced library leaders, guide participants through ways of thinking and acting differently.
Mortenson Center Associates Program	The Mortenson Center Associates Program offers library and information science professionals from outside the United States an opportunity to explore current issues and trends in the field and to engage with librarians on the cutting-edge.
Northern Exposure to Leadership Institute (NELI)	The Institute's mission is to assist professional librarians aspiring to leadership roles to develop, strengthen, and evolve their leadership potential so that they may be better equipped to lead Canada's libraries or information service organizations or programs in the 21st century. Based on the premise of experiential learning, the Institute includes group and individual learning experiences and the opportunity to learn in conversation with mentors who have been chosen for their own accomplishments and their leadership skills.
Professional Development Program for Librarians	The Professional Development Program for Librarians is offered by Ukraine's National Academy of Culture and Arts Administrators (NAKKKiM), at the National Training Center in Kyiv. The program consists of six training modules on topics ranging from IT basics to leadership and advocacy and Web 2.0 technology for libraries. Upon program completion, training participants receive state-recognized certificates (issued by the Ministry of Culture of Ukraine).
Public Library Leadership Fellows	The goal of the Public Library Leadership Fellows program is to contribute to the vitality and success of public libraries and the diverse communities they serve by positioning public library professionals to be proactive, effective voices in the global information environment. This program is designed to expose library managers who have the desire and potential for highest levels of leadership in public libraries to themes, experiences, and current leaders to augment their preparedness.
Public Library Management Diploma	The objective of the Public Library Management Diploma program is to develop and strengthen competencies and skills of public libraries staff to manage their libraries in line with the vision of the National Public Library System, so as to allow them to better position their services and improve access to culture in their communities.
Shared Leadership Program	The Shared Leadership Program is a challenging leadership program for Victorian public library staff. The program focuses on increasing the leadership capabilities of participants, now and for the future, through theoretical, practical and experiential learning opportunities. It covers topics such as self-awareness, team dynamics, communication, stress management, change management, team building, people management, negotiation, influencing, coaching, feedback, collaboration and presentation skills.
Taking the Lead	Taking the Lead is a leadership program for NSW public library staff. Over a 5-month period participants attend two 2-day workshops in Sydney and work together in teams on shared action-learning projects, meeting regularly in between via teleconferences, online chat or face-to-face.
The Future Leaders Programme	The Future Leaders Programme is a 13-day program, running over a one-year period, that has been developed specifically to help experienced professional services staff—covering finance, student services, library, ICT, and other related services—with proven management experience to develop a more strategic approach in preparation for a greater leadership contribution.
The International Network of Emerging Library Innovators (INELI)	INELI provides emerging library leaders with opportunities to connect with each other to explore new ideas, to experiment with new services, and to learn from one another. INELI has two main components: an interactive online site that includes social forums, and skills-building modules and face-to-face convening that bring all the participants together to visit innovative libraries and share ideas and experiences.

# Appendix D: PROGRAM DESCRIPTIONS



PROGRAM TITLE	DESCRIPTION
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	The Jay Jordan IFLA/OCLC program provides early career development and continuing education for library and information science professionals from countries with developing economies. Up to five individuals are selected each year for participation in this intensive four-week Fellowship program based at OCLC's headquarters in Dublin, Ohio. The program gives Fellows opportunities to meet with leading information practitioners and explore topics including information technologies, library operations and management, and global cooperative librarianship.

# Appendix E: COMPLETE DATA SET I.A



PROGRAM TITLE	ORGANIZATION LEAD	COMPLETION	HEADQUARTER COUNTRY	SECTOR
Advancing Public Library Leadership Institute	Southern Ontario Library Service (SOLS)	Survey	Canada	Public
Annual Library Leadership Institute	University of Hong Kong Libraries	Interview	Hong Kong	Academic
Aurora Institute for Emerging Leaders	Aurora Foundation	Survey	Australia	Academic, Public
Building Strong Library Associations	International Federation of Library Associations and Institutions (IFLA)	Survey	Netherlands	Academic, Public
Carnegie Library Lab	Carnegie UK Trust	Web	United Kingdom	Public
CAUDIT Leadership Institute	Council of Australian University Directors of Information Technology (CAUDIT)	Survey	Australia	Academic
CAUL Leadership Institute 2014	Council of Australian University Librarians (CAUL)	Web	Australia	Academic
CAVAL Library Leadership	Cooperative Action by Victorian Academic Libraries (CAVAL) Ltd.	Survey	Australia	Academic, Public
Clare Leadership Programme	The Clare Leadership Programme	Survey	United Kingdom	Public
Coaching for Managers in Libraries	ekz.bibliotheksservice GmbH	Web	Germany	Public
Fostering New ICT-based Services That Meet Community Needs	eIFL Public Libraries Innovation Program (PLIP)	Interview	Netherlands	Public
IATUL Leadership Academy	International Association of University Libraries (IATUL)	Survey	Germany	Academic
IFLA International Leaders Programme	International Federation of Library Associations and Institutions (IFLA)	Web	Netherlands	Academic, Public
INELI-Oceania	Australian Library and Information Association, Library and Information Association of New Zealand Aotearoa, National and State Libraries of Australasia	Interview	Australia	Public
Information Strategies for Societies in Transition	Technology & Social Change Group (TASCHA) at the University of Washington Information School	Web	United States	Public
Kotuku: LIANZA Emerging Leaders Programme	Library and Information Association of New Zealand Aotearoa (LIANZA)	Survey	New Zealand	Academic, Public
LABiB	Information Society Development Foundation (FRSI)	Survey	Poland	Public
LIBER Leadership Development Programme	Association of European Research Libraries (LIBER)	Web	Netherlands	Academic
Management and Personal Development Programmes	Chartered Institute of Library and Information Professionals (CILIP)	Web	United Kingdom	Academic, Public
Masterclass in Creative Strategy	Aurora Foundation	Web	Australia	Academic, Public
Mortenson Center Associates Program	Mortenson Center for International Library Programs	Survey	United States	Academic, Public
Northern Exposure to Leadership Institute (NELI)	University of Alberta	Survey	Canada	Academic, Public
Professional Development Program for Librarians	Ukraine's National Academy of Culture and Arts Administrators (NAKKKIM)	Survey	Ukraine	Public
Public Library Leadership Fellows	Canadian Urban Libraries Council, University of Toronto iSchool	Survey	Canada	Public
Public Library Management Diploma	Public Libraries National System of Chile, Directorate of Libraries, Archives and Museums	Survey	Chile	Public
Shared Leadership Program	State Library of Victoria	Survey	Australia	Public
Taking the Lead	State Library of New South Wales	Web	Australia	Public
The Future Leaders Programme	The Leadership Foundation for Higher Education	Web	United Kingdom	Academic
The International Network of Emerging Library Innovators (INELI)	Bill & Melinda Gates Foundation, Global Libraries Initiative	Interview	United States	Public
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	Online Computer Library Center (OCLC), International Federation of Library Associations and Institutions (IFLA)	Interview	United States	Academic, Public

# Appendix E: COMPLETE DATA SET I.B



PROGRAM TITLE	PROGRAM TYPE	BLENDED	WEBSITE	CONTACT NAME
Advancing Public Library Leadership Institute	Fellowship	Yes	<a href="http://www.sols.org/index.php/develop-your-library-staff/training/certificate-programs/apll-institute">http://www.sols.org/index.php/develop-your-library-staff/training/certificate-programs/apll-institute</a>	Anne Marie Madziak
Annual Library Leadership Institute	Residential	No	<a href="http://lib.hku.hk/leadership/">http://lib.hku.hk/leadership/</a>	Peter Sidorko
Aurora Institute for Emerging Leaders	Residential	No	<a href="http://www.aurorafoundation.org.au/leadership-institutes/info_5.html">http://www.aurorafoundation.org.au/leadership-institutes/info_5.html</a>	Sue Roberts, Lisa McConchie
Building Strong Library Associations	Workshop or series of workshops	Yes	<a href="http://www.ifla.org/bsla/">http://www.ifla.org/bsla/</a>	Fiona Bradley
Carnegie Library Lab	Fellowship	Yes	<a href="http://www.carnegieuktrust.org.uk/changing-minds/knowledge---culture/the-future-of-libraries/carnegie-library-lab">http://www.carnegieuktrust.org.uk/changing-minds/knowledge---culture/the-future-of-libraries/carnegie-library-lab</a>	Jenny Peachey
CAUDIT Leadership Institute	Residential	No	<a href="https://www.caudit.edu.au/caudit-leadership-institute-cli">https://www.caudit.edu.au/caudit-leadership-institute-cli</a>	Liz Gosling
CAUL Leadership Institute 2014	Residential	No	<a href="http://www.caul.edu.au/about-caul/caul-meetings/leadership-development-events/caul-leadership-institute2014">http://www.caul.edu.au/about-caul/caul-meetings/leadership-development-events/caul-leadership-institute2014</a>	Not available
CAVAL Library Leadership	Fellowship	Yes	<a href="http://www.caval.edu.au/">http://www.caval.edu.au/</a>	Michael Robinson
Clore Leadership Programme	Fellowship	Yes	<a href="http://www.cloreadership.org">http://www.cloreadership.org</a>	Sandy Nairne; Sue Hoyle
Coaching for Managers in Libraries	Workshop or series of workshops	No	<a href="http://translate.google.com/translate?hl=en&amp;sl=de&amp;u=http://www.ekz.de/&amp;prev=search%3Fq%3Dekz.bibliotheksservice%26client%3Dfirefox-a%26hs%3D2Ty%26rls%3Dorg.mozilla-en-US:official%26channel%3Dsb">http://translate.google.com/translate?hl=en&amp;sl=de&amp;u=http://www.ekz.de/&amp;prev=search%3Fq%3Dekz.bibliotheksservice%26client%3Dfirefox-a%26hs%3D2Ty%26rls%3Dorg.mozilla-en-US:official%26channel%3Dsb</a>	Not available
Fostering New ICT-based Services That Meet Community Needs	Fellowship	No	<a href="http://www.eifl.net/plip">http://www.eifl.net/plip</a>	Ramuné Petuchovaite
IATUL Leadership Academy	Residential	No	<a href="https://iatul-forum.ub.tum.de/leadership-academy/">https://iatul-forum.ub.tum.de/leadership-academy/</a>	Reiner Kallenborn
IFLA International Leaders Programme	Fellowship	No	<a href="http://www.ifla.org/leaders">http://www.ifla.org/leaders</a>	Fiona Bradley
INELI-Oceania	Fellowship	Yes	<a href="http://ineliocania.wordpress.com/">http://ineliocania.wordpress.com/</a>	Anne Hartican
Information Strategies for Societies in Transition	Residential	No	<a href="http://depts.washington.edu/adapt2it/">http://depts.washington.edu/adapt2it/</a>	Win Thazin Htun, Chris Coward
Kotuku: LIANZA Emerging Leaders Programme	Fellowship	Yes	<a href="http://www.lianza.org.nz/our-work/projects/emerging-leaders">http://www.lianza.org.nz/our-work/projects/emerging-leaders</a>	Lynley Stone
LABiB	Workshop or series of workshops	Yes	<a href="http://LABiB.pl/">http://LABiB.pl/</a>	Jacek Krolikowski, Dorota Kostowska, Noemi Gryczko
LIBER Leadership Development Programme	Fellowship	No	<a href="http://libereurope.eu/liber-leadership-development-programme/">http://libereurope.eu/liber-leadership-development-programme/</a>	Julien Roche
Management and Personal Development Programmes	Workshop or series of workshops	No	<a href="http://www.cilip.org.uk/cilip/products-and-services/onsite-training/onsite-training-courses/management-and-personal">http://www.cilip.org.uk/cilip/products-and-services/onsite-training/onsite-training-courses/management-and-personal</a>	Not available
Masterclass in Creative Strategy	Residential	No	<a href="http://www.aurorafoundation.org.au/master-class/info_3.html">http://www.aurorafoundation.org.au/master-class/info_3.html</a>	Lisa McConchie
Mortenson Center Associates Program	Residential	No	<a href="http://www.library.illinois.edu/mortenson/associates/index.html">http://www.library.illinois.edu/mortenson/associates/index.html</a>	Paula Kaufman, Susan Schnuer
Northern Exposure to Leadership Institute (NELI)	Residential	No	<a href="http://northernexposuretoleadership.ca/criteria.html">http://northernexposuretoleadership.ca/criteria.html</a>	Ernie Ingles
Professional Development Program for Librarians	Workshop or series of workshops	Yes	<a href="http://www.bibliomist.org/en/">http://www.bibliomist.org/en/</a>	Not available
Public Library Leadership Fellows	Fellowship	Yes	<a href="http://www.culc.ca/knowledge/pllfprograms/">http://www.culc.ca/knowledge/pllfprograms/</a>	Jefferson Gilbert
Public Library Management Diploma	Virtual	No	<a href="http://www.bibliotecaspublicas.cl/Vistas_Publicas/publicContenido/contenidoPublicDetalle.aspx?folio=3891&amp;idioma=0">http://www.bibliotecaspublicas.cl/Vistas_Publicas/publicContenido/contenidoPublicDetalle.aspx?folio=3891&amp;idioma=0</a>	Gonzalo Oyarzun
Shared Leadership Program	Fellowship	Yes	<a href="http://www.slv.vic.gov.au/shared-leadership">http://www.slv.vic.gov.au/shared-leadership</a>	Debra Rosenfeldt
Taking the Lead	Fellowship	Yes	<a href="http://blog.sl.nsw.gov.au/pls/index.cfm/2014/8/5/taking-the-lead-2014">http://blog.sl.nsw.gov.au/pls/index.cfm/2014/8/5/taking-the-lead-2014</a>	Not available
The Future Leaders Programme	Fellowship	Yes	<a href="http://www.lfhe.ac.uk/en/programmes-events/youfuture-leaders/">http://www.lfhe.ac.uk/en/programmes-events/youfuture-leaders/</a>	Doug Parkin
The International Network of Emerging Library Innovators (INELI)	Fellowship	Yes	<a href="http://www.ineliresources.org/">http://www.ineliresources.org/</a> ; <a href="http://www.libraryinnovators2.com/">http://www.libraryinnovators2.com/</a> ; <a href="http://www.libraryinnovators.com/">http://www.libraryinnovators.com/</a>	June Garcia
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	Residential	No	<a href="http://oclc.org/about/fellows.en.html">http://oclc.org/about/fellows.en.html</a>	Nancy Lensenmayer

# Appendix E: COMPLETE DATA SET I.C



PROGRAM TITLE	FOUNDERS FACILITATORS	KEY PLAYERS	AUDIENCE	GEOGRAPHIC REACH
Advancing Public Library Leadership Institute	Anne Marie Madziak, Barbara Franchetto, Southern Ontario Library Service	Rebecca Jones, Nigel Bellchamber, Fred Dean, Brian Lambie, Robert Hubsher, Karen Watson, Rebecca Raven	All	Canada
Annual Library Leadership Institute	Peter Sidorko	Jeffrey Trzeciak, Howard Amos, Wu Jianzhong, Y.C.Wan	Senior management, Mid-career	International, including: Hong Kong, Mainland China, Taiwan
Aurora Institute for Emerging Leaders	Margaret Trask, Warren Horton, Brenda McConchie	Annie McCubbin, David McCubbin	Mid-career	Australia, New Zealand, Singapore
Building Strong Library Associations	_____	_____	All	International
Carnegie Library Lab	Tom Forrest	_____	Mid-career, Early career	UK and Ireland
CAUDIT Leadership Institute	_____	_____	Senior management	Australia, New Zealand, United States
CAUL Leadership Institute 2014	_____	_____	All	Australia
CAVAL Library Leadership	_____	Monica Redden, Annie Talve	Senior management	Australia, New Zealand
Clore Leadership Programme	Chris Smith, Dame Vivian Duffield	Sir John Tusa, Michael Day	All	International, including: UK, Ireland, Canada
Coaching for Managers in Libraries	_____	Ursula Belker	Senior management, Mid-career	Germany
Fostering New ICT-based Services That Meet Community Needs	_____	_____	All	Ghana
IATUL Leadership Academy	_____	Claudia Peus, Choy Fatt Cheong, Reiner Kallenborn	Senior management, Mid-career	Thailand, Philippines, Brunei, Malaysia
IFLA International Leaders Programme	_____	_____	Senior management, Mid-career	International, including: Australia, Micronesia, Uganda, France
INELI-Oceania	Christine Mackenzie, Jo McGill, Allison Dobbie	_____	Senior management, Mid-career	Australia, New Zealand, Pacific Islands
Information Strategies for Societies in Transition	_____	_____	Mid-career, Senior management	Myanmar
Kotuku: LIANZA Emerging Leaders Programme	Cath Sheard, Christine Busby, Jo Prince, Paul Neilsen, Philip Calvert, and Sue Weddell	_____	Mid-career, Early career	New Zealand
LABiB	_____	_____	Mid-career, Early career	Poland
LIBER Leadership Development Programme	_____	_____	Mid-career, Early career	Europe
Management and Personal Development Programmes	_____	Sean Murphy, Carol Brooks, Elisabeth Goodman, Candy Jannetta, Kathy Roddy	All	_____
Masterclass in Creative Strategy	_____	David McCubbin, Annie McCubbin	Senior management	Australia, New Zealand
Mortenson Center Associates Program	C. Walter and Gerda B. Mortenson, Joan Hood, Marianna Tax Choldin, Susan Schnuer	Librarians at the University of Illinois, Jan Ison, Shirley Stelbrink, Rebecca Teasdale, Alyce Scott, Barbara Ford	All	International, including: Ghana, Kazakhstan, Philippines
Northern Exposure to Leadership Institute (NELI)	Ernie Ingles, Mary-Jo Romaniuk	Ken Haycock, Ken Roberts, Cheryl Stenstrom	Early career	Canada
Professional Development Program for Librarians	_____	_____	All	Ukraine
Public Library Leadership Fellows	_____	Lita Barrie, Barb Clubb, Wendy Newman, Rebecca Raven, Ken Roberts, Sandra Singh	Senior management	Canada
Public Library Management Diploma	_____	_____	All	Chile, Costa Rica, Colombia, Mexico, Brazil
Shared Leadership Program	_____	Sue Upton, John Martin	Mid-career, Early career	Australia
Taking the Lead	_____	Annie Talvé, Chia Moan	All	Australia
The Future Leaders Programme	_____	Doug Parkin, Mark Jenner, Shirley Wardell	Senior management, Mid-career	UK
The International Network of Emerging Library Innovators (INELI)	_____	_____	Early career	India, Greece, Germany
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	Jay Jordan, Christine Deschamps	_____	Mid-career, Early career	International, including: Sri Lanka, El Salvador, Philippines

# Appendix E: COMPLETE DATA SET I.D



PROGRAM TITLE	RESTRICTIONS	ATTENDANCE	TOTAL ATTENDANCE	YEAR BEGAN	YEAR ENDED	LENGTH IN PERSON	LENGTH TOTAL	COST	DISCOUNT COST
Advancing Public Library Leadership Institute	Geography	16–21	71	2008	Ongoing	10	730	\$3,246	_____
Annual Library Leadership Institute	Geography	40	_____	2003	Ongoing	5	5	\$761	\$413
Aurora Institute for Emerging Leaders	Geography	24	460	1995	Ongoing	4	90	\$4,642	\$0
Building Strong Library Associations	Membership	_____	_____	2010	Ongoing	_____	730	\$0	\$0
Carnegie Library Lab	Geography	5–7	_____	2014	Ongoing	5	540	\$0	\$0
CAUDIT Leadership Institute	Membership	48	460	1998	Ongoing	5	5	\$3,780	_____
CAUL Leadership Institute 2014	Membership	25–35	_____	2012	Ongoing	2	2	\$791	\$0
CAVAL Library Leadership	_____	16	_____	2008	Ongoing	6	180	\$6,994	\$6,118
Clore Leadership Programme	No restriction	25–30	1,384	2004	Ongoing	120	730	\$35,980	\$0
Coaching for Managers in Libraries	No restriction	7	_____	2005	Ongoing	6	6	\$1,917	_____
Fostering New ICT-based Services That Meet Community Needs	Geography	42	_____	2014	Ongoing	5	_____	\$0	\$0
IATUL Leadership Academy	Membership	20	_____	2014	Ongoing	2	2	\$254	_____
IFLA International Leaders Programme	No restriction	12	12	2012	Ongoing	24	730	\$0	\$0
INELI-Oceania	Geography, Minority	16	16	2014	Ongoing	8	730	\$1,780	\$0
Information Strategies for Societies in Transition	Geography	25	25	2014	Ongoing	49	49	\$0	_____
Kotuku: LIANZA Emerging Leaders Programme	Membership, Geography	12–15	_____	2015	Ongoing	4	240	\$195	_____
LABiB	No restriction	50	50	2012	Ongoing	4	365	\$0	_____
LIBER Leadership Development Programme	Membership	16	_____	2011	Ongoing	11	730	_____	_____
Management and Personal Development Programmes	_____	_____	_____	_____	Ongoing	1	1	_____	_____
Masterclass in Creative Strategy	_____	_____	_____	2013	Ongoing	3	3	_____	_____
Mortenson Center Associates Program	_____	15–25	1,200+	1995	Ongoing	28	28	\$4,500	\$0
Northern Exposure to Leadership Institute (NELI)	Degreed Professional	42	300–400	1994	Ongoing	7	7	\$1,913	_____
Professional Development Program for Librarians	No restriction	64	_____	2009	Ongoing	5	180	_____	_____
Public Library Leadership Fellows	Degreed Professional	20	_____	2012	Ongoing	12	540	\$2,220	_____
Public Library Management Diploma	Membership	330	_____	2013	Ongoing	0	180	\$0	\$0
Shared Leadership Program	Membership, Geography	20	_____	2006	Ongoing	10	150	_____	_____
Taking the Lead	Geography	22	_____	2011	Ongoing	4	150	\$0	\$0
The Future Leaders Programme	No restriction	_____	131	2006	Ongoing	13	365	\$16,370	\$12,290
The International Network of Emerging Library Innovators (INELI)	No restriction	19–26	45	2011	Ongoing	15	730	\$0	\$0
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	Geography, Degreed Professional	5	70	2001	Ongoing	30	30	\$0	\$0

# Appendix E: COMPLETE DATA SET I.E



PROGRAM TITLE	DISCOUNT REASON	SCHOLARSHIPS	COLLABORATION	INNOVATION	ADVOCACY
Advancing Public Library Leadership Institute	Bursaries sometimes (but not always) available through capacity building grants from the Ontario Ministry of Tourism, Culture and Sport	Yes	Yes	Yes	Yes
Annual Library Leadership Institute	Shared accommodations + scholarship	Yes	Yes	No	No
Aurora Institute for Emerging Leaders	Scholarship	Yes	Yes	Yes	Yes
Building Strong Library Associations	Fully subsidized	NA	Yes	Yes	Yes
Carnegie Library Lab	Fully subsidized	NA	No	Yes	No
CAUDIT Leadership Institute	_____	No	Yes	Yes	No
CAUL Leadership Institute 2014	Scholarship	Yes	Yes	Yes	Yes
CAVAL Library Leadership	Member of CAVAL Network	Yes	Yes	Yes	No
Clore Leadership Programme	Chevening Fellows from priority countries are awarded full scholarships; UK successful fellows are fully funded too.	Yes	Yes	Yes	No
Coaching for Managers in Libraries	_____	_____	No	No	Yes
Fostering New ICT-based Services That Meet Community Needs	Fully subsidized	NA	Yes	Yes	Yes
IATUL Leadership Academy	_____	No	No	Yes	Yes
IFLA International Leaders Programme	Fully subsidized	NA	Yes	No	Yes
INELI-Oceania	Discount for South Pacific participants	Yes	No	Yes	Yes
Information Strategies for Societies in Transition	Fully subsidized	NA	No	No	No
Kotuku: LIANZA Emerging Leaders Programme	_____	No	Yes	Yes	Yes
LABiB	Fully subsidized	_____	No	Yes	No
LIBER Leadership Development Programme	_____	_____	No	Yes	No
Management and Personal Development Programmes	_____	No	No	Yes	No
Masterclass in Creative Strategy	_____	_____	_____	Yes	No
Mortenson Center Associates Program	Grant funding to cover program costs; scholarship discount of \$1,500; airfare not included	Yes	Yes	Yes	Yes
Northern Exposure to Leadership Institute (NELI)	Transport not included	No	Yes	Yes	Yes
Professional Development Program for Librarians	_____	_____	No	No	Yes
Public Library Leadership Fellows	_____	No	Yes	Yes	Yes
Public Library Management Diploma	Fully subsidized	NA	No	No	Yes
Shared Leadership Program	_____	Yes	Yes	Yes	No
Taking the Lead	Fully subsidized	NA	No	Yes	Yes
The Future Leaders Programme	Members discount	Yes	No	No	No
The International Network of Emerging Library Innovators (INELI)	Fully subsidized	NA	Yes	Yes	Yes
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	Fully subsidized	NA	Yes	No	No

# Appendix E: COMPLETE DATA SET I.F



PROGRAM TITLE	IMPACT MEASUREMENT	COMMUNITY ENGAGEMENT	CHANGE AGENT	STRATEGIC PLANNING	RISK-TAKING
Advancing Public Library Leadership Institute	No	Yes	Yes	Yes	Yes
Annual Library Leadership Institute	Yes	Yes	Yes	Yes	No
Aurora Institute for Emerging Leaders	No	Yes	Yes	Yes	Yes
Building Strong Library Associations	Yes	Yes	Yes	Yes	Yes
Carnegie Library Lab	Yes	No	Yes	No	No
CAUDIT Leadership Institute	Yes	Yes	Yes	Yes	Yes
CAUL Leadership Institute 2014	No	No	Yes	Yes	Yes
CAVAL Library Leadership	No	No	No	Yes	No
Clore Leadership Programme	Yes	No	Yes	Yes	Yes
Coaching for Managers in Libraries	Yes	Yes	No	No	No
Fostering New ICT-based Services That Meet Community Needs	Yes	Yes	No	Yes	No
IATUL Leadership Academy	No	Yes	Yes	Yes	No
IFLA International Leaders Programme	No	Yes	Yes	No	No
INELI-Oceania	No	No	Yes	No	Yes
Information Strategies for Societies in Transition	Yes	Yes	Yes	No	No
Kotuku: LIANZA Emerging Leaders Programme	Yes	Yes	Yes	Yes	Yes
LABiB	No	Yes	Yes	Yes	No
LIBER Leadership Development Programme	No	No	No	No	No
Management and Personal Development Programmes	No	No	No	Yes	No
Masterclass in Creative Strategy	No	No	Yes	Yes	Yes
Mortenson Center Associates Program	Yes	Yes	Yes	No	Yes
Northern Exposure to Leadership Institute (NELI)	No	No	Yes	Yes	Yes
Professional Development Program for Librarians	No	No	No	No	No
Public Library Leadership Fellows	Yes	Yes	Yes	Yes	Yes
Public Library Management Diploma	No	Yes	No	No	No
Shared Leadership Program	No	No	No	No	No
Taking the Lead	No	No	No	No	Yes
The Future Leaders Programme	No	No	No	Yes	No
The International Network of Emerging Library Innovators (INELI)	Yes	Yes	Yes	Yes	Yes
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	No	Yes	Yes	No	No

# Appendix E: COMPLETE DATA SET I.G



PROGRAM TITLE	CURRICULUM OTHER	LECTURES	GUEST SPEAKERS	CASE STUDIES
Advancing Public Library Leadership Institute	Understanding and succeeding in the municipal environment, organizational culture, staff development, library legislation	No	Yes	Yes
Annual Library Leadership Institute	_____	Yes	Yes	Yes
Aurora Institute for Emerging Leaders	Self-awareness, team leadership, personal development, career growth	No	Yes	Yes
Building Strong Library Associations	Governance, HR, financial management, communications, sustainability, performance review, organizational culture, marketing, fund-raising, training of trainers	No	Yes	Yes
Carnegie Library Lab	Power & influence; Problems, systems and complexity; Transformation: change and transition	No	No	No
CAUDIT Leadership Institute	Career management, successful influencing, communications, emotional intelligence, organizational decision making, building effective teams	No	Yes	Yes
CAUL Leadership Institute 2014	_____	Yes	Yes	Yes
CAVAL Library Leadership	Navigating complexity, curious and imaginative thinking	Yes	Yes	_____
Clore Leadership Programme	It changes year-to-year.	Yes	Yes	Yes
Coaching for Managers in Libraries	Team building, conveying value of library for the community	Yes	No	Yes
Fostering New ICT-based Services That Meet Community Needs	Creating and telling your library story, participatory planning for community change	Yes	Yes	Yes
IATUL Leadership Academy	All major aspects of leadership in university libraries	Yes	No	Yes
IFLA International Leaders Programme	Developing policy and position statements, negotiating and intervention skills, liaising with key stakeholders	Yes	Yes	Yes
INELI-Oceania	Creating successful teams, resolving conflict, project management, self-development, managing others	Yes	Yes	No
Information Strategies for Societies in Transition	Information literacy, critical thinking, project development and management	Yes	Yes	No
Kotuku: LIANZA Emerging Leaders Programme	Personal development, plan development, group dynamics, personal communication style, self-confidence, emotional intelligence,	No	Yes	Yes
LABIB	Personal professional development plan, project management, communications, public speaking	No	Yes	No
LIBER Leadership Development Programme	_____	No	No	No
Management and Personal Development Programmes	Influencing and persuading, communication, project management, team building, coaching, business change, developing and leading a team, time and resource management, supervisory skills	Yes	No	No
Masterclass in Creative Strategy	Courage and resilience, creativity, influencing and engaging others	Yes	Yes	No
Mortenson Center Associates Program	Professional networking, fund-raising, marketing, communication, leadership	No	Yes	Yes
Northern Exposure to Leadership Institute (NELI)	Management vs. leadership, working in teams, knowing yourself, active listening, conflict resolution, giving feedback, realizing vision, dynamics of change, influence and power, career development planning	No	Yes	Yes
Professional Development Program for Librarians	Library management, IT, fund-raising	Yes	No	No
Public Library Leadership Fellows	Technology visioning, leadership based on personal strengths, HR development, budget development	No	Yes	Yes
Public Library Management Diploma	Customer service, users training, heritage, culture and memory, reading promotion, library services	No	No	No
Shared Leadership Program	Self-awareness, team dynamics, communication, stress management, team building, people management, negotiation, influencing, coaching, feedback, presentation skills	Yes	Yes	Yes
Taking the Lead	Self confidence	No	Yes	Yes
The Future Leaders Programme	Personal leadership skills, 360 feedback, your impact on others	Yes	Yes	_____
The International Network of Emerging Library Innovators (INELI)	Time management, change management, communications	Yes	Yes	Yes
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	Technology-based library services, library best practices, global library cooperation and networking, professional development	Yes	Yes	No

# Appendix E: COMPLETE DATA SET I.H



PROGRAM TITLE	FIELD TRIPS	DISCUSSION	PROJECTS	MENTORS	LIVE WEBINARS	PRERECORDED WEBINARS	ONLINE COURSES	NETWORKING
Advancing Public Library Leadership Institute	No	Yes	Yes	Yes	Yes	No	Yes	Yes
Annual Library Leadership Institute	Yes	Yes	No	No	No	No	No	Yes
Aurora Institute for Emerging Leaders	No	Yes	Yes	Yes	No	No	No	Yes
Building Strong Library Associations	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Carnegie Library Lab	No	No	Yes	Yes	No	No	Yes	Yes
CAUDIT Leadership Institute	No	Yes	No	No	No	No	No	Yes
CAUL Leadership Institute 2014	No	No	No	No	No	No	No	_____
CAVAL Library Leadership	_____	Yes	_____	Yes	_____	_____	No	Yes
Clare Leadership Programme	Yes	Yes	Yes	Yes	No	No	No	Yes
Coaching for Managers in Libraries	No	Yes	No	No	No	No	No	Yes
Fostering New ICT-based Services That Meet Community Needs	No	Yes	Yes	No	No	No	No	No
IATUL Leadership Academy	No	Yes	No	Yes	No	No	No	Yes
IFLA International Leaders Programme	No	Yes	No	Yes	No	No	No	Yes
INELI-Oceania	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Information Strategies for Societies in Transition	Yes	Yes	Yes	_____	No	No	No	Yes
Kotuku: LIANZA Emerging Leaders Programme	No	Yes	No	Yes	Yes	No	No	Yes
LABiB	Yes	No	No	No	No	No	_____	Yes
LIBER Leadership Development Programme	No	No	No	Yes	No	No	_____	_____
Management and Personal Development Programmes	No	No	No	No	No	No	No	No
Masterclass in Creative Strategy	No	No	No	No	No	No	_____	_____
Mortenson Center Associates Program	Yes	Yes	Yes	Yes	No	No	No	Yes
Northern Exposure to Leadership Institute (NELI)	No	Yes	Yes	Yes	No	No	No	Yes
Professional Development Program for Librarians	No	Yes	No	No	No	No	Yes	Yes
Public Library Leadership Fellows	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Public Library Management Diploma	No	No	No	No	No	No	Yes	No
Shared Leadership Program	No	Yes	Yes	Yes	No	No	No	Yes
Taking the Lead	No	Yes	No	Yes	Yes	No	No	Yes
The Future Leaders Programme	No	Yes	Yes	No	_____	No	No	No
The International Network of Emerging Library Innovators (INELI)	Yes	Yes	No	Yes	No	No	Yes	Yes
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	Yes	No	No	Yes	No	No	No	Yes

# Appendix E: COMPLETE DATA SET I.I



PROGRAM TITLE	METHOD OTHER	SATISFACTION	KNOWLEDGE	EVALUATOR	LONG-TERM FOLLOWUP
Advancing Public Library Leadership Institute	Small group conversation/tasks, both online and face-to-face; blogs as learning journals	Yes	Yes	Internal	Yes
Annual Library Leadership Institute	_____	Yes	No	Internal	Yes
Aurora Institute for Emerging Leaders	Video feedback	Yes	Yes	Internal	Yes
Building Strong Library Associations	_____	Yes	No	Internal	No
Carnegie Library Lab	_____	_____	_____	External	_____
CAUDIT Leadership Institute	_____	Yes	Yes	Internal	No
CAUL Leadership Institute 2014	Q&A panel sessions, pitch session	_____	_____	_____	_____
CAVAL Library Leadership	Tele-workshop, online discussion, alumni network, post-program activities	No	Yes	Internal	Yes
Clore Leadership Programme	360-Degree Profile; three-month placement in a cultural institution in the UK, master-classes, study visits, bespoke training budget	Yes	Yes	Internal	Yes
Coaching for Managers in Libraries	_____	_____	_____	_____	_____
Fostering New ICT-based Services That Meet Community Needs	Hands-on exercises	Yes	Yes	External	Yes
IATUL Leadership Academy	Small group work, peer coaching, post program networking	Yes	Yes	Internal	No
IFLA International Leaders Programme	Research, working within groups to prepare presentations or reports, speeches, liaison with other bodies at national, regional, or international levels, representing IFLA at international or regional forums	_____	_____	_____	_____
INELI-Oceania	_____	Yes	Yes	External	No
Information Strategies for Societies in Transition	_____	_____	_____	Internal	_____
Kotuku: LIANZA Emerging Leaders Programme	Reflective journaling, interviews with leaders, exploration of significant issues facing the industry, work on a professional association project	Yes	Yes	Internal	Yes
LABiB	Career coaching, online forum	No	No	Internal	No
LIBER Leadership Development Programme	_____	_____	_____	_____	_____
Management and Personal Development Programmes	_____	_____	_____	_____	_____
Masterclass in Creative Strategy	_____	_____	_____	_____	_____
Mortenson Center Associates Program	Group discussions, interactive session	Yes	Yes	External	Yes
Northern Exposure to Leadership Institute (NELI)	Myers-Briggs to understand leadership styles	Yes	Yes	Internal	Yes
Professional Development Program for Librarians	_____	Yes	Yes	_____	_____
Public Library Leadership Fellows	Assigned readings, online discussion forums	Yes	Yes	Internal	No
Public Library Management Diploma	Tutoring	No	Yes	Internal	No
Shared Leadership Program	_____	Yes	No	Internal	Yes
Taking the Lead	Group projects during course, teleconferencing	Yes	No	Internal	No
The Future Leaders Programme	_____	_____	_____	_____	_____
The International Network of Emerging Library Innovators (INELI)	_____	Yes	No	Internal	No
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	Presentation, exercises	Yes	_____	Internal	Yes

# Appendix E: COMPLETE DATA SET I.J



PROGRAM TITLE	USE
Advancing Public Library Leadership Institute	Strategy and program improvement, knowledge sharing
Annual Library Leadership Institute	Strategy and program improvement
Aurora Institute for Emerging Leaders	Advocacy, strategy and program improvement, knowledge sharing
Building Strong Library Associations	Advocacy, strategy and program improvement, knowledge sharing
Carnegie Library Lab	Advocacy, knowledge sharing
CAUDIT Leadership Institute	Strategy and program improvement, knowledge sharing
CAUL Leadership Institute 2014	_____
CAVAL Library Leadership	Knowledge sharing
Clore Leadership Programme	Advocacy, strategy and program improvement, knowledge sharing
Coaching for Managers in Libraries	_____
Fostering New ICT-based Services That Meet Community Needs	Advocacy, strategy and program improvement
IATUL Leadership Academy	Strategy and program improvement
IFLA International Leaders Programme	_____
INELI-Oceania	Strategy and program improvement
Information Strategies for Societies in Transition	_____
Kotuku: LIANZA Emerging Leaders Programme	Strategy and program improvement, knowledge sharing
LABiB	Strategy and program improvement
LIBER Leadership Development Programme	_____
Management and Personal Development Programmes	_____
Masterclass in Creative Strategy	_____
Mortenson Center Associates Program	Advocacy, strategy and program improvement, knowledge sharing
Northern Exposure to Leadership Institute (NELI)	_____
Professional Development Program for Librarians	Strategy and program improvement
Public Library Leadership Fellows	Strategy and program improvement, knowledge sharing
Public Library Management Diploma	_____
Shared Leadership Program	_____
Taking the Lead	_____
The Future Leaders Programme	_____
The International Network of Emerging Library Innovators (INELI)	_____
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	Strategy and program improvement, knowledge sharing

# Appendix F: RESOURCE PARTNERS



PROGRAM TITLE	RESOURCES PARTNERS
Advancing Public Library Leadership Institute	The Ontario Ministry of Tourism, Culture and Sport
Annual Library Leadership Institute	Elseview, Nki, igroup, ProQuest
Aurora Institute for Emerging Leaders	————
Building Strong Library Associations	IFLA, Bill & Melinda Gates Foundation Global Libraries Initiative
Carnegie Library Lab	————
CAUDIT Leadership Institute	————
CAUL Leadership Institute 2014	————
CAVAL Library Leadership	Exlibris
Clore Leadership Programme	Clore Duffield Foundation; Foreign and Commonwealth Office; Hong Kong Arts Development Council; National Art Gallery Singapore; Arts Council England, Wales, Ireland; Creative Scotland; Arts and Humanities Research Council; Paul Hamlyn Foundation; Wellcome Trust; Gatsby Charitable Foundation; Linbury Trust; Heritage Consortium; Museums Consortium; National Archives Institutions Consortium; Performing Arts Consortium; Theatre Consortium; Archives Consortium
Coaching for Managers in Libraries	————
Fostering New ICT-based Services That Meet Community Needs	————
IATUL Leadership Academy	Thammasat University Bangkok
IFLA International Leaders Programme	————
INELI-Oceania	Bill & Melinda Gates Foundation, National Library of Australia, National Library of New Zealand, the State Library of Queensland, State Library of Victoria and Public Libraries Victoria Network, Yarra Plenty Regional Library, Auckland City Libraries
Information Strategies for Societies in Transition	Bill and Melinda Gates Foundation, USAID, Microsoft
Kotuku: LIANZA Emerging Leaders Programme	LIANZA
LABiB	Polish-American Freedom Foundation, Bill and Melinda Gates Foundation
LIBER Leadership Development Programme	3M, Dawson Books
Management and Personal Development Programmes	————
Masterclass in Creative Strategy	————
Mortenson Center Associates Program	Endowment from C. Walter and Gerda B. Mortenson, individual donors, the University of Illinois Foundation, Mellon, Carnegie, MacArthur, Open Society Institute, Getty Foundation, Bill & Melinda Gates Foundation
Northern Exposure to Leadership Institute (NELI)	EBSCO, Counting Opinions, INGRAM: Coutts Library Services, Gale, YBP, Carr Mclean, Gibson Library Connections, OCLC, United Library Services, West Canadian Graphics, SirsiDynix, Blackwell's
Professional Development Program for Librarians	National Training Center in Kyiv
Public Library Leadership Fellows program	————
Public Library Management Diploma	Iberbibliotecast
Shared Leadership Program	————
Taking the Lead	State Library of NSW
The Future Leaders Programme	————
INELI	Bill and Melinda Gates Foundation
Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	IFLA

# Appendix G: IMPLEMENTATION PARTNERS



PROGRAM TITLE	IMPLEMENTATION PARTNERS
Advancing Public Library Leadership Institute	University of Waterloo Department of Communication, Leadership and Social Innovation Professional Services
Annual Library Leadership Institute	Fudan University Library
Aurora Institute for Emerging Leaders	Coup
Building Strong Library Associations	_____
Carnegie Library Lab	_____
CAUDIT Leadership Institute	_____
CAUL Leadership Institute 2014	_____
CAVAL Library Leadership	Monica Redden, Annie Talve
Clore Leadership Programme	Ashridge Business School
Coaching for Managers in Libraries	_____
Fostering New ICT-based Services That Meet Community Needs	_____
IATUL Leadership Academy	TUM Executive Education Centre
IFLA International Leaders Programme	_____
INELI-Oceania	Bill & Melinda Gates Foundation, Australian Library and Information Association, Library and Information Association of New Zealand Aotearoa, National and State Libraries Australasia, International Federation of Library Associations and Institutions, Auckland Council Libraries, Yarra Plenty Regional Library, Local Government Managers Australia
Information Strategies for Societies in Transition	University of Washington's Henry M. Jackson School of International Studies, Myanmar Egress Capacity Development Centre, Myanmar Minerva Educational Centre
Kotuku: LIANZA Emerging Leaders Programme	_____
LABiB	_____
LIBER Leadership Development Programme	_____
Management and Personal Development Programmes	_____
Masterclass in Creative Strategy	David McCubbin, Annie McCubbin
Mortenson Center Associates Program	_____
Northern Exposure to Leadership Institute (NELI)	Program implementation and curriculum development are a product of the scholars and practitioners involved in NELI.
Professional Development Program for Librarians	Ukrainian Library Association, IREX
Public Library Leadership Fellows	iSchool Institute at the University of Toronto
Public Library Management Diploma	Alberto Hurtado University
Shared Leadership Program	Sue Upton, John Martin
Taking the Lead	_____
The Future Leaders Programme	Society of College, National and University Libraries (SCONUL), Universities and Colleges Information Systems Association (UCISA), British Library, British Universities Finance Directors Group (BUFDG)
The International Network of Emerging Library Innovators (INELI)	_____
The Jay Jordan IFLA/OCLC Early Career Development Fellowship Program	_____

# ABOUT ARABELLA ADVISORS



Arabella Advisors works with foundations, philanthropists, corporations, and investors who are serious about impact and want to know their resources create meaningful change. We help our clients imagine what's possible, design the best strategies, learn what works best, and do the work necessary to realize their visions.

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