

Brave new habits: evaluation of a library leadership program for a culture of innovation and creative contribution

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Abstract:

The Victoria University Librarian commenced in 2009 with a strong change agenda, with an emphasis on cultural change. He initiated a leadership program to underpin this change agenda and strengthen the ability of the Library's leaders to drive innovation and change. The program comprised workshops, preference profiling, individual coaching, action-learning projects and tutorials. Evaluation of the program assessed its worth and effectiveness in contributing to organisational goals. In particular, it assessed the extent to which the program improved the participants' ability to take up a leadership role strongly and to lead change. The program produced benefits to the Library which would not have been delivered, had it not occurred.

Introduction

Libraries have a proven record for technological innovation and change. Innovation and change are closely tied to leadership. In these increasingly complex, competitive fast-moving and uncertain times, there is an expectation and necessity for both leadership and innovation to be agile and flexible for sustainable advantage.

Victoria University Library's strategic plan states the need for sustainable organisational agility in these times of rapid development. Employee engagement that occurs within a framework of innovation and creative contribution in the service of organisational outcomes is its aim. To engender a climate of innovation, it is essential to foster creativity at all levels of the organisation; that is, to move beyond 'pockets' of innovation. We can all be innovative. However, changing a hard-wired organisational habit can be nerve-wracking (Rock & Schwartz 2006 p.5).

Background

Following a restructure and formation of a new Library management team at the end of 2010, the University Librarian engaged a consultant to develop a pioneering initiative: a customised leadership training and development program. Its aim was to strengthen Library leadership capability with a particular focus on the members of the new management team.

This paper focuses on the evaluation of the learning and experience of the primary group through the program. Evaluation of the program has been important, because the program was about the development of people to take the organisation forward and it aimed to address the needs of the participants – customised as well as broader leadership needs – so it has been important to know its effect.

The decision to evaluate the program was considered an innovative initiative, and offered the potential to establish a model for evaluation that would be expanded to other activities within the university library. Coincidentally, an article (Romaniuk & Haycock 2011) appeared in the *Australian Library Journal* earlier in 2011 that acknowledged the burgeoning number of leadership development programs, but also drew attention to the accompanying lack of systematic or ongoing evaluation of such programs.

The paper acknowledges that all three authors were closely and integrally involved in the program and its evaluation, and as such recognises the potential for the effect of that on the program participants. The authors suggest, however, that the impact has overall been a positive influence on the performance and quality of engagement of the participants, and of mutual benefit.

The paper reports on not only an innovative program, a customised library leadership training program, but also on an innovative process, the introduction of a more extensive level of evaluation into a leadership training program. In reporting on and interpreting these the authors aim to promulgate the value of the program in developing leaders who 'work differently'; that is, who bring a mix of values and behaviour that can create a basis for continuous improvement, innovation and client satisfaction that contribute to organisational goals. Further, it aims to demonstrate

the role played by evaluation in evidencing the program's worth and impact, that is, its cost-benefit or return-on-investment.

Building Strategic Leadership

The University Librarian commenced at Victoria University with a strong change agenda and an emphasis on cultural change – a shift in the way things are done, including behaviours and values. Underlying this is an understanding that there will be a demand to work differently, that changed behaviours and attitudes are critical to future success and cultural change. The development of the program was driven by this strategic thinking about the new management group and library as a whole, and a desire to raise the bar higher for the members of the new team, to join him in 'putting the Library on the map'.

The leadership program (Building Strategic Leadership), subsequently implemented in March 2011, aimed to underpin this change agenda and strengthen the ability of the new team to drive innovation and change. The program was heavily informed by a paper written by Beverly Alimo-Metcalfe and John Alban-Metcalfe (2008). Their paper outlined four dimensions of successful leadership: Moving forward together and leading change; Engaging individuals; Engaging with the organisation, and Personal qualities based on strong self-awareness. Additionally, the program was aligned with the Victoria University leadership capability framework: Co-creating the future; Being a credible advocate; Aligning and mobilising people; Achieving results by realising potential, and Earning credibility and respect.

The Library leadership development program aimed to address the knotty issues of aligning and mobilising people, initiating and influencing (cultural) change and strengthening personal effectiveness, through doing (initially, an action-learning project). It aimed to build strong and vibrant leadership resulting in alignment and clarity about the path ahead that would ensure "followship" by staff members. It recognised the broader Victoria University leadership program and offered job-specific opportunities for clarification of leadership responsibilities, enhancement of change management skills and elaboration of the behaviours expected of leaders in the Library.

The primary participants in the program were the members of the Library management team: University Librarian, Associate Librarians and Managers. Other librarians in senior roles attended selected parts of the program. Those librarians were also invited to be part of the action-learning projects with the aim of encouraging individuals who want to move into management and/or leadership to take up opportunities to further their leadership training and development.

The Library leadership program ran for six months. The components or things done within the program comprised: one-off management-team work-preference profiling; monthly facilitated peer-conversations, tutorials workshops and guided reflection; coaching support, and self-directed action-learning projects that were aligned with the University's strategic plan and the Library's change agenda. The action-learning framework meant that the projects were expected to be based on real problems and to include a focus on leading change in that context. Further, the learning was supported by facilitated peer conversations and guided reflections on one's actions

and experiences of doing, providing a cycle of doing, reviewing and improving in a collegial, shared learning environment. The projects ranged from a review of Library corporate records using a records management framework; integration of cataloguing and acquisitions under a single report, to a review of the Library's change plan.

The program was structured into four stages involving the key participants: Building self-awareness, comprising an establishment meeting and preference-profiling workshop; Engaging as "one library", a workshop with the participants and a broader group of library staff; Action-learning which comprised the monthly tutorial and peer-conversation workshops with concurrent coaching support, and the final Presentation event.

The expected outcomes of the program, in alignment with the University's leadership capabilities and related Engaged-leadership dimensions, comprised:

1. Enhanced openness to change, demonstrating flexibility and initiative
2. Development of leadership skills with confidence to tackle difficult issues
3. Clarity about leadership authority role and responsibilities, as distinct from the management role
4. Visible collegiality and strong networks: a "safe place" to explore issues
5. Enhanced self awareness and self-knowledge, consistent with organisational values and expected behaviours.

As the program progressed, it emerged that leader development was occurring, based as much on the dialogue amongst participants, either facilitated or based on personal conversations. While the structure of the program supported and challenged participants, the focus was on interaction, action-learning and reflection, around the leadership themes and integrating learning into day-to-day practice, not simply attending a series of workshops. Successful modern organisations and businesses have an innovation culture where innovation happens consistently over time and the fruits of innovation result in efficiencies products and services that meet new needs. To achieve its strategic plan and meet the future needs of the students and staff of the University, the Library requires new creative energy and new innovative people. One of the aims of the leadership program is to assist the development of leadership roles that foster a culture of collaboration, flexibility and innovation within a supportive environment that rewards the endeavours of staff.

The focus of the evaluation was largely based on assessing the extent to which participants positively changed attitudes or job behaviours relative to the five outcomes above. Therefore, the evaluation aimed to be able to report on the extent to which the outcomes were achieved, with consideration of factors contributing to the result.

Evaluation Framework

In assessing the learning that has resulted from the program, the authors applied the Kirkpatrick (1998) training evaluation model. While acknowledging there are many other evaluation approaches, the choice was based on the authors' prior knowledge and experience of the Kirkpatrick approach. Further, it has been extensively used to evaluate leadership development in a range of sectors (Romaniuk & Haycock 2011 p.35), therefore providing a validated method. Romaniuk and Haycock (2011 p.35) noted that the first two levels are most commonly applied in evaluation but that all four levels are desirable in order to assess higher-level outcomes. The model is considered (Mathison 2005 p.221) to offer a systematic approach to gathering and discussing data to assess the value to the organisation of the program.

The four levels of Kirkpatrick's evaluation model aim to measure:

- Reaction of participant – what they thought and felt about the development (learner reactions)
- Learning – the resulting increase in knowledge or capability (learning or the extent to which participants change attitudes, improve knowledge or increase skill as a result)
- Behaviour – extent of behaviour and capability improvement and implementation application (job behaviour)
- Results – the effects on the business or environment resulting from the participant's performance (observable results).

In acknowledgement of an increasingly regulated operational climate, to the four levels, Reaction, Learning, Behaviour, and Results, was added Return on Investment (ROI). This means what might have been the cost of not doing the program. ROI is a contingent valuation (Havens & Storey 2010) where the dollar value obtained for the good or service is contingent upon the nature of the market, i.e. what people are willing to pay for a benefit, allowing greater flexibility in valuation of non-priced goods. It is used to evaluate non-priced goods and services by also examining the economic implications of not having them, i.e. what people would accept as compensation if a benefit were missing.

The decision to apply a specific methodology to evaluate the program demanded that the outcomes be made more clearly and easily measurable. The outcomes were subsequently re-framed in terms of measurable outcomes, and mapped to mechanisms to measure both qualitatively and quantitatively in particular the extent of implementation in working life, to determine the learning that occurred. These measurable outcomes included: successful leadership of a change project; increase in self-rating of ability to undertake courageous conversation and resolve difficult issues; differentiation between management and leadership roles and responsibilities; confidence in developing aligned performance plans and providing feedback, and visible changes in self-awareness and self-management. Accordingly pre-, during and post-program evaluation measures were developed. The decision to evaluate the program was made early and the measures applied to the program from its commencement, maximising the opportunity to collect the data needed, in order to be able to evidence the impact of the program. Some of the initial methods identified to measure the success or otherwise of the program were found to contribute little and have not been included in this paper.

It was an integral part of the program that all participants were involved in the discussion to evaluate, and furthermore, as it was a project, were provided with updates on progress as part of the program's tutorials structure. This paper acknowledges the feedback on the program provided by all the participants, which has enabled the evaluation and informed its interpretation.

Findings

The leadership program was of integral importance to bedding down the Library's new structure and to growing coherent leadership throughout the library. The University Librarian had clearly expressed an expectation of cultural change, that staff would learn to work differently, and that changed behaviours and attitudes remained critical to future success. The program succeeded in encouraging the new team members to take up their leadership role strongly, engaging them in projects to drive cultural change and build their leadership skills, and supporting the development of self-awareness.

For change in behaviour to occur, a person must have a desire to change, know what to do and how to do it, work in the right climate (support) and be rewarded for changing. The primary evaluation methods included pre- and post-program assessments by each participant of his/her aspirations in relation to the leadership capabilities and dimensions, journaling the leadership journey (reflections), tutorial feedback, development plans and presentations. The findings of each are reported and discussed below in the context of the program's outcomes and evaluation framework.

Reactions and learning

Each participant provided a self-assessment (Reactions and Learning) across the areas below at the beginning of the program and again at the end of the program. The results (Table 1) are indicative of the changes as a result of the program perceived by the participants in the areas of leadership capabilities and dimensions. The self-assessments were ranked on a scale of 1 to 5, where 1 indicated "need significant development" and 5 "feel fully competent". At the end of the program, participants' responses overall consolidated in the upper two categories of feeling competent.

1. Enhanced openness to change (*co-creating the future/moving forward*)
 - Self-assessments consolidated in the "feel competent" zone of the scale with an positive change of 71% in self-assessment of capability in this area at the end of the program.
2. Development of leadership skills (*credible advocate/moving forward*)
 - Responses increased in the "feel competent" zone with a positive change of 86% in this area.
3. Clarity about leadership authority role and responsibilities (*align/engage people*)
 - Responses to these dimensions indicated an overall change in the "feel competent" zone of 18%.

4. Visible collegiality and strong networks (*achieving results/engaging organisation*)
 - Participants reported strong upward movement in their skills in leading and managing projects and an overall positive change of 50% in this area.
5. Enhanced self awareness and self-knowledge (*earning credibility/knowing self*)
 - Interestingly the *quantitative* indicator reveals only small progress (7% change in total) in this area, however participants reported in *qualitative*, guided reflections and pre- and post-program assessments, significantly increased self-awareness as a result of the program, particularly the profiling session, but also through the implementation of their projects and interpersonal interactions:

Self awareness, I now spend time for reflection and TMS profiles – has made me become more self aware of who I am, also I am being conscious of what I am good at while acknowledging what I still need to learn which in turn makes me a credible leader.

Through the tutorial discussions and the TMS tool I was able to gain a better self-awareness of my preferences and predispositions and a stronger grasp on when I was working within preference and when I needed to extend beyond my comfort levels.

Being more aware of my style has been very helpful in understanding the way some interactions play out within my team as well as with individuals.

A heightened & more conscious self-awareness of my leadership style. The Program has encouraged and at times challenged greater self-awareness of one's leadership capability.

Against the leadership capabilities and dimensions, participants' self-assessments indicated greatest change in the outcome: Development of their leadership skills. In the program this was related to: *Being a credible advocate*' - Initiative and influence, building culture, and *Managing change-Moving forward together* - Networking, building a shared vision, resolving complex issues, facilitating change sensitively (Chart 2). The success in this area is likely to have stemmed from the action-learning projects, which is where participants were expected to apply their leadership skills (learn by doing) to benefit the organisation, for a practical impact on the organisation. At the end of the program, the majority of participants' responses had shifted from the mid-range to the "feel competent" zone.

Romaniuk and Haycock (2011p.35) suggest the use of 360-degree feedback to augment self-assessment. In determining the approach to evaluation from the start, the authors considered the use of this instrument but decided on a more informal approach to gathering feedback from the broader group of employees. That feedback has been almost entirely positive:

Visible collegiality

Trust (both ways)

Our role as faculty liaison leaders has been developed and validated

Strong support and leadership from manager

Increased emphasis on strategic leadership.

The change in self-awareness that resulted from the program has been one of the more significant aspects, from the authors' viewpoint. It appears to confirm Watkins' (2009 p.52) claim that "Whether any leader in transition can adapt his or her personal leadership strategy successfully depends greatly upon the ability to embrace the following pillars of self-management: enhancing self-awareness, exercising self-discipline, and building complementary teams."

Behaviour Change

The program was about people: how to change how people think and behave, and take up new habits. It was an important part of the process that participants saw the need and value of changing their behaviour at individual and organisational levels. Change is hard to make happen without dramatic events that accelerate thinking that is, moments of insight that need to be generated from within. To support this process and help participants to come to their own insight, the program included three opportunities specific to this objective: individual coaching sessions with the facilitator, one-to-one manager:participant conversations and development plans (SPDP).

Pre-program, the participants were asked to identify four key ways in which they wished to develop their leadership capabilities during the program. The areas were: *Alignment, Collegiality, Engagement, Managing Staff, Managing Change*; and *Self*. At the end of the program, they were asked to identify the four key ways in which they felt their leadership capability had developed during the program. This process mapped to the third aspect (Behaviour) of Kirkpatrick's framework.

Some of the pre-program responses were single word responses, and overall were comparatively brief compared to the responses at the end of the program, particularly in the areas of *Managing Staff, Managing Change* and *Self*.

I have now recognized the difference between managing and leading. Management is about coping with complexity through planning and budgeting while leadership is transformational and focused on coping with change; establishing direction and vision and introducing change.

Courageous conversations are easier. Scripting assists with this and I now realize that the sooner the conversation occurs the less angst for everyone concerned... Confrontation if combined with empathy, can lead to trust.

The reason for this change is suggested by the significant role reported by participants of reflection, privately and as a group at tutorial sessions, in their experience of the program.

...reflection has enabled it (leadership) to come to the fore

...power of reflection - need to spend more time on it

More critical about what spend my time on; use TMS to look at what do, useful for self, provides point of reference in terms of why did something a certain way

Greater capacity in selling the message better, more competently ie strategic direction, clear and consistent purpose

Reflection was supported by a standard set of guided questions, and in one to one meetings. As well, participants were encouraged to journal her or his leadership

journey, building in the practice of reflection. This was an opportunity not only to think back on the learning activities and explicitly and purposely identify what had been learnt but more importantly, to relate that to practice and action plans for improvement.

Within the context of the educational work environment, participants were aware of the role of personal learning environments (PLEs) in supporting reflection to facilitate real learning through the construction of personal knowledge. At the program's commencement, participants agreed to use PebblePad, a personal learning platform used within the University, as the environment to capture and share reflections.

PebblePad is an e-portfolio system designed to support learners by allowing the learner to build a collection of related items around personal and professional development achievements. It was intended that the prompts within PebblePad would further support learning reflection. Technical problems from the start, around login passcodes, and perceptions of the platform as "clunky" resulted in mixed success in the use of PebblePad, and this did not improve over the duration of the program:

Not that useful, won't accept my password currently

Have not used it as much as I would like to, but have used it and find it a useful tool to document my thoughts and my travel thro this leadership journey

While collaborative use had all but evaporated by the fourth month of the program, supported reflection continued. It was integral to the tutorials, as well as in formal one-to-one conversations. However, participants' acknowledged the usefulness of reflection and the progressive pedagogy behind it.

Peer conversations

The six tutorial topics were nominated by the group and covered: *Innovative Thinking, Managing Change; Manager as Coach; Courageous Conversations; Resilience and Influence*. The tutorials were linked with the expected outcomes, Engaging-leadership dimensions, and the Victoria University leadership capability framework. Program participation rates were high and there was little absenteeism, reflecting each participant's high level of commitment and enthusiasm to better understand his or her role in contributing to the Library's strategic direction.

Participants provided tutorial feedback after each session using feedback sheets in a consistent format of (six) aspects, ranked similarly to the self-assessments on a scale of 1 to 5, where 1 indicated "full disagreement" and 5 "full agreement".

- The entire group was present for the *Influence* tutorial which was rated highest with 45.8% of responses in "full agreement"
- *Managing Change* and *Manager as Coach* ranked second and third respectively in "full agreement" and were attended by all but one of the participants in each case
- *Courageous Conversations* ranked highest with 100% in combined responses in the "full agreement" zone although only 5 participants were present
- On all but *Courageous Conversations*, a minority of mid-range responses were reported around the practical support provided via the tutorial to take up the specific behaviour

Participants were enthusiastic about engaging with colleagues in mutual learning. Comments consistently indicated the value of the opportunity provided by the tutorials for peer-conversations:

Interesting to hear others' experience

The tutorial provided a good opportunity to discuss continuing challenges & to share knowledge & experiences with colleagues

Pleased with the openness of the team

I find the discussion around the table very productive.

To sustain the momentum, the peer conversations which were so highly valued will continue beyond the program in the form of a self-organising group. The topics for these ongoing conversations aim to be a balance between leadership and management issues. It is expected that each participant to take responsibility for a session: decide on the details of the topic, identify pre-reading, establish an agenda, facilitate the session, capture and document ideas from the session. Facilitation training has been provided to the leadership group to support this ongoing activity.

Plans, projects and presentations

While the journey was as important as the projects – it has been how the participants evaluated their leadership development through the process – it was the action-learning projects where participants were expected to apply their leadership skills to benefit the organisation.

The action-learning projects strengthened the ability of the participants to drive innovation and change by initiating change, aligning and mobilising people, and strengthening personal effectiveness. The projects were diverse, including a review of Library corporate records using a records management framework; integration of cataloguing and acquisitions under a single report with impact on workflows, and a review of the Library's change plan, amongst them.

At the end of the program, each participant provided presentations around his/her project, personal journey and perceived outcomes (Results), to the wider group of senior Library staff. While no formal feedback was sought on the presentations, the verbal feedback received was positive. Perceptions from the wider group, of the impact of the action-learning projects were also largely positive:

Participating and leading innovative projects

Development of technological skills

Teams working together eg interoperability, acquiring new skills and knowledge

Although projects were still at various stages at the end of the leadership program, the use of the University's Staff Performance and Development Planning (SPDP) process supported the leadership program by providing continuity and monitoring of progress beyond the program. All participants reported timely completion and progress against development plans.

New habits

The overall effect of the program on the leadership behaviours of the participants appears to have been one of benefit. The aspects of the program that appeared to have had greatest impact on the participants included: reflection, the action-learning projects, and the Team Management System (TMS) profiling.

At the commencement of the program, a workshop was held based on discussion of the revealed profiles within the leadership group. This workshop aimed to assist participants to develop an understanding of self in relation to others and inclusive ways of working with differences. There was a high level of agreement with the usefulness of this tool throughout the program:

*Awareness of self in conversations, done similar stuff before so already aware
- useful to know dynamics in the group in context of uncertain environment*

*Conscious of others preferences in working - more informed respect, valuing
of differences*

Using strengths of others eg to generate ideas/solutions

The program appears to have had the effect of sharply focussing each participant's attention on his or her role and on his or her action-learning (change) project:

*The Action Learning Project has been a very practical mechanism through
which to practice the concepts and skills discussed throughout the Program.
The Action Learning Project has also had the added benefit of improving
people's skills in managing projects, solving problems, and building
relationships.*

As a result, the organisational impact of this leadership development intervention has been specific and definite. Without the program, most of the change projects would unlikely have eventuated and certainly not on the same scale. For the participants it was like an accelerated-learning program with a clear focus on meeting the specific, changing needs of the organisation.

The tutorial discussion sessions supported the projects by providing an opportunity for participants to talk about solutions to problems, where each could share his/her insights to shaping solutions, providing support for better practice and innovation.

The incorporation of project outcomes in performance plans, thereby linked to improving organisational performance, gave the projects significant structural support and a process for continuing to monitor progress beyond the leadership program. At the same time, there was a high level of openness and willingness by the participants to engage in the program, to share personal thoughts and to contribute to the development of tutorial topics, which made it work. The authors note that Kirkpatrick has observed in relation to his model (Mathison, 2005, p.222), that "if training is to be effective it is important that trainees react favourably" because there is an assumed causal link between openness to learning (training) and behaviour change, or learning transfer – key elements to his model.

As a customised program, the return on investment, cost-benefit or efficiency-effective relation was assessed, particularly in the context of were there to be further such programs. The factors in the cost-benefit assessment included:

- Engagement of an external consultant to develop and facilitate the program: most leadership programs, such as the Victoria University “Transitions”, General Staff Leadership Development, Aurora or CAVAL Horizon/Leadership programs have used external consultants
- Duration: the program ran over a period of six months which compared well to the above programs which ranged from 4 to 8 months
- Cost per participant: approximated the cost of external programs
- ‘More bang for the buck’: participants were engaged in work-specific projects
- Competitive, fast-tracked industry-context specific (contextualised) training: approach to skilling-up leaders, focussed on organisational need to meet changing needs of users
- Met needs of Library (strategic direction): particularly around leading change and innovation
- Shared experience and training: potential for multiplier effect (fly wheelⁱ)

The most compelling of these factors was the highly contextualised, highly relevant nature of the program and potential for broader impact. Participants were learning, sharing, building trust with colleagues in a context that was highly sustainable. The peer conversations and action-learning projects were around real-life leadership situations that would continue beyond the room and beyond the program. Further, the knowledge and experience of developing and implementing the evaluation of the leadership program has since been leveraged for use in evaluating another significant Library program.

At the same time, while a wider circle of staff were drawn into the program and projects, the impact of program on that group and the wider Library community and overall organisational performance is still emerging. The spray from the fly-wheel is yet to take affect more broadly.

Library Leaders of the Future

The leadership program aimed to strengthen the capability of Library leaders (the Library Management Team) in leading the Library into the future. The program has delivered an increase or change in specific knowledge or skills at least in terms of the participants self-assessments, and it is acknowledged (Romaniuk and Haycock, 2011, p.35) that self-confidence or one’s belief in one’s ability to perform the various aspects of leadership, is a predictor of leader effectiveness or leader self-efficacy

The Library leadership program provided a framework for the team to develop, early in its formation, a sense of identity, and in the process supported the development of job definition. By providing this framework, the program facilitated team development, cohesion and high-level functioning by ‘throwing the ball forward’, rather than solely or simply focussing on team development. The participants were expected to learn by leading and aligning projects with the University Library change agenda; to apply existing skills in a new role, and to learn/develop new skills in peer-modelling and peer-learning group sessions.

While the skills gained by participants during the program, including leading change and innovation, and holding courageous conversations, are expected to support or make easier his or her work, at the same time development, or longer-term change or evolution, is variable. The long-term progression of Library leader behaviour and leadership mastery will continue to require focussed effort and expectations, supported by the sharing of ideas and broader engagement, to effect broad cultural change.

Conclusion

Evaluation of the program assessed the worth of the learning and development program, its effectiveness in contributing to organisational goals. In particular, it assessed the extent to which the program has improved the participants' self-awareness as leaders; ability to align activities with organisational objectives and engage team members in "followship"; to lead change, and the extent to which the learning has been implemented in the working life of the participants. It succeeded in doing this by focussing attention on what was being done and why, particularly through leading change projects, and by providing direction and purpose to build on the forward-looking energy of the participants.

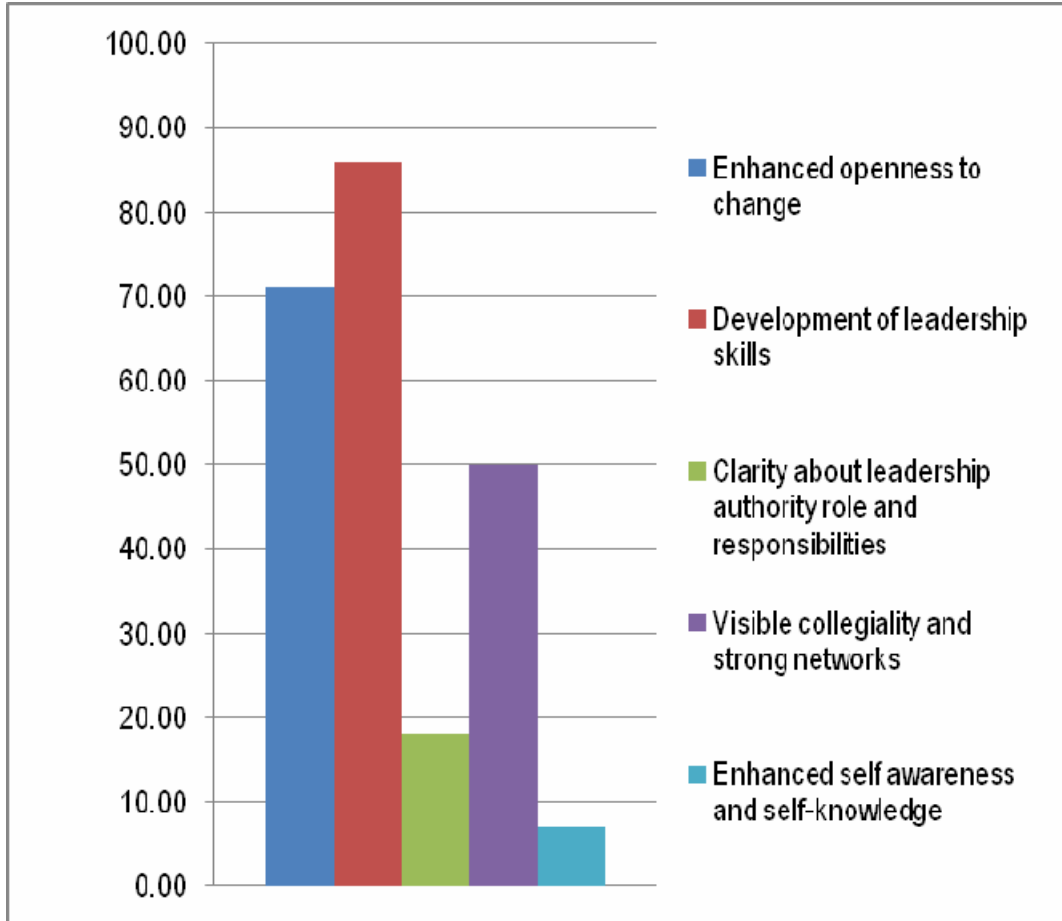
The program has produced benefits to the Library that would almost certainly not have been delivered had the program not occurred. It particularly succeeded in encouraging the new team members to take up their leadership role strongly, engaged them in projects to drive change and build their leadership skills, and supported the development of self-awareness. It provided an opportunity to participants to sophisticate and refine their understanding of leadership theory and practice within a highly participative (practice and discourse), situated learning environment.

Change is hard to make happen without dramatic events that accelerate thinking.

Table 1: Leadership capabilities and dimensions

VU LEADERSHIP CAPABILITY FRAMEWORK										
Where 1 indicates “need significant development” and 5 indicates “feel fully competent” in this area	Pre					Post				
	1	2	3	4	5	1	2	3	4	5
<i>‘Co-creating the future’</i> - Leading and inspiring change, conceptual thinking		1	3	3	1			2	5	1
<i>‘Being a credible advocate’</i> - Initiative and influence, building culture			4	4				1	6	1
<i>‘Aligning and mobilising people’</i> - Engaging teams in a leadership culture			3	4	1			1	4	3
<i>‘Achieving results by realising potential’</i> - Leading and managing projects			4	4					5	3
<i>‘Earning credibility and respect’</i> - Self awareness and personal effectiveness – effective communication, model behaviour			1	6	1			1	5	2
		1	15	21	3			5	25	10
ENGAGING LEADERSHIP DIMENSIONS										
<i>Knowing self</i> – Having personal qualities/core values – acting with integrity, being honest and consistent			1	4	3				4	4
<i>Understanding and aligning with the organisation</i> - Engaging the organisation – inspiring others, focussing team effort, being decisive, supporting a developmental culture		1	1	4	2			1	5	2
<i>Engaging individuals</i> – Showing genuine concern, enabling, being accessible, encouraging questioning			2	5	1			2	3	3
<i>Managing change - Moving forward together</i> - Networking, building a shared vision, resolving complex issues, facilitating change sensitively			5	3				2	4	2
		1	9	16	6			5	16	11

Table 2: Change (%) in leadership skills



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Endnotes

ⁱ A fly-wheel is a rotating disk used as a storage device for kinetic energy and is capable of delivering energy at rates beyond the ability of an energy source (Wikipedia) viewed 2 September 2011 <<http://en.wikipedia.org/wiki/Flywheel>>