

A Leadership Primer for New Librarians

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A Leadership Primer for
New Librarians: Tools for
helping today's early-career
librarians to become
tomorrow's library leaders

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About the authors

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Dawn Lowe-Wincentsen is currently the Portland operations librarian for the Oregon Institute of Technology. She and Suzanne met when she worked at the Florida State University Libraries as assessment and staff development coordinator. Dawn earned her master's in library and information science from Louisiana State University in 2003. She received her BA in creative writing from Linfield College in 2000. When not at the library, Dawn is cooking and crafting. She is married to Jesse Lowe.

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List of acronyms

ALA	American Library Association
ALIA	Australian Library and Information Association
ARL	Association of Research Libraries
CUNY	City University of New York
CV	curriculum vitae
EQ	emotional intelligence quotient
IRB	Institutional Review Board
LACUNY	Library Association of the City University of New York
LIS	library and information sciences
MPLA	Mountain Plains Library Association
NMRT	ALA New Members Round Table
OPAC	online public access catalog
SLA	Special Libraries Association

About this book

Every book its reader. (S.R. Ranganathan)

Ten reasons you want to read this book.

1. You are curious.
2. You are a new librarian or are about to become one.
3. You are in a position that answers to someone.
4. You are a supervisor.
5. You are interested in learning how to influence others effectively.
6. You see change happening and have to deal with it.
7. You want to be a leader.
8. You do not want to be a leader.
9. The word 'follower' makes you want to baaaa.
10. You are a librarian, and according to myth must read every book.

This book is not just about our experiences, or about our take on library leadership, or even our research on leadership. This book is about what librarians in the field want from a library leader and how we have become leaders ourselves. We are both early-career librarians who want to share our experiences and the experiences of other early-career librarians. After entering the profession we realized

that all the tools required for career success were not acquired in library school.

In addition to sharing our perspectives and experiences, we created a survey hoping to gain insight into the way early-career librarians define leadership. The survey focused on how librarians and other information professionals view leadership and leadership roles. We sent invitations to participate in the study to two listservs that target early-career librarians, Newlib-L and NMRT-L, which is the listserv for the American Library Association's New Members Round Table. The surveys targeted professionals with less than ten years of experience. The participants were asked both multiple-choice and open-ended questions. There were 58 respondents. At the end of the survey, participants had the option to take part in a short telephone interview. The telephone volunteers were asked five additional open-ended questions. Eight people participated in the telephone interviews, which lasted from 30 minutes to one hour. The findings from both the surveys and the interviews are linked throughout the book, but no names or identities are provided. As the research involved human subjects, we requested and received approval through the Institutional Review Board (IRB) at Florida State University.

The final method of gaining insight into the experiences and views of early-career librarians was through a call for contributions to this book. We requested that interested contributing authors write abstracts on their experiences in leadership roles, including advice from the field. We received an overwhelming number of responses. Though there was great variety in submissions, we chose those contributions that were most appropriate for the chapters. The selected submissions are at the end of each relevant chapter. We would like to take this opportunity to extend gratitude to all who shared their stories, experiences and advice with us,

and with you. We have done as little editing as possible to the contributions so that they remain in the authors' own words.

At the end of each chapter are exercises that correspond with the content of the chapter. These are activities you can choose to do, or not. They can help you to develop skills discussed in the chapter, and are activities that you may revisit at a later time.

The background story

Every person finds a different means of developing their leadership and followership skills. It is our goal that this work can be used as a roadmap for both persons still in graduate school and early-career librarians. The information in the book is gathered from a variety of sources in addition to traditional research methods. This is a compilation of insight and experiences. So who are we and how did we get here?

In 2003 Dawn received her master's in library and information science from Louisiana State University, where she also worked as a staff member in the main library's Reference Department. Upon graduation she became the statistics and assessment librarian at Florida State University. Dawn evolved with this position into the library's staff development coordinator, and eventually moved into the role of department head and assumed the title of undergraduate information services librarian. Dawn is currently the Portland operations librarian for the Oregon Institute of Technology.

Suzanne received her master's of library and information studies degree from the University of Oklahoma in 2005. While in graduate school she worked in the Interlibrary Loan Department. Upon graduation, Suzanne accepted a

position at Florida State University as a reference and instruction librarian. After one year, Suzanne was promoted to department head and became the undergraduate programs librarian. She became interested in followership after reading the book *The Courageous Follower* by Ira Chaleff (2003).

In 2006 Suzanne approached Dawn about submitting a proposal on leadership and followership to the Australian Library and Information Association's (ALIA) New Librarian Symposium. They presented and published 'Following to the top and leading from the bottom', which became the impetus for this work. Leadership and followership are hot topics in the face of change in the library profession.

Since authoring the ALIA paper in 2006, we have both become managers and leaders in our institutions. We hope that our experiences and the experiences of others, the research and other information in this book will help you to develop your own roadmap to followership and effective leadership. As you will see from the stories throughout the book, this joint venture brings together two different writing styles. Because of these different styles, we decided the best way to integrate our work would be to write chapters individually and then combine them in the complete book. Based on this, Suzanne authored Chapters 2, 4 and 6 and Dawn authored Chapters 3, 5 and 7. We also worked together to develop our collective writing style.

We work off each other's strengths and help each other grow in our weaknesses. It is important to note that when taking personality and leadership tests, we discovered that we are complete opposites, and this is one reason why we work well together. Each person must develop their own style, and then find common ground with the people and professionals around them. This is where leadership begins.

The grey matter

There is much literature on the greying of the library profession. At presentations, during conferences, webcasts and in reading articles, we hear about the mass exodus of library leaders who will be retiring in the next couple of years. When Dawn was in college, she looked up librarianship as a profession because vocational testing told her that was what she should be. The career counselor told her that within ten years scores of librarians would be retiring. That was over ten years ago. And although we have seen librarians retire, we are not sure that the rate is any higher than in other professions – but nor do we know that it isn't.

The flip side of the retirement coin is that many new professionals have been lured into the profession under the guise that there would be a vast number of positions that need filling. There is often chatter on listservs aimed at this demographic, and about the difficulty in finding a first job. A recent discussion on NMRT-L shared experiences about when and how to find a second professional job (Webb, 2008). Again, there was chat about the difficulty in finding a first position, but there was also chatter about the difficulty in making a lateral move into a second position.

Why does the literature both call for new librarians to enter the field and claim that it is difficult to find an entry-level position? We have a few theories. First, people are retiring and this leaves gaps, but usually in positions that require experience. Secondly, some libraries choose not to fill these gaps at all. Thirdly, there is yet another body of literature on professional positions moving to non-professional status. There are any number of changes happening, none of which leads to entry-level positions becoming available.

The Association of Research Libraries (ARL) conducts a salary survey of its members each year. The 2007–2008 data on rank in library (i.e. university librarian, associate university librarian, etc.) show that the upper ranks are the most densely populated (Association of Research Libraries, 2008). To move up in rank one usually needs to have more than a specified number of years in the profession, have been active in the profession and have published, plus a number of other factors that vary by institution. These data suggest that there are more people with more experience than those with less. Every five years the ARL conducts a more detailed salary survey, including the number of years' experience. The 2005–2006 data from this more detailed survey show librarians with four to seven years' experience make up 15 per cent of the profession (Kyrillidou and Young, 2006). Forty-one per cent, nearly half the population, fall in the categories with over 20 years' experience. These data do not suggest mass retirements in the field overall. Another table in the same report gives average number of years' experience based on position. The average experience for an ARL member library director is 31.3 years, associate directors 25 years, assistant directors 23.7 years and branch heads 22.1 years. The same table shows that librarians in positions lower than department head have an average of 14.9 years' experience. Assuming that librarians will retire with 30–35 years' experience, these data suggest the retirements that do happen will be in the upper strata of the profession, leaving a leadership gap.

The data and the literature conflict. Ten years ago there was suggestion of an imminent need for new library professionals. However, the profession has changed, as have the professionals. As a result there will be gaps, particularly in areas requiring leadership skills. It is up to new librarians

to develop the future of the profession and to decide how that leadership occurs.

Change management

This is where this book steps in. Libraries are changing. Libraries around the world are changing. As librarians, we often like to think of ourselves as the forerunners of change. However, as professionals we are often behind the curve of change. For example, consider the transition from the card catalog to the online catalog. When Dawn was in secondary school in the early 1990s, she worked in the school library. During this time, it began moving to an online catalog. Though such a move made it easier for the students to find books, the head librarian was quite upset by the change. It is not uncommon that people are upset by change, but to grow as a profession we must move forward and embrace change.

Change management is not a new prospect; it is just one that gets revisited in waves. Those waves often correlate to new generations entering the workforce or specific professions. That is to say, each generation does things in a new way. Where Dawn's mother fries her potatoes in canola oil, Dawn fries them in olive oil, and her grandmother fried them in butter and her mother fried them in lard. We are all doing the same thing, but we are just going about it in a different way. Because each of us believes our way is best, we attempt to push that change on to the previous generation. Often this push is met with resistance. Now imagine that same scenario every time a new librarian joins your institution. Person X follows one procedure. Person Y joins the library and introduces a different procedure. While both methods may achieve a desired goal, the differing methods

of implementation will result in a domino effect in which others will need to adapt.

Let's take this a step further. Your job is cataloging books. You are fresh out of school and you know of new software that makes this task more efficient. You talk to your supervisor and implement use of this new tool. You are happy with the way things are going, then one of your co-workers comes over and begins to complain. The problem is that your efficiency levels have risen because of this new software, and now your supervisor is making them use it as well. Everyone must change, and they now resent you as change implementer. Next this will cause change in another department, and they in turn will resent the change agent. This can create a butterfly effect in the workplace. The phrase, coined by former Massachusetts Institute of Technology Professor Edward Lorenz, means one small change can have large and widespread consequences.

Don't avoid change because this scenario frightens you. Find out who the change is going to affect, what processes it will affect, and talk to those involved. Understanding other perspectives is the first step towards success in any change. Understanding how people react to change will help ease the change. Understanding that change is happening will help ease it, and will stop your butterfly wings causing a distant storm. And don't be afraid to change and grow yourself along the way.

We have to adapt to serve our patrons better and to fit better into our changing environments. Professionals need to develop new skills to grow; they need to acquire different skills than professionals who came before them. As new professionals change, more experienced professionals need to change too. It is a two-way street.

In a poster session for the Association of College and Research Libraries and Library Administration

Management Association Virtual Institute, Deborah Hicks (2008) shared case studies among Canadian librarians about change in libraries. One librarian in her study summed up libraries as reactive to change: not the leaders of the pack, yet not at the end of the line. Being more effective change leaders and being willing to take that risk will change this perception. We can be the forerunners of change.

Our hope

We hope this book will be a roadmap of where new and more experienced professionals can meet. Where does leadership begin, and what is a follower's role? How can we develop as both followers and leaders, and what is a follower anyway? We hope to remove the negative connotations from the term 'follower'. We hope to empower professionals, new and experienced, to find their leadership potential. We hope to provide insight that is different from what you have read before, and to bridge the gap between followership and leadership. We hope that you will enjoy this book.

Sound off! What the Army taught me about leadership in libraries: Lisa Forrest

Lisa Forrest, MLS, is senior assistant librarian for SUNY College at Buffalo.

Like many of my colleagues in the field of librarianship, I entered the profession with a unique resumé of past experiences. Others are often shocked at my career path

from Army soldier to librarian. Fortunately for me, these diverse experiences have taught me some valuable things about leadership.

- *The library needs you.* There's a common saying in the military, 'Never volunteer for anything.' The reasoning behind this is that volunteers often end up doing extra work. Ironically, the folks who volunteer for extra duties often find themselves in a place of *leadership*. Others look up to people who volunteer to take charge of a task.
- *Be an Army of one.* The Army is all about working together as a team, with each soldier performing at their own personal best. Give it your top shot – and then draw on the unique strengths of your colleagues.
- *You can do almost anything for a limited amount of time.* What got me through my time in the military (especially basic training) was the realization that there was an end in sight. Whether you're weeding the collection or revamping the webpage, the task isn't going to last forever.
- *Platoon – attention!* Don't be late for roll call. If you think about it, chronic tardiness is a sign of disrespect for your colleagues' time. Real leaders are organized – and punctual.
- *Follow the chain of command.* If a soldier has an issue to bring forth, he or she isn't going to go straight to the president, but to their squad leader. The issue will go up the chain of command, and hopefully be resolved somewhere near the bottom. Remember, there is a hierarchy of sensitive egos to contend with along the chain – yes, even in a library.
- *Do as I do.* Remember, as a leader, people will emulate your attitude and your actions. People have more respect for leaders who aren't afraid to 'climb into the trenches'.

- *Look out for your own.* Good military leaders ensure that all of their soldiers are safe and accounted for at all times – and if trouble appears, they are eager to stick up for one of their own.
- *Do your fieldwork.* Soldiers are trained to use a variety of equipment and techniques – even if these have little to do with their peacetime military job. So even quartermasters (launderers) know how to shoot a bazooka. Leaders must be knowledgeable in many areas.
- *Iron your uniform and shine your boots.* Yes, ironing does seem to be a waste of time, but appearances really *do* matter. Look around and you’ll see – real leaders tend to *look* the part.
- *People come and go but your reputation stays.* Always be professional – even when parting along separate ways. You may think you’ll never see that annoying colleague or classmate again, but chances are you just might. Only next time, they may be the one hiring *you*.

Exercises

1. Speak with someone in your library who has more professional experience than you. Find out how they got into librarianship and the process of how they arrived at where they are. Identify how they are different from you, and, most importantly, find out how they are the same.
2. Write a letter to yourself. Begin by answering the following two questions.
 - Why do you want to be a leader?
 - What do you hope to gain from reading this book?

Date your letter. Put it in an envelope and seal it. Put the envelope in the back of this book and don't open it until you have finished reading the book. You will use this letter to complete an exercise in Chapter 8.

What you didn't learn in your LIS program

I do not seek; I find. (Pablo Picasso)

Many library and information sciences programs have a required management course; however, there are many issues new graduates face that are not addressed in these courses. Thus new graduates are finding themselves unprepared to deal appropriately with the challenges before them as they enter the workforce.

This chapter will address many issues with which early-career professionals are confronted, and will provide suggestions on how to respond appropriately.

Politics

Whether we like to admit it or not, all organizations are political. This can be overwhelming for new librarians, because not knowing who to trust, who to befriend or who to keep at arm's length can cause insurmountable problems. Since there are often deep divisions within organizations, a newcomer can unknowingly either get caught in the crossfire or be thrown aside, which further complicates matters.

When joining a new organization, you should study the environment. Keep your eyes and ears open and your mouth closed. Do not jump on the gossip train. Maintain a sense of professionalism in your communication and relationships with others. As the saying goes, you only get one opportunity to make a first impression. This often holds true: it is significantly more difficult to change a person's perception of you than it is to maintain a level of professionalism from the beginning. Though you may not always know how to handle every situation, acknowledging your mistakes and correcting them will help you to achieve a greater degree of respect from your colleagues.

Change

It is often said that there are always political wins and political losses related to every issue. Whether you agree or not, keeping this in mind will help you to make politically savvy decisions. Try to see the big picture when making decisions that have the potential to affect others or the organization as a whole. Consider how your decisions will directly affect people and their work responsibilities and environments.

Perhaps your decisions will affect those you directly supervise, student workers, department heads in other divisions, university administration or the public. It is best to include those potentially affected in the decision-making process, as is much easier to get buy-in if they are part of the process from the beginning. If this is not possible, you may choose to work with a colleague to brainstorm about the potential effects of your decision, thinking about who may be affected and how they might react to the decision.

A common issue that surfaces when new decisions are made is that some people embed their own personal values in work processes. This is often the case when they have been doing the same type of work for many years. It can be a painful, disruptive time for the person if the result of your decision does not validate their position or philosophy. Though you might not understand the territorialism the person demonstrates regarding the issue, be respectful and professional when making decisions which directly affect that person.

People dislike change and often reject any variation from the way things have always been done. As managers, both new graduates and early-career librarians often try to implement more efficient and effective work processes. As a result, they often face resentment when trying to implement change. It is important to choose your battles wisely. Make sure that you give proper explanation and opportunities for people to share their thoughts and ideas. Address potential problems in the planning stage, and ensure that the change is worth the potential strife it may cause.

A common response when change is proposed is that the process has already been tried, but failed, and thus things should simply remain as they are because the process is working fine. This can be incredibly frustrating for those trying to implement change; however, the method by which the issue is addressed may be the key to successful implementation. Though many people do not like change, the opportunity to try something new, and perhaps fail, and then try something different can be liberating. Knowing that they have a voice in the change, and that if it isn't successful then you will work together to try another method, might be the difference between resistance and buy-in.

Including others in decision-making will help to alleviate concerns that you are inexperienced and hasty in your

decisions because you have not been in the profession that long. By asking for assistance from others, you communicate to them that you value their expertise and opinion. You might be the first person to encourage them to have a voice in the processes that directly affect their work. There is power in decision-making, and being invited to participate in the change process is empowering. Realizing that if you begin by considering the way people might be affected, and give them a voice and the opportunity to exercise leadership in the process, there will be a greater likelihood that these encounters may become political wins will help you to achieve greater respect within the organization.

Networking

Take advantage of the time that you have with others. If you are at a workshop or training session, get to know people around you. Can't think of anything to talk about? Share your philosophy on public services, talk about how you are integrating social software into instruction or engage them in a conversation about leadership opportunities in professional committees. Regardless of the topic of discussion, speak with confidence and optimism. Effective networking communication includes exhibiting optimism, enthusiasm, intellect, integrity and warmth. Sell yourself, your department and the library when speaking with others.

Connect people. If you meet a person whose organization is considering the move to a team-based structure and you know someone who has just reorganized to a team-based environment, connect them. Keep negativity out of conversations, because you never know who might be friends, former colleagues or family members of the person with whom you are speaking. Strive to make a positive

impact on others – it might lead to your next job opportunity.

Remember, the library world is a small world.

A job

Library programs educate students on the foundational aspects of librarianship, but very few actually prepare them to find employment upon graduation. Start early. It is possible that an employer will bring you into a visiting position until you finish your degree. Make a list of employment sites online, join listservs that provide job listings and check the employment listings of organizations that interest you.

If you are seeking employment within the USA, you should attend the American Library Association (ALA) Annual or Midwinter Conferences. The ALA Placement Center is a goldmine for those looking for employment. Suzanne had eight interviews in just two days at the 2005 ALA Annual Conference and could have had more if she had been willing to interview longer. The Placement Center provides a means of moving from having a basic CV to being a person with qualifications and a personality. This eases the challenges of trying to sell yourself on a CV and ensuring that the CV stands out from the others.

Once you get the call for an interview, even just a telephone interview, do your research. Carefully review the organization's webpage to familiarize yourself with its services, organizational structure and mission. Speak to others to get interviewing tips, practice your presentation on colleagues or classmates, read up on the cost of living in the new location and learn to negotiate before you are in the negotiating hot-seat.

Negotiation is probably one of the most uncomfortable aspects of acquiring a job. It is important to note that failure to negotiate may cause potential employers to view you as naïve, thus you should read up on how to negotiate properly and keep in mind that you can ‘learn’ to negotiate. If an increase in salary is not negotiable, it is acceptable to request a larger moving stipend, an increased travel or training budget, or a promotion after a specified amount of time. Remember that you do not know what is possible until you ask for it.

When negotiating, you probably don’t want to ask for the moon; however, knowing what others with similar qualifications and experience are earning will help you to determine an appropriate salary. Proper negotiation is an expression of confidence and recognition of your value to an organization. Having an awareness of your strengths and abilities will prepare you to sell yourself adequately to a potential employer.

Direction

Identify your interests and develop the skills and experience necessary to get the job you want. You might begin by spending time looking at job ads and identifying your dream job. Look at the qualifications. If you do not currently have the qualifications, take steps that will help you to acquire them. It might be as simple as taking a class, volunteering, working one-on-one with someone more experienced or doing a little research on your own.

Speak to others in the field who can give you guidance on preparing for the next job. Though your dream job may not be your first job, you can acquire the information and skills necessary to move closer to what you dream of doing. Even

if you think you know where you are going, don't be afraid to veer off the course to accept other challenges.

Sell yourself

It is important that you continue developing professionally to be 'hot' in the field of librarianship. Take advantage of professional development opportunities and identify how the skills that you learn will make you a better candidate for your next job. Think transferable skills. Make a list of the jobs and responsibilities that you have held in the past. Now put them into groups; for example, customer service, training, instruction, supervision, technology, etc. Now make another list of abilities that are necessary to be successful in those areas. Review the list and identify those abilities that you have mastered. This exercise should help you to see the highlights of your work and identify skills and abilities that are attractive to potential employers.

If you don't toot your own horn, no one else will either. People do not like braggarts, but it is important to talk about and demonstrate what you are capable of contributing. Provide examples. If you have supervisory experience, be prepared to discuss your management style, such as how you might deal with conflict between employees or effective communication strategies between supervisors and employees. It is easy to make a list of the skills and abilities that you possess, but putting them into context will help others to see the contributions you can make to their organization.

Once you have the job, keep selling yourself. Don't stop growing. Take advantage of opportunities to showcase what your department is working on. Take the lead in submitting information to an organizational newsletter, make announcements or send periodic e-mail updates with

departmental highlights. Keeping others informed will create allies for you within the organization.

One of the most common complaints is about the lack of communication within organizations. Use this to your advantage and let everyone know what an innovative and productive department you are a part of. This also serves as a great link to the ear of administration. Get people talking about you. Administrators need to know your name and be able to brag about your departmental accomplishments to their colleagues. Make sure that administration knows how you contribute and the importance of the role that you play within the organization.

Encourage others

In addition to selling yourself, take note of others' accomplishments. When a colleague or employee excels in a particular area or achieves success on a project, acknowledge their accomplishment. If it is an unfamiliar area, seek opportunities to learn from them. Encourage them to share their work with you and others, which will help to create an environment of information sharing and professional growth. Recognizing the strengths of others will communicate that you value their contribution and will create a sense of mutual respect. Encouraging one another will benefit both parties and may provide the confidence needed to take on the next challenge or present an opportunity for collaborative learning.

Flexibility

Don't get stuck doing the same old thing. Keep an open mind and a willingness to change. Because libraries are ever-

changing, it is important to be malleable and a supporter of change. Or you could take a huge step forward and become an initiator of change, recognizing that there are both great benefits and significant risks associated with this leadership role. Some of the benefits include:

- the chance to demonstrate your leadership skills in a new endeavor;
- being the creative brain behind the project;
- the opportunity to get others excited about the project and on board with the changes;
- helping others find their place within the proposed changes;
- the opportunity to demonstrate your value within the organization.

Possible disadvantages of taking on this leadership role include:

- being resented by those resistant to change, or misinformed of your intentions;
- receiving blame if the project doesn't succeed;
- the change may require project management skills that you do not already have;
- it might be viewed as a situation in which a newbie was allowed to do something that has already been proposed and rejected, thus causing resentment.

Whatever the case, if you make the plan as transparent as possible and solicit involvement from others, you will have a greater opportunity for success. This will help you to play a pivotal role in the future development of the dynamic organization.

Project management

Project management skills are necessary for upward mobility, regardless of the organization. Library science curricula rarely address the process required to manage a successful program. Therefore, early-career librarians need to seek opportunities to develop project management skills early in their careers.

We have found that one of the best ways to overcome or work through some of our own weaknesses is to challenge them directly. As Suzanne explains:

It is a known fact that I am a big-picture thinker and, frankly, details bore me. Acknowledging this, I have strategically initiated projects that require me to focus on the details while letting others do the big-picture brainstorming. It is not an easy process. However, it takes me out of my comfort zone and allows me to develop skills in areas in which I am lacking. I seek opportunities that challenge both me and the department in which I work. In planning for a renovation of the library building, there has been much talk about the need to develop partnerships with other departments on campus. I began contacting departments related to student services and sought ways in which we could collaborate on events, programming or simply the marketing of each other's services. This has led to the most challenging of activities which require me to focus on details and help me to grow my skill set.

As a result of these contacts, I am currently the coordinator of the student resource fairs, which are held every semester and involve 15–20 departments outside the library. The resource fairs are typically

themed by semester (Halloween, Spring Fling and Summer Luau) and require a great deal of communication, planning, meeting setting, follow-up, outreach, marketing and logistical planning. This doesn't just take me out of my comfort zone; it forces me actively to lead other departments in the coordination of the events. Because I have been the leader in these successful events, I am confident that I am becoming an effective project manager.

I typically begin by asking myself the who, what, when, where, why and how questions about the project. This simple exercise helps me to begin at a fundamental level to make sure that all bases are covered. It is always important to be able to justify why you are taking on a particular task and how it benefits the organization – keep this in mind when beginning any new program or project. You have to make sure that the reason why you are leading or participating in the project is transparent and clearly defined for others to understand and support.

This has also been a wonderful opportunity for me to learn to ask others for help. Delegation is something that I, as a new librarian, have difficulty with. I firmly believe that you shouldn't ask others to do something unless you are willing to do it yourself. Perhaps this is my excuse for not delegating more frequently. Additionally, I have felt that delegation took too long and I could do it myself in a more efficient manner. By doing this, I did not allow someone else to help carry the load and it implies that I do not trust them to do it right. Recognizing that effective leaders delegate, and that this is an area in which I need growth, I am now more aware and I am taking steps to overcome my reluctance to delegate.

Effective project management can be learned through experience. Accepting opportunities, and creating opportunities, can help you to develop strengths in areas in which you need growth. Additionally, it communicates to people that you are willing to take on leadership roles and might help others to find their own leadership potential.

Dress for the part

‘Don’t dress for the job you have, dress for the job you want’ is a common saying in the business world. The way you present yourself makes a difference. Suzanne gives an example:

During my first experience at a professional conference, I was job hunting. It was the final semester of my MLIS and I attended the ALA Annual Conference to interview for a specific job. I hadn’t planned on attending but the potential employer asked if I would be going, so I quickly said yes (it is funny what one will do when you need a job). Needless to say, I hadn’t put much thought into going, but I quickly bought a stylish suit and packed my bag. Because I was job hunting, I wore the suit every day that I was at the conference. I noticed that I was one of the few job hunters who dressed as if they were interviewing. Most wore comfortable clothing that made them appear as though they were on vacation. And because I dressed the part, employers were querying me about interviewing with them while I was simply standing in the shuttle-bus line waiting to go to the next meeting.

I met my future supervisor standing in line for a bus. She began asking basic questions such as where I was

from, was it my first conference, and the conversation led to me saying that I came to interview for a specific position but had ended up interviewing with many other libraries. She didn't waste any time in recruiting me. Within 24 hours she had arranged meetings to introduce me to the associate director and director of the library – during which I dressed the part. I presented myself in such a way that they asked if I had experience in fundraising. Though I told them that I didn't have experience in fundraising, they recognized that I could represent the library in a professional manner and that I would assuredly take pride in doing so.

The bottom line is that when you dress the part, people take notice. There is an assumption, right or wrong, that if you are dressed in business attire then you are more career-oriented. But as important as dressing the part is, strong social skills are perhaps more important. It is not only dress which communicates to people that you are a professional. The way that you carry yourself, body language, facial expression, confidence, communication skills and your political *savoir faire* are all indicators of professionalism.

Professionalism

Professionalism is an area of leadership that is not typically addressed directly; but it is one of the elements that will receive the most criticism if it is not present. A professional is competent, effective and courteous. They can carry out the duties of their position while navigating office politics without compromising their principles. They inspire in others a desire to work alongside them and emulate them.

Professionalism is integral to effective leadership. There are many aspects of professionalism that early-career librarians must be aware of and master in order to be successful. Learning to function in a political environment, effective change management, successful networking, communicating vision and direction, heightened social skills, communicating effectively, dressing appropriately, recognizing one's own strengths and weaknesses and having the ability to distinguish oneself from others and the ability to respond appropriately in dynamic environments will create a degree of professionalism that will move early-career librarians into leadership positions.

Saying 'yes' to your career: Linda Shippert

Linda Shippert is health sciences librarian at Washington State University.

You can take yourself far in your career simply by saying 'yes' to opportunity whenever and however it knocks. Serendipity is just as important in your career as it is in the stacks. Say 'yes' to volunteer and career opportunities even when they don't seem interesting – or easy – at the outset. You'll expand your horizons and improve your employability.

As you pursue committee appointments in your library, institution and professional associations, consider volunteering outside your primary areas of interest. There may be more opportunities for leadership roles in less popular committees, and those in charge of committee assignments will be grateful to get a volunteer. People will notice your willingness to try new things and your flexibility

in making yourself available, and that will create more opportunities for you and will help you get those critical job references. The library world can be surprisingly small, and the contacts you establish as a student and a new librarian can come in useful in the future.

Committee membership provides opportunities to gain new skills and knowledge, not just related to the purview of the committee, but also in the working of committees and organizations. Gaining an understanding of parliamentary procedure and getting experience chairing committees will provide you with the skills you'll need as you take on more leadership roles in the future. As you explore different aspects of your organization and profession, you will gain a better understanding of the big picture, which will be invaluable to you as a leader.

When you are searching for your first position, especially, try not to hold out for 'the perfect job'. Keep your eyes open for positions that you might not have considered, and be willing to let your career proceed in a different way than you expected. Job descriptions can be so vague that you may not know exactly what you're applying for until the phone interview. Be prepared to take risks with your applications, and then use the interviews to determine how good a fit the job might be. You may discover that there are aspects of the position which are especially appealing to you. Even if the job doesn't turn out to be a great fit, at least you will have broken into the profession and gained valuable experience. Be sure to use your time in any position wisely by saying 'yes' to available opportunities.

As you seek employment and professional development opportunities, saying 'yes', especially to opportunities which are typically unsought or beyond your usual interests, may help you advance in your career. By following the road less traveled, you have the chance to gain leadership skills, make

contacts and discover new interests. Of course, you won't be able to pursue every opportunity that comes along, but by being willing to take risks or to work on seemingly less interesting projects, you may have the chance to take your career in an unexpected direction. Say 'yes' to your career, and see where it takes you!

New librarians – from mentee to mentor: Emily Love

Emily Love is outreach librarian for multicultural services, University of Illinois.

The library profession should be lauded for its continuing support in mentoring new librarians. There are many opportunities for new graduates and early-career librarians to gain valuable skills and experience through involvement in programs such as the ALA's Emerging Leaders and through mentoring by more experienced librarians who take the time to help new librarians settle into the institutional culture. Early-career librarians can make a difference as well. During the transitional phase from student to new professional, early-career librarians arrive with fresh insight and reflections that can be passed down to student workers and graduate students. If new librarians begin to cultivate and mentor student workers, the profession will likely gain a new group of promising leaders. Considering the anticipated mass exodus of librarians over the next decade, it is essential to help avoid this serious leadership shortage.

Although it is only natural to feel overwhelmed when beginning a career with a heavy workload and an emerging sense of responsibility, new librarians also experience a unique sense of community belonging and accomplishment

in starting a new career, which makes us prime candidates to reach out to mentor graduate assistants and student workers.

Many academic libraries associated with a graduate school of library science employ graduate students to assist with their training for future careers in librarianship. New librarians have an insight into the transition from school to work. Firstly, having completed rounds of job applications, they can offer graduate students guidance in writing resumés and cover letters, and extend support with job searches by highlighting useful job posting websites that proved valuable in their own searches. Secondly, students who cannot afford to attend national conferences often seek guidance about becoming involved in professional organizations. More senior librarians may not recall the complex process of getting involved in national organizations and applying for committee appointments for the first time. Many graduate students are likely to appreciate hearing about these first-time experiences with the job application process, professional involvement and writing for publication.

The other major target group for new mentors is the undergraduate student worker population in libraries. Students seldom realize that librarians possess graduate degrees in library and information sciences. Engaging in conversations with student workers offers numerous benefits. Conversations can raise awareness of the profession and garner respect for librarians, and can also inform students of the multidimensional nature of the profession. Few students realize that librarianship extends beyond their public or school library into the realms of corporations and law firms, government, health and hospitals, museums and archives and international development projects. Targeting students during an impressionable stage in their lives may help give future

direction to those who may not otherwise have considered librarianship as a viable profession. Finally, these conversations help to establish healthy mentoring relationships which can last a lifetime and percolate into new mentoring relationships in the future.

Communicating with academic administrators: Herman A. Peterson

Herman A. Peterson, D.Min, is head of reference and instructional services, Southern Illinois University, Carbondale.

Merely three years out of library school, I found myself the director of a small academic library at a seminary. Before library school I studied at a seminary and earned a master's degree in theology; after library school I served as a reference librarian at a seminary library. So the setting and subject matter were both quite familiar to me. I was also fortunate to have an excellent mentor at my first professional position who invited me into many conversations about administering a seminary library. One of the things that my mentor always made clear was that a good librarian is never alone, no matter how small the library, as there are always professional associations and networks of contacts to call upon whenever in doubt. As a new library director, I made frequent use of my contacts and became active in professional associations. Since I had faculty status with the position, I was able to enroll in the seminary's doctoral program with a tuition waiver. Taking advantage of this opportunity, I wrote my dissertation on theological librarianship and making a significant contribution to the field.

In almost all areas I found that my training and mentoring had prepared me well for administering the daily operation of a small academic library at a seminary. When I needed support, it was available. I found that I was able to articulate the library's needs and plan for the future. However, the one thing for which I was not at all prepared was communicating with academic administrators. What follows is some advice from someone who learned things the hard way.

When I first met with the president of the seminary, after I began my new position as a library director, I asked him what method I should use to communicate with him. He said it didn't matter, so I replied that I communicated best through writing. He suggested that I send him memos. So I did. Big mistake. Don't ever rely on a single method of communication. If you have an administrator who prefers a particular method of communication, use that one first. Then follow up with any and all other methods.

Don't assume that an academic administrator has read anything you have sent in writing. In fact, it's usually best if you assume that they didn't read it. Or, if they did read it, assume that they don't remember it. Don't assume that any administrator understands libraries. Even if they say they do, they often don't. Don't rely on an administrator's assurances of good will towards the library. If you are seeking signs of good will, look at the institutional budget, as that will tell you where the administrator's priorities lie.

Don't ever talk down to an academic administrator. Taking into consideration all that I have said above, this requires a great deal of finesse. If there is any portion of an anticipated conversation that you should rehearse ahead of time, this is it. Assume that they haven't read anything you've sent, that they don't understand libraries and that they don't consider the library a high institutional priority.

At the same time, you can't let them know what you are assuming as this would appear as if you were talking down to them. Then you need to repeat that same message, over and over again.

You might object and say, 'Won't this turn me into a tiresome nag?' Yes, it will. And that's the point. The lesson I never learned during many years in graduate school is this: the squeaky wheel gets the grease. There are no courses in library school that teach potential library leaders how to squeak. And more, how to squeak loudly and pleasantly at the same time. The best advice I could give to a newly minted library leader is to learn how to squeak in harmony with the mission statement of the institution. Read the long-range plan and articulate the library's needs in such a way that it is clear how the library is helping the institution to meet its goals. Then, repeat that squeaky song over and over to anyone who will listen.

Personal integrity: Michelle Price

Michelle Price is science and outreach librarian at Lavery Library, St John Fisher College.

When I began my first full-time position and hit a brick wall of negativity and questionable ethics, my mentor told me that the most important thing to consider was my personal integrity. Interestingly enough, I had never given my personal integrity much thought. How did my integrity develop? What were its components? At what point did I need to stop going with the flow? Where was my breaking point? It was important that I did a self-examination, and fast.

It began with small things that I didn't agree with; my stomach turned, but I let them pass because I was new to my

workplace and young to the profession. As time passed, I realized that my stomach and I needed a support group to help me sort out my integrity questions, and it had to be a strong one that exceeded the boundaries of the library. Over the course of three years, I developed a support group comprising four women from different departments on campus. They helped me realize that academic culture is dualistic in nature. Yes, your *vita* is important, but your actions and campus relationships are also very important – don't comprise the latter for the former. I also started to see that *true* leaders made decisions not based on personal gain or ease, but on the merit of the results.

Later, I was asked to approve an inappropriate request that had always been approved, but I just couldn't; it would have compromised my personal integrity. The strength it took to move from thinking no to saying no wedded leadership and integrity. In the end I was out-voted, but I wasn't defeated – in fact I had just begun to feel like a true leader. Although some days were awful, lonely and challenging, the long-term results were worth it.

Developing your leadership skills happens through an examination of both yourself and events. As a leader, you need to challenge why things occur and express discontent with questionable ethics. To have a strong sense of personal integrity means that you will examine a situation, accept fault, and ethically and sincerely rebuild.

Exercises

1. Develop project management skills. Take a few minutes and answer the following questions. You may elect to answer the questions in any order.

- Look around at your organization. If given the green light, what one project or program would you like to implement?
 - Who would need to be involved for the activity to be a success? (Make a list of those who you would want to involve, need to involve and will be impacted.)
 - When will the process begin? When will the process end? (Develop a time line for the activity.)
 - How will you begin? How will it flow? How will you sustain the activity? (Create a flow chart.)
 - Why will you move forward on the project? What are the benefits? (Create an advertisement for the activity and sell it!)
 - What will success look like? (Make a list of the elements that would ensure success and continually refer back to the list.)
2. Write the following questions and your answers on a piece of paper, and then put the paper away.
- What differentiates an effective leader from others?
 - In the field of librarianship, what does leadership mean to you?
 - Do you see yourself as a leader? Why or why not?
 - What does the word ‘followership’ mean to you?
 - How can you be a better leader?
 - How can you be a better follower?

When you begin to wonder if you are fulfilling your leadership potential, go back to your answers to the questions. Think about your accomplishments and your relationships with colleagues, superiors and subordinates, and determine if you agree with your initial responses to the questions. If you agree, you have reaffirmed your

view of leadership and followership and of yourself as a leader. If your responses do not still apply, revise your answers. Yes, it is OK to change them. Revisit the questions and answers periodically to ensure that you are growing professionally and achieving the level of leadership that you aspire to.

Becoming a leader even if you aren't in a leadership position

Management is doing things right; leadership is doing the right things. (Peter F. Drucker)

In our survey, only 27 per cent of respondents said that their library science program had a class or emphasis on leadership. Yet we see many early-career librarians propelled into leadership roles. Early-career information professionals must take the initiative in acquiring and developing leadership and followership characteristics and skills which will prepare them to take on these rapidly approaching leadership roles. This development will ensure a successful transition. Chapter 2 addressed those skills that are not typically taught within traditional library science programs. This chapter will discuss the characteristics of leadership, as well as how to be a leader when you are not necessarily in a leadership position.

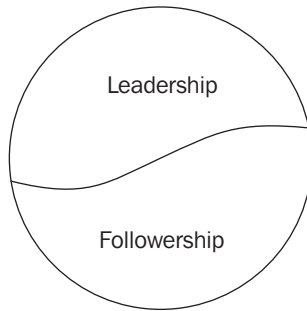
Dawn takes up the story:

When I was a staff development coordinator, I directly supervised no one. I spent most of my time developing ideas for programs and trying to make those programs

happen. After a few programs, and some bundt cakes, I started to notice that the same group of people were attending each session. At the time we were holding ‘coffee breaks’ where someone who had been to a conference or workshop presented on what they did or had learned, and everyone discussed it. To entice people to attend, I always made coffee, tea and home-baked goods. As these breaks progressed, it became evident that the attendees were there to support me as the creator of the program, and not simply to hear the presentation. The number of attendees would often vary, but the same core group would attend. These became the people who would bring ideas for new programs to me, and to whom I would send personalized professional development opportunities. It was not that I set out to be a leader, or the only person who this group looked to as a leader, but we all moved in a common direction on this one area and I was out in front.

Question 3 of our survey asked, ‘Are you a leader?’ Eighty-one per cent of respondents said yes; 11 per cent said no.

How can 81 per cent of the respondents be leaders? Perhaps it is because they are also followers at the same time. Skills and characteristics of leaders and followers are not mutually exclusive. An effective leader often has many of the same characteristics as an influential follower, and vice versa. We often separate the two, giving each different connotations depending on our current viewpoint. This is the middle ground, where one can be both follower and leader simultaneously. Consider a game of ‘follow the leader’, where the leader begins following the last follower. This will create a circular path, which is called the follower-leader continuum (Figure 3.1).

Figure 3.1 The follower-leader continuum

The follower-leader continuum describes the circular nature of leadership and followership, in which continuous interaction is required. This reminds one of a yin and yang symbol in which balance is achieved. We all have the ability to be both leaders and followers. By acknowledging this duality, we can see how 81 per cent of survey respondents considered themselves to be leaders.

I manage, therefore I am a leader

This is a common misconception. Because you manage people does not necessarily mean you are a leader, and to be a leader you do not necessarily have to manage people. The quote from Peter F. Drucker at the beginning of this chapter describes an apparently small difference between leadership and management that is actually a much larger difference: ‘Management is doing things right; leadership is doing the right things.’ Doing things right includes following the procedures for hiring and firing someone, for example, while doing the right thing may involve hiring someone without following those guidelines. This is not to say that management and leadership are always different. A manager

is a traditional leadership role, and as a manager you are often expected to lead. However, simply being a manager does not make you an effective leader.

Dawn suggests that we look more closely at management.

I have read some incredible books with tips on management, and some of the best tips come from *The Art of Worldly Wisdom*, written by a Jesuit priest named Balthasar Gracian (published in translation in 1991). Balthasar's nuggets of wisdom are from the 1600s, so it is important to keep them in context while reading, but they are good to know when dealing with other people. 'Avoid Victories over Superiors. All victories breed hate, and that over your superior is foolish or fatal', for example, is talking about dealing with those higher in the ranks than yourself. It could equally relate to playing board games with your older sibling. Although the statement goes on, the basic principle of not one-upping your superior is there.

Another text that is much along the same lines is *The Art of War* by Sun Tzu, from sixth-century China. This text was intended for generals and warriors, but it is still quite useful to a manager. We would like to say that we're not calling management a war; we are sure there are some places where this has become the case, but those should be the exception, not the norm. With both texts it is important to keep them in context: remember when and for whom they were written. There are countless more books on management, or that can be construed to be on management. This is an important area – there is an art to telling people to do something and getting them to do it. Alas, that is not the only aspect of leadership.

Before we go into what leadership is, we have to learn to respect the privilege of leadership. This goes along with the previous section, as leadership and management do not always coincide. It is not a manager's right to lead. It is not anyone's right to lead; it is a privilege. We often think of privilege in the context of one who is born into fortunate circumstances. The privilege of leadership is not that type of privilege. Instead, we mean that it is a privilege, or an opportunity to lead, dependent on the acceptance of your followers. A simple way to do this is always to have respect for your followers.

So what is leadership?

There isn't a strong leadership genre in library literature; to find out what leadership is, we have to turn to the business literature. In *Physician Executive*, Lyons (2002) identified the general traits of a leader as:

- projecting a vision;
- being a team builder and leader;
- thinking strategically;
- understanding systems.

He also says, 'If you don't have followers, you aren't a leader – no matter what it says on your business card.' Identifying and understanding the characteristics of effective leadership will enhance your ability to emulate those characteristics, and to move into a leadership role.

You can be an effective leader no matter what your role in your organization. Many characteristics, such as charisma and team building, will help you lead, but they are not the whole picture. Imagine looking at the Mona Lisa without

eyes, nose and mouth. You have the background without the pieces that provide the whole picture. To see the whole picture of leadership we not only need to see the pieces of it, we need to see them interacting with each other. As Balkundi and Kilduff (2005) put it, you not only need to be charismatic, but also need to understand the social networks of leadership and followership.

When beginning to develop leadership skills it is important to understand the traits of both a leader and a follower. The primary characteristics of both leadership and followership noted over and over again in the literature are charisma, vision and being a team builder. Diverse scholars use synonyms for these characteristics, but there is agreement that these traits are essential for effective leadership. Other characteristics that are also essential but not as widely discussed are good communication skills and the ability to motivate followers, as we learned from our survey. Twenty-one per cent of respondents said they expected a leader to have good communication skills, and 15 per cent said that they valued the ability to motivate followers in a leader

Charisma

Charisma is defined using many different terms, including likeability, magnetism, trustworthiness and dependability. Not every charismatic person has every one of those characteristics, but they have the ability to inspire and to gather followers. Charisma is often considered something we are born with, like eye color, but with self-awareness and diligence charisma can be developed. There are many facets of charisma that can be developed, such as learning to listen and being friendly and pleasant, sincere and trusting. And,

in general, be a nice person. Practicing these skills will build charisma. Charisma is also subjective; one person may find another to be charismatic while another individual finds the same person dull and uninspiring. The stereotypical librarian is not usually thought of as a charismatic leader, but through the development of these skills a librarian can become an effective and influential leader. Fellow colleagues will take notice and effective followership will begin to flourish within the organization.

One leadership characteristic identified in the survey was 'being human'. This is a characteristic of effective leaders which shows their followers that they exist outside their leader role. They show the qualities of a human being on multiple planes. Maybe the leader enjoys crafting and has decorated his/her office or workspace with hand-made items; maybe they are seen at the market; maybe there is a context for leadership that is not completely professionally based. This is really a part of charisma. If people see you as a drone who goes to work, goes home and seems to do nothing else, they are not going to see a human side that they can relate to. Dawn explains how she started creating a 'human side':

If you are not socially inclined, begin by bringing pictures or decorations into your workspace. In the first few years at my first professional job, I did not have any decorations in my office. One day I took a stuffed parrot used as decoration at a retirement party and hung it from my ceiling. When I moved offices I took the parrot, and added postcards on strings. People came in to look at these decorations. They are not necessarily descriptive of my personal life, but they catch people's eye and get the conversation started. When I left that position I left the parrot behind, but

took the postcards (now numbering in the hundreds) and put them up in my new office, where they act as a catalyst for meeting people. They make people comfortable to come in just to say hello.

Vision

Visionaries are people who have an idea of what the future looks like. For leaders, a vision is an idea of what their organization will be like in the future – hopefully an idea that has the power to inspire others. Effective leaders will engage followers in contributing to the vision of the organization. Not only does this often come up in leadership literature, but 12 per cent of survey respondents referred to vision as a characteristic they expected their leaders to have.

A vision is your idea of what the future of your organization will be. Develop your vision by understanding your organization. Talk to people who you work with, and who work for you. Talk to your users. You will need supporters, also known as followers, to see your vision to fruition. Keep a copy of your vision, and post it some place so that your stakeholders can see it. Listen to the feedback you receive. Learn to adjust your vision with this feedback.

Mahatma Gandhi became known for his passionate devotion to passive resistance, calling for social and political reform in India. Martin Luther King Jr is often quoted from his ‘I have a dream’ speech. These four words have a dramatic impact on individual people, communities and organizations. Both these leaders had a vision of what the future looked like, and in both cases they had thousands of followers who continued working towards their visions after their deaths. Good leaders have dreams of what their

organizations will become, as well as the processes necessary to achieve those dreams. You may not be the next great world visionary, but you can make a difference at your institution.

Developing a vision statement is something that we see at all levels of an institution. This can be a great way to get people involved and actively following a shared vision. If you are in a management position, sit down with your staff and get their input on your institution's vision. Find out if your staff know what the vision is, and what they think it should be. If you are in a supportive place, you can take that input all the way to the top of your organization. If this is not the case you can work within your area to develop a smaller-scale vision that works with everyone's thoughts. If you are not a manager at all, you can have your own vision. The key is to get input from others, and make it a shared vision.

Team building

A smart and influential leader will build a team they feel will support their vision. They will recruit not only people from outside the organization, but also the people who are already there. According to Lundin et al. (1990), 'the longer and harder we look at leadership, the more we realize that the success of great leaders depends on their ability to establish a base of loyal, capable and knowledgeable followers'. A great leader can be judged by the success or failure of her or his followers.

In Tuckman and Jensen's (1977) classic article, 'Stages of small-group development revisited', they describe the five stages of a team. There are many different labels for these, but, walking into a Director's Council meeting one day,

Dawn saw that the labels on the whiteboard were ‘forming, storming, norming, performing and death’. This was done at a time when an interim director had come into the library. He was making the point that with every change the team has to go through these stages again. Dawn suggests that we take a look at the cartoon *Scooby-Doo* and see how this team goes through these stages.

- *Forming*. The cartoon originally started in the late 1960s. The team is already formed, in that all five characters, Scooby-Doo, Shaggy, Freddie, Velma and Daphne, are already together. However, the audience does not know their back stories, so they must reform at the beginning of each episode so that we see how they are a team. This includes introduction of the characters – not just names, but mannerisms and behaviors too. Through this, they and the audience establish their team as crime-fighting teenagers and a dog.
- *Storming*. Everyone fights. So do our animated heroes. Shaggy is hungry, Scooby wants a snack, Daphne is disgusted by their slovenliness, Freddie is trying to drive the Mystery Machine and Velma would much rather be studying some place. They argue, they get their personalities all mixed up and storm about until they can find the norming stage.
- *Norming*. By now, each person has established themselves and we are starting to see where each falls into the team structure. In the cartoon Freddie is the leader: he tells the others which direction to go, he pairs people up and he does the talking to the clients for whom the team is solving mysteries. Velma is the brains: she knows the facts, where to look them up and how to find the library in the mansion, village or haunted theme park. Shaggy is

the comic relief: he is scared of confrontation and runs away from the battle, usually right into more trouble. Shaggy and Scooby are also usually the bait in the traps set for the bad guys. Scooby is the team mascot, but also a rather impressive talking dog. He spends most of his time with Shaggy finding food, and stumbling upon pieces of the mystery in the process. He really helps to push along the episode plot. Daphne is the pretty face, but also much more. She is the follower, providing support for each of the other characters and occasionally reaching in and guiding them back to the point. If you don't like the word 'follower', you can think of her as the parliamentarian, keeping the meeting, or mystery, on track.

- *Performing.* With everyone settled into their established roles in the team, we really see the work getting done. The team runs out of fuel, stops for the night, gets a call and finds a mystery. Freddie finds out the details from the innkeeper, heiress or cleaner. Velma does the research and finds out when stuff started to go wrong, who was involved, histories that the innkeeper, heiress or cleaner isn't saying. Shaggy and Scooby find the bad guy through their scrounging for food or other comic endeavors. Daphne guides the others into the idea for the trap. They set it up, using Scooby, Shaggy and sometimes Daphne for bait, and before you know it they have unmasked the bad guy. Perfect teamwork.
- *Death.* Originally there were only four stages of a team, but revisions added in the team ending. For this example, the episode ends. The bad guy has been caught by the team performing well together; he says, 'And I would have gotten away with it if it wasn't for you meddling kids!' Scooby and Shaggy finally get their snack and we

fade out to credits. It is not always so neat in real life, but eventually the team structure that we were functioning under comes to an end.

Cartoons aside, the team structure can go through each of these stages multiple times, going backwards, skipping steps, dying and reforming many times. A leader will understand these steps and form a team knowing that all this is going to happen. A leader will also be able to help the team through these steps so that the team does not disband at the storming stage because Daphne is sick of pushing the plot forward and would rather go find a snack with Scooby. It is important to note that each time there is a change in team players, the team must start all over again.

Communication

Communication is essential in everything we do. But it is especially essential to let your followers know what your vision is, where the team is going next and how they are going to get there. Communication is one of those areas where we can think we are doing well, but we are not, and others are afraid to tell us so. Opening up communication in both directions is key to helping this problem. Listen to those around you, and do not be afraid to adapt when they say something different from what you expect.

Dawn knows of a popular communication model that involves communicator A and communicator B. There are arrows going from A to B, and from B to A. These arrows represent communication. In between A and B there are usually some sort of squiggly lines or fuzziness, representing noise, or communication barriers that get in the way of effective communication. Using this model, let's imagine that

you are trying to communicate your love of carrots to a horse. The horse also loves carrots, so this should be a simple task. Telling the horse, 'Mr Horse, I love carrots', does not go very far because horses do not speak or understand spoken language the same way humans do. The language barrier is a form of noise in the communication model. Next you might try to demonstrate your love of carrots by eating one in front of the horse. This act may get you bitten or nuzzled, depending on the horse's disposition, as he tries to communicate to you that he would much rather eat the carrot himself than watch you do so. If you are not familiar with the horse you could take this the wrong way, which is another form of noise. There are many things that can get in the way of communicating effectively, and chances are that you are trying to communicate something more complicated than a love of carrots.

Motivate followers

Having followers is the first aspect of being a leader, no matter what position you are in. Knowing how to motivate your followers to the shared mission is the second aspect of being a leader. Communicate with your followers to find out what they want from a leader, and be that leader. Our survey provided many comments regarding the definition of leadership. The following responses to the questions 'What is leadership?' and 'What do you expect from a leader?' are kept in their original form and may serve as motivation for your leadership development.

- Leadership is taking initiative, being change-oriented, having a vision for the future and being willing to work towards implementing those changes and working

towards improvement for the field. Leadership is also both being out in front of colleagues and working alongside them, providing both direction and guidance for work as well pitching in to help.

- It's not different from any other field. Leadership means willingness to let others outshine you, willingness to take risks, and vision.
- Leadership is the ability to inspire your co-workers through ideas and by example. Leadership implies the ability to direct course of movement, presumably in a positive direction.
- A leader must be a visionary; an optimist (preferably); charismatic. A leader must either have excellent managerial skills or work closely with someone who does. The leader must be able to inspire others to help work towards their vision of the future.
- Ingenuity, creativity, intelligence, curiosity and discipline.
- Innovation, openness, creativity; willingness to try something new and different; awareness of trends in the information world.
- Lead by example, be willing to try new things, mentor and encourage others and admit your failings. Have courage.
- The ability to see a problem from many angles. The ability to look towards the future. The ability to get along with and understand many types of people.
- Someone who can listen and also set direction and guidelines.
- Best leaders become mentors. Always keep in communication and know what is going on around them.

- Someone who is not only willing to take initiative when they have a good idea but also someone who is willing to listen. You don't start out a good leader, you listen to the ideas of those around you.

We also asked the question 'Do you hope to become a leader like the one you just described?' Not a single respondent said 'no'.

Listen, and be willing to motivate others, whether it is from being in the trenches with them, being their cheerleader or helping them to be the next leader. You may find that motivating others is also a form of self-motivation, and you will want to continue the leadership/followership cycle.

Transferring leadership skills into the library: Michael Crumpton

Michael Crumpton is assistant dean for administrative service, University of North Carolina, Greensboro.

Many second-career librarians develop leadership skills in other fields prior to embarking on their library careers. Many of these skills are transferable into the library culture and organization in which they operate. These skills can be sought in the recruitment process, and also matched to library positions that need leadership skills to grow both individuals and organizations. My experience, upon obtaining my library degree in 2003 after a 22-year retail management career, is that leadership skills are not only needed but recruited in many cases.

Through my experience, I have found that focusing on emotional intelligence skills has been the most beneficial. Daniel Goleman (1998a) wrote in the *Harvard Business Review* an article titled 'What makes a leader?'. He argues

that successful leaders all have a high degree of emotional intelligence. Successful transfer of leadership skills from other industries can require strong emotional intelligence and these skills are recognized as contributing to a leadership persona. The competencies for these skills can include self-awareness and self-confidence, adaptability, empathy for others and influence so as to manage relationships. Business models are full of examples where the lack of these competencies can account for numerous unsuccessful leadership experiences. The following examples demonstrate how these competencies can be transferred into libraries.

- Self-awareness is important in any career or professional position. Understanding how you feel and react in situations can prepare you for addressing the multitude of issues possible in a library environment.
- Self-confidence is also important, especially within libraries where patrons depend upon the librarian's credibility to trust the information they are receiving.
- Adaptability is a commonly desired trait in business and other industries. Within a library environment it is crucial to be adaptive to new technologies and new methods of information retrieval.
- Within the library environment, empathy and acknowledging people's feelings form the foundation for positive interactions.
- Skill sets that evolve around creating influence are highly valued in business and demonstrate successful leadership outcomes.

Together these competencies form the basis of leadership development in many career fields. Companies and organizations place a high value on these skills.

Libraries traditionally have considered professional development to be focused around improving information-seeking skills or embracing the latest technology in order to stay connected with patrons. At the same time, there needs to be some recognition of leadership development as well.

My experience is that emotional intelligence skills, gained from working in other industries, are not only appropriate for work in the library field but are needed to sustain the leadership which will advocate for growth of resources and ongoing development of libraries and their missions. Goleman's article also discusses the notion of learning emotional intelligence, and many organizations and businesses have developed programs to teach those skills. They are even more valuable if you bring them with you.

Possible roles for the new coordinator: Elizabeth Uzelac

Elizabeth Uzelac is instructional services coordinator and the librarian for education, counseling and American history at Johns Hopkins University.

A natural step in progressing professionally is to take on a role of formal responsibility at work. Many times, this responsibility comes to new leaders through being assigned to coordinate a program, project or team. Leading from a non-managerial position to coordinate the work of your peers can come with challenges: you're not anyone's supervisor, but your actions and influence will help lead to the success of your project or team. Being intentional about what type of role you can play can mitigate the ambiguities of leading from the middle of the pack.

Identifying what role you may need to play in order to succeed can be a useful first step in taking initiative with a program or project. Ask yourself, as well as your superiors, what the project needs in order to move ahead effectively. If you're joining an existing team, spend time getting yourself up to speed on what the team members think is critical to success.

Try tailoring your communication and behavior to the needs of the project, or identifying who among your group might be able to fill certain roles as needed. Always be true to your own nature, but adapt your behavior as a leader to what your current project needs.

- Act as a *coalition builder* and *representative* of a project if you need resources, cooperation or expertise from outside your team. Spend time talking with members of your organization who have what you need, and get to know what their concerns are and how they spend their time.
- *Elicit participation* to generate momentum in teams suffering from inertia or lack of focus. A brainstorming session on the goals of the group might open up those who have held back. You might try incorporating whiteboards, markers and other visual methods for recording ideas. Even a change of meeting room can bring a different energy to a group.
- Act as a *coach* or *counselor* when you need to support your colleagues in adopting a new process or technology. Particularly when your role as coordinator stems from your comfort or expertise in an area, your time may initially best be spent supporting your colleagues in increasing their own comfort levels and expertise.
- *Facilitate* when your project requires meetings. Your techniques may vary, and should ultimately make the group's work easier.

- Act as a *project manager* for projects when you need to ensure deadlines are met and all work is completed. This may include developing specifications and requirements, delegating tasks and prioritizing.

You're a new manager! Now what? Learning to manage ourselves: Cathy Carpenter

Cathy Carpenter is head of Architecture Library, Georgia Institute of Technology.

Management is generally thought of as the process of accomplishing work through others, where the focus is on the techniques used to motivate others to accomplish the goals of the organization. However, there is an alternative view of leadership that says the best leaders should focus on themselves through emotional self-awareness and self-regulation, and that these soft skills greatly enhance the ability to manage and motivate one's employees. In fact, the higher a manager rises in the organization, the more important these skills become compared to technical skills. This management style is called 'emotional intelligence' and was first written about by Dr Daniel Goleman. Where IQ is thought of as static and finite, EQ or emotional intelligence increases with maturity and experience, and can be learned by a manager.

According to Dr Goleman (1995, 1998b), there are five components of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skill. The first component is self-awareness. People with a high degree of self-awareness recognize how their feelings affect them, other people and their job performance. People with strong

self-awareness are neither overly critical nor unrealistically hopeful; they exhibit self-confidence, but know when to ask for help and are comfortable with change. Self-regulation is another necessary component. Managers who are in control of their feelings and impulses have a propensity for reflection and thoughtfulness and do not make impulsive decisions. Therefore, a work environment of trust and fairness is created, office politics and conflict are reduced and productivity is high.

The third component the emotionally intelligent manager should possess is a high degree of internal motivation. They are driven to achieve not only for extrinsic reasons such as salary or status but for the sake of accomplishment. They are passionate about their work, love to learn and seek out creative challenges. They have a commitment to the organization, take setbacks in their stride and have an optimistic attitude that is infectious.

The first three components of emotional intelligence are all self-management skills. The last two components are empathy and social skill, which concern a person's ability to manage relationships with others. The characteristic of empathy can be misunderstood. Empathy in this context is thoughtfully considering employees' feelings along with other factors in making management decisions. Empathy is especially important as a component of leadership for several reasons: the increasing use of teams, the need for cross-cultural sensitivity and the need to retain talent. Today's managers are expected to be coaches and mentors to develop their staff, and empathy is an essential characteristic. The last component of emotional intelligence, social skill, is not as straightforward as it sounds. Social skill is more than just schmoozing; it's about building relationships with people in every corner of the organization. A leader's task is to get work accomplished

through other people, and strong social skills make that possible.

Some managers intuitively possess the five components of emotional intelligence, but most new managers need to work on developing them. Developing these skills does not come easily. However, with books, courses and coaching by other emotionally intelligent leaders, in addition a strong desire to change, the new manager can become a great leader.

Who you are as a leader: Jen-chien Yu

Three years ago at a luncheon hosted by the Women's Center at Miami University, during a fellow faculty's keynote speech, I suddenly realized the following: leadership is the personification of who you are as a leader. That realization has stuck with me to this day, and it's a guiding principle of my evolving leadership style.

Looking back, I suffered from self-doubt when I first became a professional librarian. 'Why wasn't that me?' I asked myself often when I saw other colleagues being acknowledged for participating in important projects. I assumed that because I was young and new, people would think I was inexperienced and not suited to represent my library.

Additionally, I thought that because English isn't my first language and I came from a different cultural background, it could affect the people or projects I led. My inner voice would say things like 'Did I communicate my ideas well? Don't people stereotype Asian women as quiet and submissive? Would people take me seriously?'

As I am describing these self-doubts from the past, I can't help but feel a little embarrassed and amused by my own

thoughts. While the doubts, barriers and assumptions of what people would think of me might be true, none of the library administrators or my colleagues had used them against me. I realized that it was only me – I am the one who came up with those doubts, barriers and assumptions against myself.

And three years ago at the Women’s Center luncheon, when Dr Judy Rogers (an associate professor in the Department of Educational Leadership at Miami University) cited a quote, ‘Leadership is the personification of an idea’ (Lewis, 1999), it made me realize that as long as you have great ideas, anyone can be a leader. There aren’t any characteristics that you have to possess to be a leader. You just have to know who you are and how your strengths and skills fit into the environment that you work in.

From that moment on, I try to set these personal doubts aside when I work with and lead others. While I am aware of potential barriers and bias surrounding who I am and what I do, I focus on the fact that I have great ideas and the skills and dedication to implement them. I also motivate other members on my teams with the same belief. I encourage them to contribute ideas and I give them all the support I can.

I still ask myself questions. However, instead of doubting myself, I use these questions to understand myself, others and the environment better. I believe that learning to be a leader is a journey of self-discovery. And this is a journey that never ends.

Exercises

1. Find a quote that you feel describes your ideal work environment or attitude, or something that you want to

strive towards. (Dawn's is 'The greater part of our happiness or misery depends upon our dispositions, and not upon our circumstances' – Martha Washington.) Post this in your work space, somewhere that you can see it each day. When something is not agreeable to you, read your quote and remind yourself of the ideals you want to have and the direction you want to go in.

2. Start a literature group. Gather up a number of your peers who you see or correspond with on a regular basis. Pick an article, book chapter, some form of literature about the profession or about something related to the profession of librarianship. Set a date and discuss that piece of literature. Bring snacks and allow everyone to share their thoughts. Do this on a regular basis, once a month, once every three months, whatever works best. Have a different person from the group select the piece of literature for each meeting; that person will also lead the discussion.
3. Play dressing up. Get an outfit together that you would wear to a formal event. Put on your matching footwear, and wander about the house in it. Note how it makes you feel and act. Now do the same with something that you would wear to a job interview. Something that is more businesslike than your regular workwear. Put on the shoes that go with the outfit, and pay attention to how you interact with the clothes. Next, watch other people and how they interact in different clothing. Clothes are not all that matter, but they do matter. 'Dress for the job you want' is something Althea Jenkins always told us when she was director at Florida State University.

Why follower isn't a dirty word

I must follow the people. Am I not their leader?
(Benjamin Disraeli)

Let's face it, no one wants to be called a follower. But why? Perhaps it is because the term 'follower' is often viewed with a negative connotation. Followers are typically considered to be unwilling to take initiative, just going with the flow, inactive unless someone tells them otherwise and the lowest in the hierarchy. However, what you may not realize is that some synonyms for 'follower' are fan, admirer, hanger-on, devotee, disciple and adherent. From a simple synonym search, it is evident that one word can have different and opposing definitions depending on the context in which the term is used.

Most people have more opportunities to become an effective follower than an effective leader. Without being in a designated position of leadership, you can develop the necessary skills and characteristics to lead an organization forward. This chapter will discuss followership and the necessity of followers to the success of an organization. Early-career librarians can affect change and the direction of the organization by becoming influential and effective followers.

The interviews

In 2008 we conducted telephone interviews with early-career librarians from many areas of librarianship, including academic, public, government and corporate. Throughout the interviews, some participants recognized the necessity of followers in effective organizations and were familiar with the current usage of the term within professional literature. However, others were either unfamiliar with the term in librarianship or viewed the term negatively. The questions and responses from the interviews are included below.

What do you think of the term ‘follower’?

- *Respondent 1.* Negative connotation. However, I believe that if there are no followers then there are no leaders – you need both.
- *Respondent 2.* Follower doesn’t automatically sound complimentary. Perhaps someone who is not thinking for themselves. It is not as effective as the term ‘innovator’. Followers don’t sound like innovators. [The] term implies much greater hierarchy than I am comfortable with. You can be a leader without being high up – it is the superior-subordinate thing. The term ‘follower’ sounds like someone who is not thinking for themselves. They don’t seem to have as much ownership in the project as the leader.
- *Respondent 3.* Someone who agrees with you or sees the same vision and is willing to walk along with you to help you achieve it.
- *Respondent 4.* Someone with no initiative. If they just want to follow, it means they lack creativity or innovation

or ideas. My assistant followed my lead but would still contradict me and have her own ideas.

- *Respondent 5.* I think that follower is a personality trait, comfortable not being as assertive as a leader and content letting other people be leaders. Some aspire to be a leader but don't take the necessary steps to get themselves there.
- *Respondent 6.* Someone who is willing to walk behind or beside the leader and share the mantle of leadership. Be willing to follow the lead of the person who is giving the direction. They realize they are not going to be giving the direction but taking up the rope.
- *Respondent 7.* Many think negative; however, I think when I am not leading, I need to be a follower who looks to the guidelines and mission set by leaders rather than go off on my own. Being a follower allows you to have goals set before you. The term 'follower' is too negative because it doesn't show involvement and contribution. I like to follow the lead of others but the term is negative.
- *Respondent 8.* Most people are uncomfortable with the term 'follower'. I think of it more as following the mission of the organization.

As you can see from the responses, there is no clear definition of followership that everyone agrees upon. Perhaps this is because it is a concept that is not widely discussed or written about in professional literature within librarianship. However, once the questioning moved towards discussing how leaders can help early-career librarians to be better followers, there was a greater consensus on the definition of the term and the respondents were better prepared to share their thoughts and ideas on how they can better serve library leaders. The section below details their responses.

What can today's library leaders do to help your followership potential?

- *Respondent 1.* I would be a better follower if I knew and trusted the person leading me. They need transparency and integrity. I need to be motivated to follow their example or do as they say.
- *Respondent 2.* Mentor. It is hard to specify the difference between training and mentoring. There is a psychological component. It is important that there is continual nurturing rather than two weeks of mentoring and you are on your own.
- *Respondent 3.* Make it clear where they are going so you know whether you want to follow them. Stay on the same path so it is easier to follow. Sometimes they start in one direction and head off into another direction, and you don't know if you should follow them or not. Delegating authority and responsibility downward is the quickest way to make someone into a leader. You can't just lead by marching ahead; you have to bring people alongside of you. Mentoring and helping them along. Help them to follow.
- *Respondent 4.* Develop a sense of community working with, instead of against, or for. You will be more likely to have someone follow your lead instead of barking orders and ignoring suggestions for improvement. Even if leaders make the decision, they should include us in the decision-making process. Librarians in administrative roles need to communicate better and keep everyone in the loop, none of the closed-door decision-making that happens everywhere. It will then be easier for librarians to follow their leaders.

- *Respondent 5.* Approachable, friendly, open, good sense of humor, comfortable talking to others, doesn't use their position to show importance or that they are better, have confidence, sure of what they are doing and makes everyone feel a part of the team.
- *Respondent 6.* Provide encouragement and share their ideas. Also, being receptive to those ideas, rewarding the work that goes in, encouraging them in what they are doing, recognizing and rewarding their efforts – followers are a big part of the work. It is a hands-joined process; not everyone is meant to be a leader but libraries need everyone to move forward, everyone's ideas, work and opinions are valuable, so listening to each other and involving everyone in the process at all levels with open communication are very important.
- *Respondent 7.* Articulating and having strong leadership will encourage others to be better followers and participants in groups. Even if library leaders lack confidence, they still need to exhibit a sense of confidence in setting the mission and goals of the organization or institution. They can create short-term goals that followers can see as attainable, real and positive. They need to set the agenda.
- *Respondent 8.* When they are creating the goals and objectives, make them measurable. I am about the work. There is nothing I have asked my staff to do that I have not done myself. I let people know that they can bring any issue to me and I will do my best to help them.

Followership development

Although there have been numerous discussions, programs, books and training on developing leadership abilities, there has been little emphasis placed on followership development. Everyone agrees that effective leadership is integral to organizational success; however, followership is equally important in ensuring success. One of the most useful books on followership is *The Courageous Follower: Standing Up To and For Our Leaders* by Ira Chaleff (2003). Chaleff challenges people to distinguish that ‘courageous followers’ are essential to leaders, as they have a great ability to influence the leader and ultimately the direction of the organization. He asks readers ‘How does a follower become a “shaper” rather than simply an “implementer”?’ This question addresses the pivotal moment in which followers have the opportunity to become leaders. There are many skills and abilities that you can develop to help you become an influential shaper within your organization.

The influencer

Learn to influence others positively. Smart leaders will identify influential followers from the group, and will partner with them to implement change. It is often thought that because you are not a member of administration, you are more likely to be trusted by the group, allowing for a greater ability to persuade those who are resistant. Acknowledging that followers can be instrumental in encouraging and influencing others, leaders often look to them to use those abilities to rally the group. When administration sees you as influential, though you may not hold a position of leadership, you will be seen as a leader. It

is important that you respect this role and adhere to a level of professionalism that distinguishes you from others.

We have observed colleagues successfully fulfilling this influential role within our libraries. One case in particular dealt with organizational change. During the early stages of conversation about the merging of two distinct departments, there was great controversy and conflict. Recognizing that the merger was the desire of library administration, the two heads of the respective departments began holding meetings with the other department heads and staff to discuss the benefits, challenges and concerns. Though everyone was not immediately on board, they set the process in motion and took leadership roles in influencing change. Because they were willing to act as liaisons between administration and others, they were able to rally their colleagues and staff to take part in the planning process and influence the change, as opposed to simply accepting that the merger was imminent. This allowed others to find their place in the process, and they created a platform to work through many of the issues and problems before the merger. Recognizing that the ability to influence others is a privilege, these colleagues took on leadership roles and helped initiate the change process. They were supportive of the library administration's goals and were instrumental in moving the departments forward in the planning process.

The advocate

An effective follower also acts as an advocate. Advocates defend, promote and stand for their cause. Advocates help leaders succeed. Often they will be challenged to explain or defend why leadership is moving in one direction, and they must have the confidence and knowledge to respond

accordingly. Leaders rely upon supportive followers to be advocates to carry their vision and message to others.

The supporter

Support your administration. As discussed in the previous example, it is important that leaders have support to move the organization forward. They are often unable to accomplish what an influential follower can accomplish. Though you may not always agree with the changes taking place, providing support is crucial to having a voice in the organization. Leaders are more likely to engage you in the decision-making process if you support them as a leader. This does not mean that you must always agree with them, and cannot voice your thoughts or even objections; it simply means that if a leader acknowledges your support in their leadership, your voice will be solicited and respected. Additionally, leaders will often use supportive followers as sounding boards. Recognizing that you have a unique role within the organization, they may share new ideas with you and request honest feedback regarding how these will impact others. It is important that you maintain the confidence of leaders when fulfilling this role.

The loyal one

Loyalty is a characteristic that is imperative for healthy professional relationships and effective followership. When loyalty is present, it empowers the leader to operate naturally and honestly without fear of mistrust. Additionally, it communicates to the leader that they are not leading alone, but that they have genuine support and their follower is as invested as they are in the organization's

success. It is important that you are respectful of their trust and willing to stand up for their leadership if necessary.

When you are not in a position of authority, you may overhear colleagues complaining about the library's administration. This is an opportunity for you to demonstrate professionalism and loyalty to administration; however, you must do so carefully so as to not look like the administration's lap-dog. Suzanne has personal experience of this:

Regretfully, I learned this lesson the hard way. During my first year of employment as a new librarian, I worked with several colleagues who detested the library's administration. I found it difficult to concentrate on my work when they were complaining in the main office area. One day I found the courage to speak to the supervisor, who was also the main culprit, about how their negativity and aggressive conversations about administration affected my ability to continue my work. To say the least, the conversation did not go well. My supervisor became very defensive and called me the 'darling of administration'. Because I was new to my position and the organization, I didn't know how to respond. Periodically, I began speaking to my supervisor about the importance of being happy at work and that if he was as unhappy as he appeared, he should probably look for employment elsewhere. This took great courage, especially since I knew that he felt I was 'too big for my britches' and inexperienced. Though I might not have been in the profession as long, I was certainly savvier in professional relationships. Rather than allowing his comments to upset me, I realized that some people will choose to remain in the situation regardless of their loyalty or disloyalty to the

organization's administration or lack of job satisfaction. I vowed never to allow myself to grow disheartened to the extent that I observed in my colleagues. Finding employment elsewhere would be the right decision to make.

Do the dirty work

You have to be willing to do the dirty work. As explained in Chapter 2, we do not believe you should ask someone to do something that you are not willing to do yourself. An effective follower is willing to go the distance when necessary. New professionals are often 'gifted' with the tasks that others do not wish to do and may resent the fact that they are the lowest in the hierarchy. By changing your perspective from resentment to privilege, it will demonstrate to others that you are interested in doing what is best for the organization in which you work. It may be as simple as staying late when someone calls in sick or lending a hand when furniture needs to be moved – regardless of the situation, when you work with a cheerful and helpful spirit, people take notice. There is no better compliment than someone saying that you are always helpful and willing to assist. By stepping forward when necessary, you encourage others above, alongside and below to strive to improve as well.

The encourager

Be a supporter of your colleagues. As discussed in Chapter 2, supporting others is crucial to success as an early-career librarian and to being an effective follower and leader. It is important that you are not only concerned with your own

professional development, but also encourage others to grow and obtain a higher degree of success. This can be accomplished by helping others identify ways in which to use their interests, skills and gifts to contribute to the organization and the profession. As a new professional, Suzanne's supervisor encouraged her to seek professional committee appointments. She now finds herself encouraging colleagues to volunteer for national committees, as her experiences on committees have been wonderful opportunities for her to network, exhibit leadership skills and influence change at a national level.

Don't be a mouse

We constantly encourage others to speak up. Traditionally, librarianship has not been a career field that draws the most outspoken professionals. However, in recent years librarianship has increasingly drawn people who are not only outspoken, but often function as advocates and lobbyists for a particular cause. It is important that librarians and other information professionals have the confidence to push their agendas forward – not only on a national or international front, but also within their own institutions.

Early-career librarians are dynamic and technology-savvy professionals who are forging a way through the information infrastructure. However, it can be difficult for them to share their ideas, insight and problems within an organization that has historically placed great value on seniority and the way things have always been done. But there is a changing of the tide within the information profession, and there are growing pains that all members of the organization are feeling.

Early-career librarians need to maximize their opportunities in this transitional time by confidently speaking out and moving the organization forward. Though it can be difficult to find your voice, you can learn to speak confidently through involvement in professional speaking clubs and groups such as Toastmasters. By participating in these groups, you will not only improve your public-speaking skills but you will also gain confidence in making a case for a particular topic which will certainly increase your persuasion abilities. Most new graduates do not have confidence that their voice is important or welcome, but by developing public-speaking skills you will recognize the power your voice can have over your colleagues and administration.

New graduates have much to contribute. Librarians are constantly talking about the importance of staying in touch with their respective user groups. You bring a wealth of information to the table in terms of identifying what students value, what their typical life looks like, where they study, how they conduct research, how they multitask while working on projects, what marketing tools are successful and a myriad other things that you have been living and working through for the last couple of years. Don't sell yourself short and think that you are not as experienced and do not have anything to contribute. You can be a dynamic member who brings and carries the library into the future. Speak up when the library gets too library-ish. Your voice can help the library to be more user-centered and welcoming to the target group. Suzanne gives a good example:

During my second year as a professional librarian, I was asked to take a group of graduate assistants who were employed in various departments within the library out to lunch. I took this opportunity to query

them about their experiences and perceptions of the library. Initially they were reluctant to discuss their criticisms of the library with me, but with a little prompting they began talking about their suggestions for change. Once they felt welcome to share their thoughts and ideas, they began identifying problems within our organization and outlining creative solutions. I was thrilled about some of their suggested solutions and told them that they must share their ideas with library administration.

As soon as I encouraged them to take their problems and solutions forward, they immediately withdrew. They began saying that people didn't value their ideas and they were simply graduate assistants and not librarians, therefore they didn't feel that they had the experience necessary to suggest change. It became evident to me that their perception was that the library in which we worked was not a welcoming place for fresh new ideas, and thus it was up to me, just one person, to encourage them to share their voice. I spoke to them about appropriate ways to suggest change, such as the process of outlining a problem and then discussing possible solutions to address it. I had to create an environment in which they felt comfortable to share their thoughts and ideas, and then it was up to library administration to do so as well.

Leading from the bottom

We believe it is everyone's responsibility to bring up problems and discuss situations that are not working. However, simply outlining the problem is not enough, because library leadership needs people to work together to come up with

effective solutions. It has been said time and again that leaders' most common complaint is that their staff only bring them problems, with the expectation that they will take care of them. We have to take ownership and initiative to problem solve. This can be a wonderful opportunity for early-career librarians, and those still in library school, to find their voice and demonstrate leadership abilities. Though library administrators do not always solicit opinions, it is important that they realize you are interested in and working towards improving the organization.

What about the middle ground?

When library administrators realize your investment in the organization and your ability to persuade others, they will provide more opportunities for you to exercise both your leadership and your followership potential. It is advantageous for them to create leaders from within the ranks who will foster leadership skills in others. Everyone has a place within the organization and their view is often different from others. By motivating and encouraging others, you will be seen as a leader and will inspire them to be more involved and courageous in sharing their perceptions and ideas.

The courageous follower

As highlighted above, *The Courageous Follower* by Chaleff is an instrumental book for those developing leadership and followership skills. Chaleff (2003) outlines six dimensions of courageous followership: the courage to assume responsibility, the courage to serve, the courage to challenge,

the courage to participate in transformation, the courage to take moral action and the courage to listen. Each dimension challenges readers to think beyond what they are currently doing and strive to be more effective and influential followers within their organization.

The *courage to assume responsibility* addresses the crucial moment at which you must assume responsibility for your role and function within the organization. As professionals, we have to take ownership in the projects that we are working on, the staff that we are managing, the problems that we are solving and the processes that we are coordinating. Don't just sit around expecting others to take the lead or the blame if something doesn't go as planned. You can show both strong leadership and followership qualities by taking more responsibility in successes and failures.

The *courage to serve* is the ability to do what is needed to support the organization. Byke and Lowe-Wincentsen (2006) state that 'Leaders need people behind the scenes supporting the organization and doing the work that is necessary to sustain the common purpose.' It is most important that everyone has an understanding of the mission, goals and priorities of the organization. If you do not know the priorities of your library's administrators, spend some time speaking to them and working to identify how you can help them to achieve the organizational goals. Effective followership begins with service.

Followers must have the *courage to challenge*. In order to have an honest and open relationship, you must be comfortable in challenging the decisions of leadership. When you challenge authority, you insert a level of accountability. Effective leaders are accountable to both themselves and the organization in which they lead. Additionally, you communicate to leaders that, although

you respect their decisions, you also have an expectation that they will listen to you as a supportive follower. Byke and Lowe-Wincentsen (ibid.) state that ‘Leaders admire loyal followers who have the courage to challenge.’ Chaleff (2003) further states: ‘They are willing to stand up, to stand out, to risk rejection, to initiate conflict in order to examine the actions of the leader and group when appropriate.’ Remember that it is important that you are respectful when challenging the leadership of your organization, and that both leaders and followers can benefit when they can be open and honest with one another.

As an effective follower, you must have the *courage to participate in transformation*. Change is inevitable, especially within the library and information profession. However, early-career librarians are often change agents. We welcome change and thrive in a diverse environment. When you are courageous, you can help leaders implement change within your institution. By sharing your voice, you can have great influence with both your colleagues and administration without being in a position of authority. Excellent communication skills, honesty and openness are integral to success in times of change.

One of the most challenging dimensions for most people is having the *courage to take moral action*. Chaleff (ibid.) describes this dimension as ‘Knowing when it is time to take a stand that is different than that of the leader.’ If you feel the administration is making decisions and taking actions that compromise your professional ethics, you might need to take moral action. Chaleff states, ‘The stand may involve refusing to obey a direct order, appealing the order to the next level of authority, or tendering one’s resignation.’ This dimension is not comfortable, but if confronted with a difficult situation, early-career librarians must be courageous in addressing the issue properly.

The sixth dimension of courageous followership is the *courage to listen*. Leaders need supportive followers who can listen both to them and to the rest of the staff. Byke and Lowe-Wincentsen (2006) state that 'Listening creates a sense of value. When followers feel respected and valued, they are more likely to provide honest feedback.' There must be open lines of communication so that leadership is aware of the concerns of the staff and the staff are in sync with the leadership's priorities. Listening will allow you to be a liaison between administration and the group. Though most people prefer to talk than to listen, you can learn to be a good listener. A true quality of an effective leader and follower is the interest and courage to listen.

We all want to be followers

Though many aspire to leadership, we can individually play a leadership role through effective followership. As early-career librarians take on more challenging roles and responsibilities, we will be sought after to assume more central roles in the development of the organization, which will move us from followers to leaders.

Leadership in partnerships: Margaret Burger Edwards

Margaret Burger Edwards is learning commons coordinator at the Undergraduate Library, University of Illinois at Urbana-Champaign.

'You're going to what? Library school? But you're outgoing, energetic, loud... some would even say *too loud*.' This

sentiment was echoed by friends when I divulged to them that I wanted to be a librarian. What can I say? Mine is, occasionally, a decidedly non-hushed personality. However, what my friends didn't know is that some of the most creative and useful work being done in today's libraries requires neither silence nor passivity. To the contrary, I have discovered that in a culture now thoroughly dependent on digital communication, my voice is still the most valuable tool I possess. I create strategic partnerships to meet the growing information demands of undergraduate students.

Creating partnerships requires four primary skills: taking initiative, listening, collaborating and innovating, all of which are essential leadership skills themselves. For new librarians it is important to practice these skills in 'safe' environments prior to establishing institutional relationships for your library. Attend local, regional and national library conferences and introduce yourself to other librarians in sessions or provide positive and appreciative feedback to a conference speaker whose presentation was interesting and/or motivating. Volunteer to lead committees at work or in community projects, and practice listening and facilitating multiple people focused around a common goal or interest. Finally, immerse yourself in communities other than library communities. Read literature from other disciplines, volunteer to be on campus committees, attend local and regional conferences or workshops that are not library specific and take note of interesting ideas or developments in these fields. Opportunities arise when and where you least expect – be prepared!

I am an academic librarian beginning my career in the information and learning commons era and in the digitization, social networking and iPod era. Things are changing fast! There is more information available than ever before, and it is more accessible than ever before. Today's

undergraduates seek customized information that bears on their lives in ways far beyond academic requirements. However, not all undergraduates desire their information and information environments to be digital. In fact, research conducted at the University of Rochester in 2004 concluded in a published study that not only are many undergraduates not as technically advanced as adults presume, but that many come to the library to get away from technology (George, 2007).

Add these varied patron characteristics and preferences to an ever-expanding information field that encompasses every dimension of a college student's life, and you have the reality of today's academic librarian – and the challenge that faces the academic librarian. Accommodating students' varied inquiry styles, informational needs and optimal learning environments in this sprawling information universe is one of the strongest rationales for developing non-traditional campus-library partnerships.

As part of the Learning Commons initiative at the University of Illinois at Urbana-Champaign, I have built upon existing student service partnerships in the Undergraduate Library, like our long-standing relationship with the Writers' Workshop, the Career Center and the campus IT unit. However, we have also sought out and negotiated partnerships with the student health center and a central academic advising unit, neither of which has commonly been associated with the library. Both units now offer regularly scheduled walk-up satellite services in the library. It is the ability of library and student service professionals to think beyond the traditional walls of what an academic library is 'supposed to be' that has contributed to the success of these services. Housing the services in the centrally located library has given students greater access to much-needed expertise, created community on a large

campus often overwhelming to the average undergrad and provided opportunity for the slowly disappearing gift of face-to-face interaction and human contact.

For today's undergraduates, a diverse and complex population, academic success and ultimately life success require more than the support and guidance of the scholar, but of the larger campus community as a whole. The library has the opportunity to be a vital part of that success!

The components of leadership: Stephanie Bonjack

Stephanie Bonjack is music librarian at the University of Southern California.

My experience in libraries has taught me that leadership involves three crucial components: investigation, networking and mentorship. I have been a librarian for six years, and during that time I have gone from serving as an assistant librarian at a very small, specialized college to leading a departmental library at a major research institution. These three components helped me get where I am, and continue to serve me well.

Investigation

The only way to exert influence and affect change is to understand how your organization works and where you fit into the overall scheme. Memorize your organizational chart. If it is too overwhelming, start with yourself and learn the chain of command up and down from you. (That's right – *down* from you as well.) Are there different reporting structures for faculty and staff? Are some employees union

members and some not? Do people account for their time differently based on their status? These types of questions will help you understand the perspectives of those around you, and enable you to work with them better.

Networking

This component is built on a foundation of good work; know how to do your job and do it well before you bring others into the equation. Then, once you are comfortable with your skill set, begin to initiate contact with colleagues, both within your library and in your professional organizations. Network in all directions! Many early-career librarians make the mistake of only getting to know their peers, be they age peers or experience peers. While this tactic may amass you a nice group of friends, it will do little to grease the wheels of promotion, help you gain appointment on a desired committee or initiate a change in status quo for those who report to you. Coffee breaks and lunches are my preferred forums for networking, as they can be scheduled without guilt and guarantee one-on-one interaction. Free yourself from expectations and agendas; a lunch with an agenda is a *meeting*, not a lunch. In my experience, an hour spent getting to know an individual, even if the discussion falls completely outside of work, can make more things happen than a week's worth of meetings.

Mentorship

One must acknowledge that successful leadership involves training, and it is imperative that aspiring library leaders seek it out. I was fortunate to be accepted into Synergy, the Illinois Library Leadership Initiative, a state-sponsored

program intended to equip Illinois librarians with the tools to lead libraries into the future. Many states have similar programs, as do a number of library organizations, including the American Library Association. I highly encourage leadership training, as it teaches vision and perspective, allowing you to rise above daily minutiae and see the big picture. Mentors help at the local level, teaching one how to navigate the complex web of one's unique organization. Every time you take a new job, seek out a mentor – someone who has been around long enough to understand the dynamics and politics of the environment, but still retains a positive attitude. My mentors have guided much of my exploration in the field, and I wouldn't be where I am today without their help.

One of the best tips I've received from a mentor was 'fake it until you make it'. Diving into the leadership pool can feel awkward and intimidating at first, but if you convey confidence and self-assurance, you will find that good leadership is wanted, needed and greatly appreciated.

Leadership through service: David Hodgins

David Hodgins is access services librarian at the University of Colorado at Colorado Springs.

Many librarians who find themselves thrust into leadership roles have little formal training or experience in the area, myself included. As new and early-career librarians move into and through the workforce, they would do well to remember that the same qualities that make us effective librarians can make us effective leaders. We are in a service industry where our abilities to operate and flourish often rest on our successes at infusing patrons with a sense of our

mission and worth. We strive for the kinds of interactions or relationships with our patrons that not only satisfy their immediate information needs but also communicate to them the value of our services, facilities and staff. Essentially, we want them to come back for more.

These same ideas carry over to my leadership goals and responsibilities, for I believe that a library's service mission is as important to the internal environment as it is to the public one. The same principles that guide my efforts to provide the library's patrons with the highest quality of customer service also drive the relationships I create with those I lead. I need them to subscribe to the library's service mission in a way that transforms their function from one of *work* to *service*. In competition with the likes of Google and Amazon, it is not enough necessarily to be technically competent or proficient. Instead we are charged with creating environments for our patrons that encourage and reward knowledge and learning.

The surest path to successful leadership is thus to create an internal environment of collaboration that stresses communication, cooperation and, most importantly, mutual respect. Leadership in libraries is not about issuing orders and ultimatums; it is about working as a unit, a group, to achieve something substantial for the communities we serve. A successful leader will foster this type of environment and build effective and cohesive working relationships that will positively impact services inside and outside the library.

Exercises

1. On a piece of paper, answer the following question: 'What can library leaders do to help you improve your followership potential?' If you are feeling courageous,

schedule a meeting with your supervisor or a member of your organization's leadership team and share the list with them. Work together to identify ways in which they can help you to become a better follower and leader.

2. Schedule a meeting with your supervisor to discuss any upcoming changes you can help facilitate, or any problems that they would like help in resolving. Work with them to outline a plan for you to develop your followership abilities.
3. Schedule a 'town-hall' meeting with your colleagues to discuss any issues or suggestions that they feel are important. Take the lead on creating a taskforce to address those issues. Present the issues or suggestions to library administration and offer your assistance for successful implementation.

Setting yourself apart

Non-cooperation is a measure of discipline and sacrifice, and it demands respect for the opposite views.
(Mohandas K. Gandhi)

Thus far, we've covered things anyone can accomplish. Even if you're not the most charismatic person in your organization, you can build your skills in that area, just as you can strengthen any of the characteristics we look for in a good leader or a good follower. The quickest way to kill your leadership potential is to blend in with the crowd, even if it is a crowd of leaders. You need to set yourself apart from your co-workers. Setting yourself apart doesn't mean being obnoxious or obsequious. It does mean you need to create a diverse environment where new ideas and different ways of thinking are welcomed, not shunned.

R. Roosevelt Thomas (2006) talks about diversity and a leader's need to understand diversity in a way that transcends race and culture. In the USA, President Kennedy's Executive Order 10925 established the Equal Employment Committee and started the US government's effort to embrace differences in race, creed, color and national origin. Affirmative action was created as an active, not passive, way of fostering diversity. Diversity in the twenty-first century is about much more than skin color. A diverse environment is

one where people are comfortable being different, whether in culture and race or opinions and ideas. As a leader, you need to follow Kennedy's example: be active. We want to create a diverse environment where everyone has the chance to set themselves apart. Don't be afraid to be yourself, and to be different from others. In fact, find ways to set yourself apart, and develop that diverse workplace that we all strive for.

Work to do the job

It is 8 am. You come to your library, sit at your desk, check your e-mail and write your daily to-do list. Now, work until you finish that list. Librarianship is not always an 8–5 schedule. Leadership is *never* an 8–5 schedule. Be prepared to work beyond the hours that you are normally scheduled to work. At one place of employment Dawn was a leader on an initiative to keep the library open 24 hours a day for five days a week. The group leading the initiative worked many overnight shifts to ensure a successful transition. This is not the only type of project for which such extended hours are required. This book, for example, was not written during 'work' time.

Time management is an important skill to master to accomplish everything you need and want to do. Writing to-do lists is a good way to start. Make a list of your projects and check them off as you complete them. It is a good way to see what you have left to do. It is nice to see all those items you check off as well. Writing a to-do list will also help you to find ways to economize. Dawn shares a tip she once read that suggested a similar method as that used for saving money on auto fuel; make a list of the places you need to go and map them out. Go to the places that are closest to each

other in order of distance, and combine as many as possible. Other tips of time management are to keep a notebook with you to jot down tasks as you think of them, and to work on things while you are waiting – Dawn is writing this paragraph in an airport terminal waiting to catch a flight. Lastly, reward yourself when you have finished a large or challenging project. Find something that you like to do, and do it. This is often a tip for dieters – after losing x pounds or inches or going a whole week without splurging, reward yourself with a non-food item. No matter what your task, it is always nice to look forward to something at the end.

Traditionally, in the USA, a work ethic includes the attitude a person brings to the job. It is their will – or lack of it – to work without complaint and get the job done. It shows itself in their punctuality, their attitude towards their co-workers, the quality of the work they do and their interaction with others. A person with a strong work ethic works hard, has a professional demeanor, is punctual and produces quality work in a timely fashion. Someone with a poor work ethic is frequently late or absent from work, does as little work as necessary to get by and does not contribute to making the workplace a better place to be. In Dawn's discussions with various library administrators and managers, she found many feel that the traditional work ethic seems to be less and less present in today's new librarians. Having a traditional work ethic helps you to do the job assigned to you. This may be defined differently depending on your institution's cultural setting. Pay attention to your surroundings, talk to your administrators and leaders to find out their expectations and strive to exceed those expectations. Lastly, be willing to adapt your work style to your surroundings (see the section below about osmosis and how not to assimilate).

Dawn would like to take a moment away from this discussion to say that she is not telling you to ‘kiss up’ to your superiors. In fact, don’t kiss up to anyone. Be courteous, be professional and do your job to the best of your abilities. You do not always need to agree with the people above you, nor do you always need to be contrary. Professionally speaking, treat people as you would like them to treat you. Sucking up will set you apart from the crowd, but you will be distinguished in a negative way. So, don’t suck up.

The first part of this chapter discusses the concept of going above and beyond, but it does not mean you should be a slave to your institution. Do not become overwhelmed by all the items on your to-do list. When you find yourself doing too much, stop and take a break. We can’t tell you what is too much, though, as this will vary by person. If you are working hard and enjoying what you do, you will stand out in an organization.

Leadership through publication

‘Leadership through publication’ was the title of a presentation at the ALA Annual Conference in 2006, sponsored by the ALA New Members Round Table (Andreadis, 2006). The speakers included three library leaders: Jennifer Cargill from Louisiana State University Libraries, Hannelore Rader from University of Louisville Libraries and Deanna Marcum from the Library of Congress. A fourth speaker, Charles B. Lowery, was unable to make it, but his speech is posted as part of the August 2006 *NMRT Footnotes* (ibid.). Much of the discussion was based on tips for up-and-coming librarian authors. These tips include collaborating with someone who has already

published, looking to your work for things to write about and not giving up in the face of rejection. Lowery began by wondering why it is so important to publish anyway, and followed up with eight points or lessons he has learned. Here are some of the tips from that discussion.

- Read current journals. Identify the ‘hot’ topics. Can you find a new angle to approach these topics?
- Don’t limit yourself to the library world. If you have connections with faculty in other departments on campus, talk to these colleagues to see if you can collaborate on a topic.
- Start with short articles, news items or book reviews.
- Have a compelling opening; start off with the ‘so what’ factor.
- Focus on your audience and know who that audience is.
- Keep to a constant schedule for your writing (ibid.).

For many US-based academic librarians, there is a necessity to publish and contribute to the profession. Additionally, as part of faculty responsibilities, publication is necessary to increase the academic rigor of librarianship. What doesn’t get touched on is the fact that not everyone is a US-based academic librarian.

So why does publishing set you apart when so many people are doing it? First is that publishing is giving back to the profession. Dawn, for example, has never been in a position that required publishing for promotion, but she has always looked for opportunities to do so.

It is not only the act of publishing that makes you stand out. It is also the content. Pay attention to areas that interest you for publishing opportunities. If you are passionate about a subject, it will come across in your writing. Work

with others who have already published: they will have insight and be able to provide guidance. Talk to journal editors and book publishers to find out what they are looking for. Always read the submission guidelines, as following these will streamline the processes. Being a perfectionist will help here. Do not be discouraged if your article is not accepted – there will always be another opportunity. No one is going to notice you unless you put your name out there. This same principle applies to running for office in an association, presenting at conferences and applying for jobs.

There are scholarship opportunities after graduation. By sharing your knowledge, research or thoughts, you are giving back to the profession. There is the possibility that someone is going to read what you have written and take action based on your words. This is leadership. The reader who just took action from your inspiration is a follower.

Be your own Madonna

Madonna (Madonna Louise Ciccone Ritchie, the pop star, not the mother of Jesus) emerged on the New York club scene in the early 1980s. She wore cone-shaped bras in the 1990s, moved to electronica for a while, has studied the Jewish mysticism of Kabbalism and is pictured on the April 2008 cover of *Vogue* magazine holding a globe and being touted as an environmental activist. She is commonly referred to as the queen of reinventing herself: she has had a long career in comparison to other pop stars, and it is because she continuously scans the environment to see what will be popular, and in what direction she should take her music and her activism to have the greatest impact.

Be like Madonna and be willing to reinvent yourself to fit the needs and desires of your institution and your followers. Over 18 per cent of our survey respondents claimed that facilitating change or being a change leader is something they expect from library leadership. Change will continue to remain a constant in libraries for years to come, as it has been in years past. When something new comes up we must adapt to it. Imagine what libraries would be like if we had not adapted to Melville Dewey's classification codes. Just being willing to adjust sets you apart from others. If you look for ways to change and act on your findings, that will set you apart as a forward thinker.

Not everyone is comfortable with change and not everyone is a change leader. Understanding the characteristics of change and change leadership will help you to be a change leader. Fiona Graetz (2000) completed a study on three companies that went through organizational changes: Pilkington Australasia, Ford Plastics and Ericsson Australia. Some of the concepts that all three organizations used to facilitate change were a sense of urgency, a team approach and positive reinforcement. Graetz noted that some of the key concepts in change leadership are novelty, flexibility, adaptability and experimentation.

We must be comfortable with change to become an effective leader. Graetz and other writers in the field discuss creating a sense of urgency. Urgency has its place in the structure, and with change that means creating a need for change. For example, if your subscription to the journal *French Historical Studies* is cancelled you have to change the check-in record and the catalog to reflect that. On a larger scale, if your organization is faced with budget cuts you have to change some of your procedures and priorities to fall within the new budget guidelines. Being acted upon by external forces often creates a sense of urgency, but how do

you create that sense without outside forces? Graetz (ibid.) discusses a scenario in which Ericsson Australia created a sense of urgency by demonstrating the gap between the current reality and the potential future of the industry. It was as important to the company to keep up with the industry's technological advances as it is important for librarians to keep up with information trends. But Dawn notes that it is important to keep urgency in perspective:

While in graduate school, I was also working full-time at a library. It was part of my job to open the reference room every morning. One day my car wouldn't start, and it was the first time I was going to be late. I frantically started calling around, trying to find someone to open the room for me. Finally, one of the librarians picked up the phone and agreed to unlock the doors and staff the reference desk until I arrived. What he told me that morning has stuck with me since: 'Dawn, it's a library, not a hospital.'

A sense of urgency has its place. Be careful that you do not make everything an urgent matter. This is really where team approaches and positive reinforcements come into play.

Teamwork is a theme throughout this book. Whether it is a team of peers or a team consisting of a leader and followers, teamwork is part of leadership. This is especially true in change leadership. Chapter 2 discussed the importance of getting buy-in when implementing change. Often the best way to accomplish this is by creating a team of representatives from areas that will be affected by the change, and to have them work on the process. If everyone is involved they will know what is going on and be more comfortable with the process, and you will have buy-in. When creating your team think of everyone who will be

affected and make sure all these groups are represented. Pick people carefully: you will want a variety of interests represented, but you also want people who can work well together. If you do need to change team members part-way through a process, allow time for the team to readjust and reach that productive stage again.

Dawn has further tips gained from personal experience of change:

‘You are doing a good job. Thank you!’ The first ALA Annual Conference I attended was in Atlanta, Georgia, in 2002. I attended a session on management and I practically hid when I saw my boss enter the room. Besides wondering if I could fit under one of the tiny chairs in the room, I remember one lesson from that session – appreciate people when they do a good job. At the time I supervised student workers, and I started to say thank you when they came back from doing a task I had assigned. This simple gesture made them more receptive to doing more tasks. A few years later I was not supervising anyone directly, but would often need assistance from other departments. No matter what the reception to the project, I said thank you when it was done.

The same approach works during change: be appreciative of those who help facilitate the change. Recognize that change may not be an easy process for them, and give them a positive reason to continue the extra effort they are using to change. Both Pilkington Australasia and Ford Plastics recognized those who progressed in change, according to Graetz’s (ibid.) study. Ford Plastics held graduation dinners for employees who completed a re-education program. A formal ceremony may not always be a viable option, but

find some way to appreciate and recognize those people who are contributing to the changes you are leading

Dawn shares a lesson she learned about when to pay attention to details.

I once had a janitor speak to me about a problem he perceived in a library I worked at. I hastily jumped to conclusions and told him the problem was out of my control. He reminded me that often a problem can be helped by making smaller changes. The plus side is that all of his suggestions were cost-efficient as well as helpful. When you are faced with an issue it is important to look at it from all angles. Take a metaphorical step back and look at the whole issue; see how it affects other issues around it. Then take a couple of steps forward and look at the fine details. The perceived problem was the noise level at the library. My issue was that I am not a shushing librarian: I encourage people to talk in the library, and to use the space for group study and other speech-necessitating activities. The janitor suggested closing a door that would block noise from another area. It was a simple detail that my hasty conclusion had overlooked completely. Viewing the entire picture in addition to the fine details will give you a better idea of what changes need to be made. It will help you to make informed decisions, and become a more thoughtful leader.

A change leader is novel. You, as a leader, should be novel. Be different – when everyone else is wearing polka dots, wear stripes. Be adaptable – if your grand vision is to have sufficient public workstations for each person in town, but not everyone visits your library, adapt to envision a

workstation available for every patron. Be flexible – learn to let go and move with the process without fighting it. And lastly, be willing to experiment. If you try something and it doesn't work, try something new. Everyone is entitled to a few experiments to figure out what changes are best in their situation. Achieving these characteristics in your leadership style and being a change agent will set you apart as someone administrators will go to when they want something done.

Osmosis

Osmosis is how Dawn studied ancient Greek history in college. For those non-biology majors out there (like ourselves), osmosis is when something that is less dense absorbs some of the matter of something that is more dense, such as two adjacent plant cells. One has more water in it, and the other cell absorbs some of that water until the cells are equal in water content. It may not work as a study tool for history class, but it seems to do so with personalities in libraries.

In libraries we often find ourselves absorbing the qualities of those with whom we work. When we walk into a new position for the first time, we are trained and learn how it has been done before. We do things as we are trained to do them. For many tasks and jobs, this makes sense – after all, there is not much purpose in finding your own way to catalog a book when there is a procedure already in place. But you do not have to become like everyone else. When Dawn first started a past position she asked a simple question, 'Why?' The answer was: 'Because it has always been done that way.' This is an example of how we become like those who came before, an example of library osmosis. The person who told Dawn this had worked in other places

and had known other ways of doing things. She had absorbed knowledge over her time at that institution and became much like the person from whom she absorbed the knowledge. It is important to have a sense of tradition and an institutional memory that survives attrition in the workplace. But it is also important to set yourself apart, and not to be one of the many cells that do the exact same thing as everyone else.

There are a number of ways you can fit into an organization without assimilating its every thought. Try being a ‘yes’ person. Through discussion with others, the survey responses and experience, we have learned that libraries can be dens of ‘no’. The no seeps in and comes out when a change happens, the no stands up for the idea that it has always been done one particular way and no, it will not be changed. The no keeps us in place. Break free of the no, and say yes. Try doing a process differently. Say yes to being on a committee or participating in a new project. Say yes to your peers, and say yes to your leaders. Be a positive influence on your library. A minor warning here – always saying yes can overwhelm you. Don’t go too far, but do say yes. People will learn that they can come to you with new projects, and that they can depend on your help. Your name will start to stick in their heads as a yes person. As Dawn comments:

In a previous position, we were interviewing librarians who would be my direct supervisor. One of the candidates said he was a yes man. He said that when someone came to him with a new idea or new process he would say yes, and let them try it. I did not like the idea at the time, but as I have developed professionally, I have grown to be a yes person.

Saying yes not only allows you to try something new or different, but if you say yes to others it helps them to develop as well. Saying yes builds your leadership skills and others' followership abilities.

Along the same lines as being a yes person is being willing to help out. When you help others, they will want to help you. If someone is working on a big project and asks for assistance, be there for them. This tool comes largely from the old rule, 'do unto others as you would have them do unto you'. Always being willing to help out will show those around you that you are not above their projects, and by offering your support to them you will earn their support. When you see a colleague in need, offer to help. Do so in a kind way, not in a way that says you can do it better than they can. Be willing to take direction. If someone is involved in a project and you help, but in a way that they do not want, they will not ask for your help again. When someone comes to you to ask for help, specifically for your help, it is because they respect you and see you as someone with whom they would like to work. Conversely, ask others for help when you need it. Do not try to prove something by taking on too much yourself. You will only prove that you are stubborn.

Lastly, show appreciation of others and recognize their contributions. As mentioned previously, when someone helps out, say thank you. Send thank-you notes to people when they have done something for you. Dawn is firmly convinced of the benefits of thanking people:

I was speaking with a staff member at a previous job, and this person was trying to help a friend find a job. I suggested that the friend sent thank-you notes for every interview he went to. The friend got the next job he

applied for. From my own experiences, if I interview two people with similar qualifications, and one sends a thank-you note and the other does not, I will hire the one who sent the note. I used to keep thank-you notes on my bookshelf in my office to remind myself continually of what I had done to get those notes, and to continue to do such things. Thank you is not only for formal situations; it is for every day.

These items may seem like common sense to some; but as we read about and interact with people from the millennial generation and our own generation, we see these characteristics less and less. Dawn comments:

When I was a child my grandmother would make me write thank-you notes to people who sent me a present. I stopped doing this once I went to college, and I stopped getting presents from many of those people. These details are something that tend to get lost in the rapid pace of our modern lives, but the details are what really matter when it comes to making yourself stand out. As my mother says, ‘Mind your Ps and Qs.’ This means say please and thank you. Say yes when someone asks for help. Don’t be afraid to ask for help yourself, and be polite about it always.

This chapter has a moral. Be yourself. Find out who you are, your work style, your leadership style, and be that person. When you get there, grow and develop further, but remember who you are and be that person. ‘I work, it is who I am.’ We like to get in there and do the work, from shifting books to setting up new software. It helps us figure out how everything is working together, and makes sure that we stay

in tune with what is going on. We get involved with projects and the people we are working with in a hands-on way. It sets us apart. As a card Dawn received said, 'It is that can-do attitude that will take you far.' So be who you are, and you will stand out as that individual who is not afraid to be themselves.

The five practices at work: Carrie L. Gits

Carrie L. Gits is assistant director of reference, Nova Southeastern University, Alvin Sherman Library, Research and Information Technology Center.

As assistant director of reference, I have opportunities to manage groups, participate in regional committee work and gain supervisory experience. These are responsibilities outlined in my job description. One of the most important lessons I have learned is that, regardless of rank and title, the chance to become a leader is present at all levels.

Through participation in the Southeast Florida Sun Seekers Leadership Institute, I identified my leadership skills and gained the confidence to take the next step. This institute introduced the five practices of exemplary leadership as defined by Kouzes and Posner (2002). Armed with a solid understanding of these leadership practices, I looked for opportunities within my library to implement them. As a result, my leadership skills evolved while coordinating a library-wide staff development project. This project provided a platform to articulate my vision, encourage and inspire those around me and build a strong, effective team.

The idea for the project started when a number of staff members and I attended a workshop on the popular Learning 2.0 program (designed to introduce library staff to Web 2.0 technologies). I initiated e-mails with staff members soliciting their input on how we could make this project work at our institution. With a collaborative set of ideas I drafted a proposal and presented it to the library's executive council. By taking the first step to draft the proposal and present it to library administration, I modeled the way for other colleagues. I demonstrated the importance of having an idea, articulating it and putting it into action. The proposal itself gave me a voice to inspire a shared vision. I was able to convey how a program like Learning 2.0 directly related to our strategic plan and could advance the mission of our libraries. The proposal was approved and I was charged with creating a team to work on the project. It was building and working with the team of talented staff members that made the project a true success. I quickly realized that as a project leader I could not work in a vacuum. I needed to encourage and inspire those around me. I did this by fostering collaboration and relying on the talents and skills of others. Working as a cohesive team enabled others to contribute to the success of the program.

After months of planning, the program launched with great success. A phenomenon ever-present throughout the program was the encouragement and recognition that participants offered one another. When the idea for this project grew out of casual conversation, I did not realize it would present so many meaningful leadership opportunities. I encourage new librarians to look beyond the scope of their immediate job responsibilities and realize that the chance to cultivate leadership skills does not only exist because of rank and title. More importantly, new librarians need to create and draw on opportunities big and small. They will be

surprised how these opportunities can cultivate the leader within.

Exercises

1. Think of something someone has done for you, either professionally or personally. Write them a thank-you note. Go and buy a pretty card and handwrite it. If you know the person's address, work or home, mail the card to them. Keep a stack of thank-you notes around and fill them out when someone does something nice or helpful beyond their regular duties. People will start to feel appreciated, and will be more willing to help you in the future.
2. Go help someone out. Go to a homeless shelter and serve a meal. Help your neighbor clean their yard. Help your kids with their homework. Help a colleague write a report. Offer your services to someone on something that they need done. It will make you feel good about yourself, and it may come back to you.

Self-promotion

It's amazing how many cares disappear when you decide not to be something, but to be someone. (Coco Chanel)

Throughout childhood, self-promotion is generally frowned upon; however, it is necessary for early-career librarians and other new professionals to begin developing self-promotion skills early in their careers in order to ascend the leadership ladder. Librarianship values professional involvement, and it is often a requirement for promotion and tenure. You can look to both business and leadership literature to highlight the importance of increasing self-promotion skills. By sharing your achievements and experiences with others, you demonstrate that you are developing professionally and are dedicated to furthering the profession.

Though many people, especially the stereotypical librarian, are not comfortable with the idea of self-promotion, we must learn to promote our accomplishments and abilities confidently. We need to put ourselves and our causes in the spotlight by becoming professionally active on a local, national and international level. Our experiences should be shared with others within our organizations so that they may be inspired to follow our lead. How do you begin the process of self-promotion? What are the keys to

self-promotion? How do you share your accomplishments without being seen as a braggart? When should you highlight your achievements? This chapter will address those issues head on.

Professional development

Early-career librarians must take the initiative and make a commitment to their own professional development. It is well documented that the information profession has a never-ending learning curve. In order to remain professionally ‘hot’, we must take advantage of training opportunities, both in person and virtually. Stay on the look-out for training in areas with which you may not be familiar and areas in which you wish to increase your knowledge and skill level. In addition to taking advantage of training opportunities, you can gain further experience by taking on new challenges. If you are presented with the opportunity to supervise staff, say yes to the challenge. Do not let your inexperience keep you from gaining valuable experience. Remember that everyone has to start somewhere.

As you develop professionally, share your experiences with colleagues and staff members. This will allow you to extend your abilities in teaching and training. By sharing your professional development experiences with others, you inevitably take on a leadership role and will have others looking to you for future growth opportunities.

You must be proactive with your professional development and remain on the look-out for ways in which you can be involved. If a new taskforce is being formed, ask for a seat on it. If your colleagues begin planning for a new service, volunteer to help out. Identify areas in which you need growth and seek out experiences that will allow you to

increase your skill set. If you are overwhelmed by new opportunities, partner with a colleague whose skills and abilities complement your own. Suzanne describes her experiences of partnership:

After one year of employment as a new librarian, I was bored in my position. However, I eagerly sought new experiences, always involving myself in new programs and opportunities. Library administration approached me about an opportunity to build a department focusing on services and programming for undergraduates. Because of the interest I continually expressed in developing new areas, they recognized that I had the enthusiasm, drive, communication skills and ability to thrive in a challenging new role, and offered me the position. I was both excited and anxious. Though I had many qualities that would ensure success, I quickly realized that I did not have all it would take. This was an opportunity for me to experience many things that I hadn't done before, such as hiring, firing, creating schedules, managing the work-flow of others and having a voice at the table with the other department heads and the ability to affect change. I couldn't say no. Though I was excited, I thought it would be beneficial for me to partner with someone who had skills, talents and gifts in other areas. I spoke to library administration about creating a co-department head position for both myself and my colleague (and co-author) Dawn. From working with Dawn on a few projects, I recognized that she had skills in areas where I needed growth. During our time working together, approximately one-and-a-half years, I learned many things from her. I was able to gain so much through my experiences in working closely with

a colleague who had gifts and abilities that were vastly different from my own. The department became a great success, and I feel much of this is due to the fact that there were people with different talents working together to achieve success.

As previously stated, always be on the look-out for chances to become involved. It is important that early-career professionals seek opportunities and put themselves at the forefront of change. We must know what is going on within the profession and the organization in which we work. Our colleagues will be able to recognize the contributions we make through our actions and involvement, and we will become integral members of the organization.

Help out

Librarianship is a service profession. Most librarians choose the profession because they want to make a difference and help others. We go out of our way to help patrons and speak about customer service regularly. But how much discussion is about helping fellow colleagues? Do you work in an environment where there is a spirit of volunteerism, or does everyone just take care of their direct responsibilities? We all make decisions about how we wish to influence our work culture. You can create a culture in which people not only do what it takes to get the job done, but go beyond expectations by helping fellow colleagues.

You might wonder how one person can influence the organizational culture. The answer is simple: you must start somewhere. Our philosophy is that you model what you believe. You can begin with small steps, such as asking others if they need help with a certain project, or if you see

them juggling a million things, ask if they would like you to assist them. As co-department heads in an academic environment, we often encouraged our staff to help with collection maintenance after finals week when there are so many items that need to be reshelved. Though reshelving was not the responsibility of our department, we could exhibit leadership skills by encouraging a spirit of volunteerism and offering assistance at a busy time. Look for ways to help others. If there is a desk staffing shortage, offer to cover some of the hours. Do what it takes to help. Once people see you and your department stepping up, they must begin to help as well, or they will look like slackers. It is a form of reverse psychology, but you must do whatever it takes to move the organization in the right direction and affect change.

The staff members within our department have a reputation for helping. In jest, their monthly reports often reflect an estimated weight lifted. Though moving tables and chairs is not technically in their job descriptions, they are always happy to assist another department when necessary. We value our role within the library and the fact that library administration depends upon us. We always say ‘Just tell us what you need and we will get it done.’ From the helpful spirit of just a few within a large organization, we have created a spirit of volunteerism and we are proud of it.

Get out there

Don’t just stagnate in your job! Get out there and see what is going on professionally. Our experiences in national conferences have been instrumental to our success as new librarians. We feel recharged every time we are immersed in the conference culture, with its continued training, thought-

provoking lectures, inventive poster sessions, bustling job placement centers, productive committee meetings and social soirées that are great networking opportunities. Explore as much as you can, and go back to your institution and share your knowledge and experiences with your colleagues. Many institutions require a conference report to encourage those taking advantage of professional development opportunities to share information and experiences with their colleagues. This is a great opportunity to get to know your colleagues and explore all that the profession has to offer.

Become active

In addition to putting yourself out there, you need to become professionally active to get your name out. There are many opportunities for involvement within the profession, but very little information on how actually to become active. Many people recommend starting small, with involvement on local or regional committees and organizations. We, however, feel that early-career librarians and new graduates in particular have much to contribute to committees on a national and international front. Because committee involvement is necessary for promotion and tenure, there are an excessive number of more experienced librarians on national and international committees, and therefore significantly fewer new professionals. The leaders of our library associations recognize this disparity and actively seek early-career information professionals to allow for more diverse representation. As a result, this is a great time for new librarians to become involved in projects and programs that have a considerable impact on the profession both nationally and internationally.

Suzanne describes how to go about getting a committee appointment:

When I first graduated from library school, I was completely unaware of the necessity for or the appointment process of committee work. After speaking with my supervisor, I began visiting the websites of the library associations and divisions in which I was most interested in becoming a member. On the websites, I found links to forms for committee involvement. I filled out many forms and waited to be contacted. I quickly found there were more available opportunities than I could accept, and I began having to reject invitations to join but in turn suggested colleagues for appointment. However, filling out online forms is not the only way to be appointed to a committee. One of the committee appointments I most wanted was initiated through networking. I attended a pre-conference before the main conference and spoke to the leaders heading up the day-long workshop. I told them I would welcome the opportunity to participate and would be willing to do whatever was necessary to join their committee. They suggested that we share contact information and both e-mail the director of the division detailing my interest and their recommendation. Within a month, I received a seat on one of the most difficult committees within the division. Had I simply filled out the online form, there is a great likelihood that I would not have received an invitation. Sometimes you have to gather all of the confidence you can muster and sell yourself to become a part of something that you desire.

There are many committees with diverse charges, such as program planning, membership, professional ethics,

scholarship, censorship and diversity, and many others with a subject-specific focus. With a little searching, you can find a committee on just about any topic related to the library and information profession within both national and international associations. In addition to helping you enhance your CV and your networking skills, you will be helping your institution gain recognition on a larger scale. Organizations benefit when their staff are professionally active because it gives them greater opportunities to recruit top-notch staff. Committee appointments allow you to network and seek potential candidates on a national and international scale. You can use your professional development opportunities to benefit your organization.

Creative pursuits

In addition to sharing your experiences with colleagues, you should share your accomplishments with others outside your institution. By simply submitting a proposal, you can be in the running to present at a conference, serve on a panel, present a poster session, lead a discussion or have your article published. Look for opportunities to pass on your knowledge and experiences to the profession through scholarship. Typically there are calls for proposals many months in advance for conference presentations and involvement. Keep a look-out for opportunities. What areas of the profession interest you? What are you passionate about? What are the gaps in knowledge that you can further research and write on? With whom could you collaborate to provide a more comprehensive view of a topic? You have professional freedom in terms of what area and method you wish to focus on when exploring creative professional pursuits.

Know what is going on

Visit other libraries for an up-close look at new trends and to see what others are doing. In planning for an undergraduate commons, Suzanne and a small group of colleagues visited academic libraries that had recently completed a renovation throughout the eastern coast of the USA. It is amazing how hospitable librarians are and how proud they are to show off their libraries. They were thrilled to have visitors and were helpful in answering any questions that we might have regarding their renovation, changes in staffing, altered services, marketing or problems they might have encountered. The experience of visiting and personally interviewing the leaders of the renovation projects was invaluable to our research process.

In addition to site visits, another way to identify trends and gaps in research is by staying up to date with professional literature. When you are reading this literature, keep a pen handy to make notes and then refer back after you finish the article. You may find that you want to continue the research or discussion from where the article left off, or it might lead you to write about another topic. Though keeping up with professional literature is typically required in library school, it is perhaps more important that new professionals continue reading the literature and increasing their awareness about changes and trends within the profession.

Through both site visits and reviews of professional literature, you might discover new ideas, methods and resources that you will be able to implement at your institution. Last year we began a discussion regarding the possibility of relaxing the library's food and drink policy. We asked other libraries about their practices. Many librarians referred to one university in particular that had not only

relaxed its food and drink policy but also encouraged the students to clean up after themselves by placing clean-up caddies throughout the library. They assured us that things were cleaner than before, as students no longer had to hide their spills and chose to keep their work and study space tidy by using the supplies provided. We relaxed our food and drink policy and have now implemented the clean-up caddy in our library; it includes items such as paper towels, disinfecting wipes, a hand sanitizer, a spray bottle, a mini-broom and dustpan and a trash bin. Through our research, we were able to discover a way to bring about better customer service, allowing patrons to eat and drink within our library, while addressing the most apparent problem of the new policy.

If the timing is not right to implement a new program or method, you should gather all necessary information and be patient. Sometimes patience is the key to success. Library administration can see the big picture, but may not always be able to share the big picture with you. However, if you feel that your proposal would be beneficial for your organization, practice patience and display leadership skills by waiting for an appropriate time to revisit the topic. Suzanne knows how long it can sometimes take:

I practiced patience for two years regarding a proposal that I worked on for a popular literature collection. There is currently a trend within academic libraries to offer a collection of materials for leisure reading purposes. A colleague and I performed a literature review, queried other libraries that had similar collections via telephone and scheduled on-site visits. Throughout the two-year span, the proposal was sliced and diced numerous times but finally met approval from library administration. The timing was not right

for most of the two years for various reasons, but periodically I would revisit the topic and try to find the appropriate moment to seek approval. Sometimes leadership requires finesse. You need to know the right time to propose ideas or suggestions, and certainly backing your request with professional literature will more likely ensure approval. We are finally in the planning stages of implementation for a popular literature collection.

Library administrations recognize when we are on the lookout for trends and possibilities that will benefit the organization. You just have to identify the right time to propose new ideas and programs while developing your ability to navigate the politics surrounding change.

Be an example

In addition to providing advice on how to engage in self-promotion successfully, we cannot continue without taking a moment to discuss burn-out. Many early-career professionals become so involved and work so hard trying to prove they are making a contribution that they take on too much, and in turn their job satisfaction decreases. Suzanne has personal experience of this:

I thrive in a bustling, active, hectic, 24-hour academic environment and would say that multitasking is one of my greatest skills. However, I have learned the hard way that it is easy to take on too much and I can accept more challenges than I can handle at one time. As a result of taking on too much, my feelings towards my job began to change from enjoyment to dread.

Realizing I had been so busy that I had forgotten lunch too many times to count, and that it was detrimental only to me, I needed to make a change. When you are first starting out as a professional, you want to seize every opportunity, but only you can decide if it will be at the expense of your well-being and job satisfaction. During the time that I was most disheartened with my job, I was working ridiculous hours every day and going to sleep with my e-mail and waking with my e-mail. In speaking about the situation with colleagues, I realized there was very little e-mail that needed immediate (3 am) attention and I began cutting back on my hours and vowed no longer to take my laptop to bed with me. This was my solution to the situation. I realized that I needed a balance – a balance between life and work. I have found a healthy balance and now enjoy my job immensely.

The earlier you realize that your involvement and accomplishments will be evident to others, and that you don't have to kill yourself trying to prove yourself, the better off you will be. There is no need to talk about how hard you work or the long hours you put in: you can toot your own horn through examples, not words. Others will notice that you are able to accomplish tasks successfully and that you do so cheerfully, with great job satisfaction.

There is no doubt that many of us work within a competitive environment. When you begin growing and developing professionally, others may start to resent you. There are people who do not wish to see others succeed, and they may act simply to keep you down. It is a tough lesson to learn as a new professional that not everyone is going to like you. They may not have any particular reason – they simply don't enjoy your company. Regardless of how often

you offer to help them or engage them in conversation about their family or past weekend, they will not like you nor be supportive of your professional growth. This can be especially difficult when you are working hard and trying to bring about positive change within yourself and others. At some point you must realize that you have to keep the organizational mission at the forefront of your activities, and work to the best of your abilities and not let others get to you. As difficult as it may be, we often must be the example – the example of support, change and success.

Articulating the mission – step one in program planning: Emily Brown

Emily Brown is children's librarian at Providence Public Library.

I'm a children's librarian in an urban library where after-school programs are in high demand, but funding and staffing are limited. The best way to offer sustainable programs is to collaborate with the kids themselves. This kind of leadership requires me to give up some control and actively identify needs and skills among the people I serve. At the same time, I have to communicate the library's mission to my collaborators and make sure our programming meets professional standards. It's a balancing act, but the results make it worth it: increased attendance, reduced planning time and enriched content.

The first time I partnered with patron volunteers was when two 11-year-old girls approached me about starting a drama club at the library. Intending to put them off without actually saying no, I told them two things. First, all library programs have to relate to the library's mission, so they'd

have to show me how a drama club would use library materials and promote literacy. And second, one of my biggest challenges is promoting programming to kids who come to the library without their parents and don't have the attention span to remember to sign up for a program. The girls would have to sell the program to their peers if they wanted me to host it.

A week later the girls returned with a list of ways the drama club could use library materials, and the names and contact info of ten kids who wanted to participate. I couldn't say no to such a proposal, and I have never regretted saying yes because the kids' performances attracted an amazing number of their peers – as well as doting parents. The performances brought many people into the library for the first time and changed the minds of those who believed libraries were boring, silent places. This taught me how effective it can be to explain what I do to other people, and then act on their ideas for ways to match the library's mission with the community's needs.

When librarians are first on the job there is often pressure to start new programs, but few have the time to do a complete community analysis first. Rather than guessing what the community needs, librarians can learn a great deal by sharing what *they* do. I do most of my behind-the-scenes work, like selecting books, planning programs and designing online resources, in front of the patrons; I rarely retreat to a back room or office. This gives me many opportunities to talk about my job – especially with inquisitive young people. Often, after listening, they volunteer their opinions and offer help. I now have a number of middle school and high school student volunteers who label books, arrange displays, do crowd control at large events and prepare story time and other programs for younger kids. Their presence goes a long way towards promoting programs, and their insights are

invaluable. I like to think I'm grooming the next generation of librarians, too!

Right from the start – a leadership narrative: Kathryn W. Munson

Kathryn W. Munson is assistant access services librarian at Southeastern Louisiana University's Sims Memorial Library. I accepted my position as a librarian in the Access Services Department at Southeastern Louisiana University's Sims Memorial Library only a few months after my twenty-third birthday. When you're roughly the same age as most of the students at the university, projecting an image of confidence and professionalism is absolutely essential. Knowing that you never get a second chance for a first impression, I made sure that my leadership ability was showcased right from the start.

In my first week on the job I volunteered for a key leadership position in the library. I became the chair of the Information Commons Committee, the library's largest committee. Under a tight deadline, I led six meetings of the 16-person committee in one month and made sure the project was finished on time. My success earned me thanks and praise from the director and assistant director, and proved to the rest of the faculty that I had the drive and the ability to be a successful leader.

Now that the plan for the library's information commons has been accepted by university administration, I'm even more proud of the hard work I put in during my first weeks on the job. As I see the library growing and changing around me, I know I made a difference, and that knowledge gives me an endless source of confidence as I go about my daily work.

The experience also had the amazing effect of earning me the respect of my colleagues, who now know that the energy and enthusiasm I have as a new librarian makes me a valuable member of the department. When you're new to librarianship, you see things as they could be instead of how they've always been. That kind of inspirational vision can be just what a more experienced colleague is looking for in a team leader.

Younger boss, older employees: Beverley A. Wood

Beverley A. Wood is librarian II in the Main Library, University of the West Indies, Cave Hill Campus, St Michael, Barbados.

As a young and relatively inexperienced librarian, one of the issues faced early in one's career will be that of managing older and more experienced people. Younger bosses managing sections and departments with older employees can present a challenge for both parties; it is therefore important early in the work relationship to establish the dynamics of the work interaction. This section considers some of the challenges which may arise – resistance to change, false assumptions, role reversals, etc. – and offers some direction in resolving these issues.

The younger boss may be too anxious to implement changes, be ignorant of the unspoken rules or norms and non-formal boundaries of the workplace and may assume that subordinates are not ready for the challenge due to lack of experience. On the other hand, the employees may be resistant to change, may feel resentment towards or threatened by the young manager, may desire to mother or

father their supervisor, may initiate role reversal or may assume that the new manager is not capable of managing effectively. These all make for a tense environment, which is certainly not conducive to good relations and productivity.

Firstly, do not make an issue of your age and/or inexperience. Do not feel threatened by your age or lack of experience. Be confident in your knowledge and abilities. If age becomes an issue, address it immediately, so that each party is aware of where the other stands. Strive for mutual respect.

Keep lines of communication open. Do not attempt to impose new ideas and methods forcefully on employees. Rather, allow for open dialogue. Find a way to garner the trust and respect of employees without being patronizing. Learn the departmental or organizational culture as soon as possible. Identify the (unofficial) leader, the team player and the confidant early on. Knowing and gaining the trust of these persons will help to devise strategies for employee buy-in to projects and the vision for the department. Analyze what they value, what motivates them and what makes them comfortable. Know that each person is different and needs to be treated as an individual.

Be careful that, because you may be more tech-savvy, you do not project an arrogant or condescending attitude. Instead, value and use every opportunity to encourage and improve employees' areas of expertise while being mindful of their strengths and weaknesses for the growth of the department.

Accept responsibility for and execute the mandate of the department of which you are in charge. Behave like the professional manager you are. Learn to be flexible and not overly rigid in your beliefs and actions. Remember that you are ultimately the one held accountable for the performance

of the department and, when warranted, you must be firm in your decisions.

Recognize that the employee-manager relationship is a partnership. One needs the other in order to function effectively within the organization. Always strive to promote symbiosis, where the strengths of each party are accentuated and the weaknesses are neutralized for the accord of the work environment and the betterment of the organization.

Exercises

1. Examine the websites of the national or international associations of which you are a member. Make a list of the committees on which you would be interested in serving. Speak to your colleagues about the committees they serve on and discuss the procedures for their appointments.
2. Review a few issues of a professional journal to which you have access. Are there any areas that you would like to expand upon? Are there any topics which you would be interested in researching further? Do the journal articles highlight a new idea or resource that you would like to bring into your institution? Begin answering these questions, and partner with a colleague to assist with the research or proposal-writing process.

The next steps

If you do not know where you are going, every road will get you nowhere. (Henry Kissinger)

By making it this far you are already on the road to effective leadership. As discussed in Chapter 3, leadership and followership are a continuum. This chapter will lead you through the cycle in whichever direction you are headed.

Our survey asked ‘What leadership building tools have you participated in?’ Sixty-six per cent said they had a mentor or had been a mentor to someone, 50 per cent of the respondents said they had attended at least one leadership seminar, 30 per cent said they had attended other continuing education on leadership and 27 per cent said their library science program had a section or class on leadership. Another 30 per cent said they had some leadership training, which ranged from on-the-job training and experience through organizations and associations to reading about leadership. There are many ways to learn more about leadership and to develop leadership abilities and qualities. Even if you do not want to be a leader, you can take steps to learn more about the role you want to play.

Step 1. Put yourself out there

Find out who you are. When we first started working together, we attended a number of workshops on leadership. The workshops tended to start with a personality test. We would take the tests, and the results would always come out the same: we are polar opposites. We were working on a paper together, building a department together and working on plans for an information commons together. Some days we spent so much time together it seemed as though we were connected at the hip. It was important that we each understood ourselves so that we could work together effectively.

Not every situation is going to be like ours, but no matter what your situation, it is important that you know who you are in that situation. For us, Suzanne is the ideas person and Dawn is the organizer. Suzanne has a vision, and Dawn makes it happen. As our partnership grew, we continued to attend leadership workshops and take personality tests. Dawn noticed that as time went on, her results shifted more towards the middle. She was starting to adopt some of Suzanne's traits, and was adapting to her surroundings. Learn who you are, what your leadership or followership styles are, and be aware when those change. It is important to understand what is going on and why you make the decisions you make.

It is also important to know when and how outside forces are affecting you. We all react to different situations in our own way. You may not know every situation you will ever face, but when something new comes up, be objective and watch how you react, and how your reaction affects the overall situation. Dawn provides an illustration:

Imagine your personality is like the gears in a watch – each gear functions based on how the others function.

If one day your happy gear is running a little slowly, that is going to affect your work. Pay attention to what happens, and if you do not like the outcome, try to change how you will react next time. The main goal is to understand yourself and the process. Being aware will help you make different choices later.

Once you are aware of yourself, make your processes transparent to others. Be honest about what you want and how you would like to get there. Be open and share your process with the people who will be affected. One institution Dawn knows had weekly meetings. They were not the most popular activity, but they were a great way to share information. Other suggestions we have heard of or seen implemented include an institutional newsletter, weekly e-mail updates, posting reports in gathering places, monthly or less frequent meetings or themed brown-bag lunches. Find a way that works in your situation to keep people informed, and as people get more comfortable they will participate more fully. In one situation there was a newsletter that had gone on for a few months, but was cancelled due to institutional changes. Many staff had grown accustomed to seeing the newsletter and had enjoyed participating, so they were upset when it was cancelled. By keeping the process transparent, you will make others more comfortable with your decisions.

Break out of the status quo. We all fall into ruts, we all get comfortable. Dawn's father was consoling her after the end of a long relationship. He described the 'old-shoe syndrome'. The old-shoe syndrome is when you become so comfortable with something that you stop noticing when it smells bad. Imagine a pair of shoes that you adore and have worn for a while. They are molded to the shape of your arch, the toe bends where your toe bends, the heel is the right height: they

are the perfect shoe for you and why would you change that? Now, take off the perfect shoe and look at it closer; maybe it smells bad, maybe the heel has worn down, maybe there is a hole in it, but it is the perfect shoe, so why would you get a different pair? The cure – toss that pair in the rubbish and get a new pair. In the library this means trying something different. Sometimes we become so comfortable in a process that we do not see how the environment has changed. If you are still answering reference questions by searching in a paper card catalog, maybe it is time to step back and see if this is still the best fit for you. Toss out your old shoes, make a clean break and get a couple of new pairs to switch them around a little.

Step 2. Continue your development

Never stop learning. Keep up your development, even when you have reached a comfortable place. Continuing your development as a professional and your education is essential in today's libraries. Dawn graduated with her master's degree in 2003. Between then and now, in just five years, many things have already changed. This pace is not going to slow down, so it is up to us to continue our development past formal education. Some ways to do this in a busy schedule are:

- attend virtual conferences;
- subscribe to professional blogs;
- audit classes;
- attend professional conferences;
- read the periodicals you get with your professional memberships;

- view webcasts;
- listen to podcasts while you work;
- talk to others;
- find a mentor;
- attend conferences of related professions (i.e. educational if you are in academic libraries, publishing if you run a readers' advisory, etc.);
- read books;
- write book reviews;
- keep a journal.

Some of these suggestions are more obvious than others. Over time you will find what fits into your schedule and what you would like to make time for. Dawn comments:

As a staff development librarian, I learned a lot about fast and free ways to develop my skills. Webcasts and podcasts that are previously recorded, or that will be archived, are wonderful because you can go back to them or pause when you have to. Keeping a journal is similar, in that you can come back to it. Write down what you have done and how you handled situations; come back to it to learn from your past successes or mistakes. I read librarian blogs as part of my daily routine. Two of the most informative for me are *The Kept-Up Academic Librarian* (<http://keptup.typepad.com/academic/>) and *LISnews* (www.lisnews.org/). I read others as well, including blogs that are related more to the subjects I work with as a librarian, as well as non-library blogs.

This is the same if you take additional course work or audit classes. Do not confine yourself to librarianship. Developing in related areas will make you better rounded.

Goal setting is a good way to make yourself develop. Set goals that require you to learn new skills and challenge your preconceptions. Write them down, and refer back to them. So that your goals continue to motivate you, make sure they are attainable and measurable. If you have lofty goals, try to break them down into smaller chunks so that they do not seem overwhelming. For example, one of Dawn's goals is to conquer the world (see step 4). She knows that conquering the world is not exactly attainable at this point in her career, so she has broken down the overall goal into achievable goals:

Overall goal: conquer the world by becoming director of the world's library.

Things I can reasonably accomplish right now:

- become more informed on the information profession by reading professional literature on a regular basis;
- find a mentor in a higher leadership role by applying to various mentor programs;
- share my thoughts and ideas by publishing journal articles.

These three smaller pieces are much more attainable than the overall goal. By achieving these intermediate goals, I give myself a sense of accomplishment earlier than if I had to wait for a world library to be built.

Assess yourself. Assessment is an important part of any new endeavor. You want to know what is working and what is

not working, how to improve and what should be discontinued. Think of yourself as a new endeavor. You want to know what you are doing that is working and what is not working. You want to know how to improve. Start by asking yourself how you think you are doing. Then ask others whom you trust. In most environments you will have some sort of formal evaluation process. If the process allows for comments and your evaluator makes them, pay close attention. If you have a group of peers who are willing to cooperate, assess each other.

If you supervise people, ask your staff how you are doing. This one is difficult if they feel as though saying something critical will get them into trouble. Make sure to create ground rules for the meeting so that everyone can be honest and no one will be punished for providing constructive criticism. Also, give an example of constructive criticism, such as ‘Dawn, you are hard on me sometimes and I don’t know why. Can you give me clearer expectations so I know what you are looking for?’ Instead of ‘Dawn, you’re mean!’ It is important to provide examples and suggestions of how to be productive and not perceived as insulting.

Build assessment into your goals. Earlier in this section Dawn listed a goal with intermediate steps. Each goal has two parts: the goal, and an accomplishment strategy. The strategy correlates to the assessment. For example, one of the steps is ‘Share my thoughts and ideas by publishing journal articles’. There is no way to know how many people have heard your thoughts and ideas, but you can measure the number of articles you have published. If goal writing is not a requirement in your position, write them anyway and assess yourself on a regular basis.

Not everything is going to work well the first time: things will not always go your way and, quite frankly, there will be stumbling blocks along the way. If you fall down, get up and

keep going. A couple of years ago Dawn ran for the ALA's New Members Round Table secretary position. It was the first national-level office she had run for, and she was excited at the possibilities. 'I didn't win the election. I was disappointed. I moped a bit, but then got back up and kept going. Because I kept going and now had my name out there, I ran for a different office the next year – an election I won.' Without failure there is not success. Admit your mistakes, celebrate your failures, learn from the experience and move on. Do not dwell on the past.

We need to repeat that last sentence, because it may be the most important thing about continuing your development. No matter how you go about assessing yourself, learning new tricks or other development devices, don't dwell on the past. Keep going, and keep growing.

Step 3. Grow your followers (or leaders)

Dawn reads a blog called *Farm Girl Fare* (<http://foodiefarmgirl.blogspot.com>). One of the activities the author writes about is tending her flock of sheep. She mentions getting up in the middle of the night to check on them during lambing season. She talks about vet visits, sheepdogs, wolves homing in on her flock, etc. Hopefully, by the time you have reached this point in the book the word 'follower' no longer makes you want to baaa. However, tending to your followers is a bit like tending sheep, or other livestock if you prefer. As you must see to your livestock for them to grow and flourish, so you must see to your followers for them to grow and develop. A survey respondent stated that 'A good leader will help their followers grow into good leaders.'

During the second phase of our research we conducted telephone interviews. One question we asked was ‘What can today’s library leaders do to help your leadership potential?’ The responses seem to go along with the qualities that make up a good leader. Current library leaders should listen to the up-and-comers, set reasonable expectations, teach their followers how to set goals that are within reach, mentor people, provide support for constituents, stand next to them, not in front of them, and be open to the new – new ideas, new methods, new ways and new leaders. One respondent said: ‘Recognize that change does not happen overnight. Current leaders should allow their mentees time to grow, and recognize that when they provide all these opportunities for them to become leaders, it still takes time.’

Mentor and be mentored. We have talked about mentorship before, but it is an essential step no matter where you fall on the leadership-followership continuum. Find a mentor whom you respect and whose work interests you. Talk to them on a regular basis. Make an effort to get to know them and to understand their philosophies. When you have the chance to mentor people, do the same. Do not just tell them your thoughts, but make it more a sharing of ideas. If you find your mentor or mentee through a formal program, try to continue the relationship beyond the program’s constraints. If you find a mentor or mentee on your own, work hard at that relationship. David Perlmutter (2008) in ‘Are you a good protégé?’ describes key traits of the mentorship relationship.

- A mentor should be someone respected in their field.
- When applicable, a mentor should be someone who is knowledgeable about your workplace’s politics and policies.

- A mentor should take time to help with studies and career moves.
- A mentor should not exploit the mentee.
- A mentor should be a coach who is cheering you on.

Listening is something many of us think we are doing all the time. Pay attention to what people are telling you, and act on it. You do not have to act on everything, but act on what makes sense in your situation. Furthermore, when you are listening, actively engage the person you are listening to so that they know you are listening. Talk with them, ask questions and use their name. Even if you are unable to act on what they have told you, show you were listening, and they will feel more comfortable talking to you again. It is important to note that sometimes people just want someone to listen to them. Make yourself one of the people who others go to when they need someone to listen.

Lastly, be available. When you have followers and leaders, interact with them. Let them know that you are there, you are listening, you are paying attention and you are supporting them. Talk to people, listen to people, express yourself and let others express themselves. Imagine a leader who sits in their office, communicates only through the written word and in general is not seen with others. Who is going to want to follow this person? Now imagine a leader who walks around and says hello to people, and listens when you have something to say. This person is more engaging, more interactive and in general someone people will want to follow. Get out of your personal space and interact with your followers.

Step 4. Conquer the world

This started as a joke between Dawn and some friends while she was finishing her MLIS: ‘I moved directly from library school into a position that was part of library administration. The joke was that I was going to take over the world (and I still might), and when I did, I would hire all my friends to work in my library.’ World domination is not really the focus of this step. World domination refers to your own world. Be your own world leader, empower yourself and take charge of your future.

We cannot express how important it is to find yourself and be yourself. Understand that you will change through time and experiences, and that is OK, but be yourself. People will respect your individuality and will respect you for being true to yourself. Encourage others around you to be individuals as well. Influence them through your actions.

For example, imagine you are working with a difficult question at a reference desk. You start trying to find the answer, and are having trouble so you ask for help from a co-worker. The co-worker looks up the topic in a different way. You both ask an extra person to help, and they do it in different way than either of you. Each person is working towards a common goal of finding the answer to the question, but each is doing it in their own way. There is not one and only one correct way to fulfill your leadership potential. Each person will find their own way, and it is up to us to respect and encourage that individuality.

Everyone gets there in a different way. Don’t be afraid to step away from these guidelines and do something different. Actually, we encourage you to step away from these guidelines and do something different. Find what works best for you. A few years ago Dawn attended a brown-bag session led by Faye Jones, director of the Florida State

University Law Library. She described her career and how she became director. Something that stuck in one's mind was that she didn't plan it step by step. We do not always have the opportunity to plan our careers step by step. It is up to you to make the most of your situation and adjust your path when needed. Do what you can, and when something changes, change with it.

Leadership from an unexpected direction: Jacob Hill

Jacob Hill works at Elmhurst College Library.

My personal experiences with leadership have come from an unexpected direction. Even though I've only been in my current position a few years, I've seen several students at my institution with casual interests in the library evolve into library student-workers, and then go on to attend a library science graduate program. I found that I have been drawn to leading by example; modeling the viability and relevancy of our profession for recruitment among the student body. Seeing these students develop curiosity into a full-blown career has given me the unexpected imperative to treat all student-librarian interactions as potential career-modeling opportunities. College students are continually considering the career possibilities open to them, viewing the college faculty and staff as potential role models.

I frequently develop working relationships with our campus 'regulars'; those students who spend much of their study time in the library. Over time, some of the students become inquisitive about our profession. They rarely ask direct questions like 'how do I become a librarian?' or 'what do you like about your job?'. After a while, however, you

notice that a line has been crossed; a student has been subtly assessing your work environs and responsibilities. They've started thinking about librarianship.

Since it's hard to pinpoint when a student germinates a genuine regard for our profession, I'm always consciously using my reference interviews and classroom instruction as ways in which to showcase how librarians remain viable in the twenty-first century. I try to explain my job parameters to students as I perform them; I clarify how we can assist them in completing assignments; I demonstrate how we have to be technology-savvy across a wide range of applications; I reveal that we are well informed about contemporary issues and interact with a variety of disciplines. Perhaps most importantly, I show that my job is dynamic and interesting, which can't be easily articulated. It's really the sum of a thousand tiny moments of help, humor, concern, empathy and guidance. I want librarians to be (in the minds of students) people who are approachable, enthusiastic, competent and relevant.

Recently, the career-modeling role has become more circular in nature for me. I am currently managing a former student who is working in a full-time position for the library while attending library school. I feel it is essential to communicate these leadership-by-modeling skills to the 'next generation' of the profession, so I ask my librarian-in-training to participate in student interactions. By including my employees in the modeling process, I'm hoping that they will develop and apply similar leadership modeling methods in their own careers.

Demanding mentors who know what is crucial to pave the way: Karin Medin

Karin Medin is head of access services, University of Arkansas at Little Rock.

My library school management professor, A.J. Anderson of Simmons Graduate School of Library and Information Science, and my first boss as a professional librarian, Phyllis Askey, then head of access services at Harvard Law School Library, focused on a key skill set comprising presentation and collaboration that has stuck with me because of both its relevance to the profession and the effectiveness of my mentors' pedagogy.

Professor Anderson's commitment to the development of presentation skills was evident in his dedication of an entire semester to development and delivery of mock on-the-job training sessions. In-house training, he maintained, is a crucial function of leadership that is sorely neglected. This neglect causes lack of job mastery, and ultimately poor patron service ensues. Outsourcing of training is a poor substitute whereby skills are not transferred to better performance. Each student prepared and delivered three 45-minute PowerPoint presentations including handouts, exercises and time for questions. The non-presenters acted as mock employees, learning valuable job skills and knowledge. The audience submitted elaborate critiques, using a Likert scale with two pages of criteria upon which to judge the effectiveness of the presentations. My mentor's critiques were always strikingly positive, specific and lengthy.

There are three overlapping stages of my early professional development on the job, two of which directly related to the presentation and training skills in my

management class. First, I spearheaded a six-part training series over the course of nine months. This ultimately brought 35-plus employees of varying levels of expertise to competent use of a complex, text-based online public access catalog (OPAC). As part of this effort, I rallied assistance from other library units, giving me an exhilarating experience of initiating and maintaining collaboration with internal constituents.

Collaboration with other librarians continued in the second stage of my professional development at work. Ms Askey invited me to join her on a university-wide committee of seasoned librarians (called CIRCUIT, for Circulation Implementation Team). CIRCUIT developed the specs and critiqued the behaviors of Aleph's Ex Libris. During this period I networked and progressed with professionals across a library system comprising nearly 100 libraries. All of this would have been intimidating without Ms Askey's presence and support. The experience I'd had with mock presentations and development and implementation of training, as well as CIRCUIT participation, proved to be an iterative process that prepared me for the final stage of my early development as a librarian: namely, Harvard-wide team training in preparation for implementation of Aleph.

Both of my mentors had similar ways of nurturing and facilitating growth, with stringent expectations accompanied by their presence and support. They recognized the incredible power of positive reinforcement as they led me to pursue skills highly relevant to effective librarianship. I recommend these emphases and methods to any senior librarian or instructor of librarianship working with those entering librarianship.

Tips on honing your leadership skills: Maria T. Accardi

Maria T. Accardi is assistant librarian and coordinator of instruction, Indiana University Southeast.

A year after earning my MLIS at the University of Pittsburgh, I became coordinator of instruction at Indiana University Southeast, where all of my colleagues were already tenured. My new position involved a leadership role unlike any of my previous professional experiences, and I found myself grappling with questions that my library school preparation did not address. I had to figure out quickly what it meant to be a leader, and my goal was to respect and benefit from the considerable expertise and experience of my new colleagues while also introducing the innovative, reflective practices that are reshaping library instruction. While occasionally intimidated by this challenge, over the last year I've discovered effective ways of honing my leadership skills.

- Keep up with scholarly conversations and professional trends. Make it a point to carve out time in your schedule to devote to this task, and you will find that staying engaged with the professional literature is a useful, inspiring and manageable task. While learning how to introduce new ideas into a professional environment may be a daunting challenge for a developing leader, contextualizing these ideas in the professional literature helps to legitimize your perspective; presenting ideas as part of an ongoing scholarly conversation also helps connect you and your colleagues to the world outside the walls of your library. Find a few journals that are particularly interesting to you and make it a point to read them regularly.

- Seek out professional development opportunities that will allow you to be invigorated by new ideas, take thoughtful risks and stretch the limits of your knowledge. Go to conferences and try to participate in them by submitting proposals. There are multiple online resources designed to inform you of these opportunities, so track them down, bookmark what interests you and set aside one day every few weeks to write and submit proposals. There may be professional development opportunities on your campus as well. Make it your job persistently to seek them out. Opportunities will rarely come to you; you have to do the work to find them.
- Get involved in the campus community. This will help you feel less overwhelmed by your newness to the profession and the lonely confusion of getting oriented. The best way to feel less alone and lost is to get out of your office and meet people. Join committees, look for campus activities that interest you and get connected with other new faculty and staff. Finding allies on campus and building relationships provide exciting opportunities for collaboration and innovation, promote good relations between the library and other departments on campus and establish you as an active participant and emerging leader in the campus community.

The recurring theme in all these tips is action. As an early-career librarian, you are likely enthusiastic about your field and eager to establish your career. Translate that enthusiasm into concrete, intentional, productive steps and you will equip yourself with the tools, ideas and relationships you need to be an effective leader.

The value of active involvement in professional organizations: Stacey Greenwell

Stacey Greenwell is interim director of information commons, University of Kentucky Libraries.

Getting involved in professional organizations is an excellent way for early-career librarians to develop valuable leadership skills. In just six years I have moved from being a new member of the Special Libraries Association (SLA) to serving on the Centennial Commission – the SLA president-appointed committee that will plan the SLA's 100th Annual Conference and year-long celebration. In my multiple SLA chapter and division roles, I have created budgets, planned conference sessions, led meetings, organized teams to develop new initiatives and much more. At this early stage in my career, it would have been difficult to develop this wide range of leadership experiences in my day-to-day job duties.

My advice to early-career librarians: get involved in a professional organization. Professional organizations need new volunteers who are willing to commit time and effort. Even if you start small – perhaps as a sub-committee member with a single role or purpose – put forth your best effort, and it is likely you will be considered for future leadership roles. Demonstrate how effective you can be in following up on details. Be proactive in suggesting solutions, and carry out those initiatives if possible. The most important thing is to honor your commitment and do what is expected (and more) in your role.

In particular, conference planning is an exceptional opportunity to develop a variety of leadership skills. Whether it is just one session or a division's programming or

the entire conference, chances are you will have a variety of roles as you develop the sessions. From selecting speakers to negotiating arrangements to fundraising and budgeting, conference planning gives you an opportunity to be creative as well as detail-oriented. It is challenging, but can also be rewarding.

If you work your way through committees and planning and are fortunate enough to be elected as a leader of the organization, you will have the opportunity to hone a number of skills that will help you in your leadership path both in the organization and at work. You will develop initiatives to accomplish during your term. You will work on strategic planning and budgeting. You will oversee all activities of your portion of the organization, and with that responsibility, foster a positive, collaborative environment where much can be accomplished. Certainly you will be responsible for leading meetings – creating agendas, keeping on topic, making sure all voices are heard – and these are excellent skills to have in virtually any situation.

Bottom line: get involved in your professional organization. Volunteering your time is just one more way to develop your skills further on your leadership journey.

Exercises

1. Join something. Find a group and join it. For our purposes try to find a group related to libraries, such as a local, national or international association. Once you have picked an organization to join, find out how to become involved in their activities and governance. Try to join a committee, and find ways to be active in the organization. It is most often easier to become involved at

a local level. If you find that you have problems, contact someone you know in an organization and ask if they can help you.

2. Start an assessment group. Get together a group of peers and decide on three or more questions or statements that you want answered about yourselves. Choose a scale, Likert, grades, etc. and set up time periods to be assessed on, such as a two-week period. And always leave extra room for comments. Evaluate one person at a time, and take turns. At the end of the cycle share the evaluations with the person being evaluated. If you do not have a group of peers who want to be assessed, you can always give a list of questions to people you trust and have them evaluate you. Here is an example:

Please observe Dawn at work from 3 November to 14 November. At the end of that time, score her on the following questions using a scale from 1 to 5, with 1 being needs improvement, 3 being satisfactory and 5 being 'I wish I could be that good.' Keep your scores until the next meeting on 3 December.

- Did Dawn communicate effectively through the written form?
- Did Dawn show effective leadership in committee meetings and/or within her department?
- Did Dawn show effective followership traits in her interactions with her supervisor that you were able to observe?
- Did Dawn show effective project management skills?

The toolkit

When the effective leader is finished with his work, the people say it happened naturally. (Lao Tse)

This chapter includes tools that you can use to become a better leader and follower. We suggest reading a couple at a time and identifying ways in which they can enhance your professional life. Though this list is not exhaustive, we feel these tips will benefit any new professional beginning their career. Additional tips are scattered throughout this book.

- *Take initiative.* Be proactive when you see something that needs to be done, go ahead and do it.
- *Treat every job as an adventure.* Find ways to create incentives, and make your projects into something exciting that you want to do. Even your most tedious task can be adventurous with the right mindset.
- *Make a commitment to your own professional development.* Set aside time in your schedule to ensure that professional growth remains a priority.
- *Rise to the challenges that you see before you.* Don't be afraid to face challenges head on.
- *Identify and follow through on improvements to your organization.* Keep your eyes open, look for things that

can be improved upon and suggest changes to make your organization more efficient.

- *Become a member of local, regional, national or international professional organizations.* Become involved outside your institution, meet others in the profession and share ideas with them.
- *Seek ways in which you can get involved.* Many organizations have committees: find out how to get involved in them, and become active.
- *Be professional and courteous at all times.* What is considered professional behavior will vary between organizations. Meet and exceed expectations.
- *Encourage your colleagues.* Cheer your colleagues on and help them find ways to further their development.
- *Don't dress for the job you have, dress for the job you want.* The way that you present yourself is an integral component of professionalism. Dress up, not down; wear slacks or a skirt on casual days and suits on more formal occasions. Business wear will vary by organizational culture, but, as with professionalism, meet and exceed those expectations.
- *Be compassionate and empathetic to others.* Take time to listen.
- *Always put on a friendly face, even when you aren't feeling happy.* Smiling will make you feel better, and it is contagious.
- *Do not gossip or spread rumors.* Don't say anything about anyone that you would not be willing to say directly to them.
- *Keep a journal.* Detail how you worked through difficult issues, and refer back to it when necessary.

- *Start a peer group.* Gather a group of peers and begin a discussion on a topic of mutual interest. Keep the group going by changing topics and discussion leaders.
- *Attend professional development workshops.* Take advantage of workshops, classes and online training opportunities.
- *Attend professional conferences.* Many institutions will pay for you to go to conferences. Some organizations may also have travel grants you can apply for.
- *Research and publish.* Identify a topic of interest, conduct research and submit a proposal to a professional journal.
- *Present at conferences.* Present on your research, or what you are doing at your institution. Look for opportunities geared towards newer professionals.
- *Share your experiences with others.* Maybe they will be willing to share their experiences as well.
- *Submit and present poster sessions.* Poster sessions are an easy way to grow comfortable presenting, and provide an opportunity to interact closely with peers from other libraries.
- *Stay up to date in the profession.* Read professional literature and blogs, and subscribe to listservs.
- *Choose a mentor whom you respect and admire.* Find someone with whom you connect professionally, and cultivate that relationship.
- *Mentor others.* Provide assistance when you can, and work at the relationship. Learn from each other.
- *Develop a network of colleagues.* When you meet someone in a professional context, send them a note afterwards saying it was a pleasure to meet them.

- *Always be willing to help out.* Create a spirit of volunteerism within your organization.
- *Propose new services, projects, events, etc.* Be creative. If you have an idea that will benefit your organization, write a proposal. Be prepared to follow through and be an active participant in the implementation if your proposal is approved.
- *Be diligent in following projects through to completion.* When you say you will do something, do it.
- *Seek out colleagues to co-publish, present, instruct, etc.* You can learn from each other.
- *Get out of your comfort zone.* Do something that makes you stretch your mind and your boundaries.
- *Remain loyal to the organization.* As long as you are with an institution, do not speak ill of it to others.
- *Don't be afraid to speak up.* When you have ideas and thoughts, confidently share them with others.
- *Learn from others and share your knowledge with them.* Listening to the experiences of others will help you learn from them. Share your knowledge as well, to build symbiotic relationships.
- *Welcome new people and show them the ropes.* When someone is new to an organization, it can be intimidating. Showing them how things work and helping acclimatize them to the culture can help ease this.
- *Show sincere interest in what others are doing.* Be interested in what other people are doing, but be honest about your interest. If you are faking it, people will know.
- *Develop great communication skills.* Developing your skills in oral and written communication as well as non-verbal communication can help you to communicate with others more effectively.

- *Greet people.* Say hello when you see someone, smile at them, have a firm handshake and make eye contact. Greeting others helps you to make a connection with them.
- *Encourage teamwork and team building.* Everyone has their niche in the team environment; help others find what theirs are, and find out what your own is.
- *Be a team player.* Be adaptable and malleable within the team structure. Listen to others, and share your ideas.
- *Encourage people to reach their full potential.* Leadership is not about you, it is about the people you are leading. A sign of a good leader is good followers.
- *Keep up with the changes.* It is important to keep up with the trends and changes in the profession to stay relevant.
- *Take courses in areas that will enhance your leadership skills.* Many courses and workshops on leadership are available. Find one that interests you, and take it.
- *Take courses in other areas that interest you.* You will develop skills and strengths that will help you to become a library leader.
- *Actively recruit for your organization.* You may be selecting a future leader at your institution.
- *Be a PR person for your organization.* Tell others about the cool things you are doing at your organization. When you talk up your own organization you are also doing PR for yourself.
- *Model excellent customer service skills.* As a leader your customers are your followers. By modeling good customer service you are modeling good leadership.
- *Listen to others.* Give your colleagues your full attention when in conversation. It communicates to them that you are actively engaged.

- *Say thank you.* Appreciation is important in any relationship.
- *Identify new opportunities.* Set yourself apart as someone who can make things happen.
- *Pay attention to the details.* Sometimes doing something small is all that is needed to make a change for the better. Look closely at the situation to identify those small links that can cause big changes.
- *Look at the big picture.* You can't fill in the details without knowing the big picture.
- *Participate in cross-training.* It will broaden your horizons and help you to gain another perspective.
- *Socialize with colleagues.* Finding a common ground outside the workplace will help you relate to those you work with, and understand where they are coming from and possibly why they make the professional choices they do.
- *Share birthdays and celebrations with colleagues.* This will strengthen your relationships with colleagues.
- *Recognize the contributions of others.* Everyone enjoys recognition.
- *Identify growth and development areas.* Partner with colleagues who have strength in your weaknesses and learn from them.
- *Acknowledge your mistakes.* Saying you are sorry and acknowledging a mistake goes a long way in building respectful relationships.
- *Learn from your disappointments and failures.* Some of the best growth opportunities follow on the heels of disappointment.
- *Help others achieve their goals.* Provide support in helping other people succeed.

- *Set goals.* Don't forget to reward yourself when you reach your goals.
- *Be there for your colleagues.* If a colleague is having a bad day, find some way to connect with them and help them through it.
- *Be on time.* Make sure that you are on time for meetings, appointments and your work shifts. It communicates to others that you respect their time and that you are conscientious and professional.
- *Introduce yourself to new colleagues, staff members, volunteers and student workers.* Tell them who you are and what you do, and welcome them to the organization. You may become a mentor to those considering joining the information profession or those who are new to it.
- *Get to know your target population.* Identify who the people you serve are, what they value and what interests them, and spend time with them. Conversations are the best way to identify just what you can do to help others.
- *Practice patience when working with others.* People do not grasp concepts and processes at the same speed; showing patience when instructing others is a sign of a great instructor.
- *Go out of your way to help users of your institution.* Remember that word of mouth is the best form of advertising. Your users may become your best PR tools.
- *Be flexible.* Everyone appreciates flexibility. If you are flexible with others, they will be flexible with you.
- *Support and attend functions and events led by your colleagues and the organization.* Volunteer to help out if needed. When you are supporting others, it will show that you have an investment in the organization.

- *Don't fight every battle.* Choose your battles wisely and make sure that you have appropriate justification for your case. If the situation does not work out to your advantage, maintain a level of professionalism in your speech and behavior.
- *Do not share your personal problems at work.* If you have issues that you need to work through, take time off or speak to someone outside your regularly scheduled work time.
- *Look for people to collaborate with.* Always look for ways to partner with others to help you achieve your goals.
- *Take advantage of your organization's training center.* You can typically find courses on professional writing, meeting management, basic supervisory skills, managing an efficient workplace, etc. If your organization does not have a training center, look for a community training facility or training opportunities in professional associations.
- *Try to learn as much as you can before you move to another position.* It will help you as you move into higher positions later on. People respect supervisors who have experience and expertise in areas they are managing.
- *Become a problem solver.* Don't just identify problems; look for solutions to address those problems.
- *Do your homework.* Be prepared for meetings. If you are asked to follow up on something, do it and report back to the group. This shows that you are a conscientious professional.
- *Get organized.* Color coding, tabs, piles; find an organizational method that works for you, and stick to it. This will help you to be more efficient in your work and able to find things quicker.

- *Inform everyone who may be affected by changes and new information.* This shows that you respect them and you are considering how they may be affected.
- *Take time for yourself.* Don't work your life away and burn out. You need to take a break occasionally and refresh. Early-career librarians often feel that they have to prove themselves; however, you can contribute to a greater degree when you are refreshed and relaxed.
- *Read professional business literature about management and leadership.* You may get a new perspective on efficiency and effectiveness when looking at other professional literature.
- *Meet deadlines.* Practice finishing your work before the deadline. This will give you time for possible revisions and ensure that your work is of a higher quality than if you turned it in at the last minute.
- *If you are a supervisor, set quarterly goals meetings with your staff.* Use this opportunity to review their personal and professional goals and identify ways in which you can help them meet those goals.
- *Ask others for their input.* You will show others that you value their contribution if you solicit input from them and use that input in your decision-making.
- *Ask for feedback on your leadership or management style.* This can be an opportunity for you to improve your relationships with colleagues and staff, as well as to develop your skills in these areas. Effective leaders are always growing and developing.
- *Share your ideas for improvement or change.* Remember to be respectful and open-minded.
- *Join professional listservs that are focused on your area of interest.* Listservs are a fast and easy way to share ideas,

disseminate information and seek input from others. Remember to follow the listserv's etiquette and guidelines.

- *Look beyond what you are currently doing.* Identify your ideal job, and begin developing skills and creating experiences that will give you the qualifications to obtain that job.
- *Think about retirement.* Make a list of all that you wish to accomplish professionally before you retire, and begin taking steps towards achieving those things. It is wise to think about your future, and to begin planning while you are still new to the profession.
- *Look for more efficient ways of performing the same tasks.* Think out of the box when trying to create a new process or procedure.
- *Keep a calendar.* This will allow you to look back on your past accomplishments and tasks and have a sense of pride in all that you have done.
- *Don't settle.* If you dislike your job, either look for employment elsewhere or seek out other responsibilities. When people are unhappy at work, it can become like an epidemic and creates dissatisfaction in other areas of their life. We spend too much time at work not to enjoy it.
- *If you have difficulty with a colleague, speak to them directly.* Identify the problem and work together to come up with an agreeable solution.
- *Keep in touch with classmates and colleagues.* Create a professional network that might help you land the next job.
- *Keep your CV up to date.* You never know when you might need it.

- *Volunteer yourself and your staff to assist other departments with tasks.* This can be a huge step in creating a workplace of camaraderie. It will also help when you need assistance on a project.
- *Get to know your organization's administrators.* Listen to their vision and share your thoughts and ideas with them. Make sure you are on their radar and that they know what you are capable of doing.
- *Commend others' accomplishments and endeavors.* Create an environment of support which will inspire others to take on challenges.
- *Volunteer to gain new experiences.* Having a diverse background will give you a better understanding of people and situations.
- *Promote what your organization is accomplishing on a larger scale.* Share your organizational accomplishments with others.
- *Allow others to be individuals and celebrate that individuality.* Individualism is a diversity we should encourage to generate more ideas. Celebrate individuals for who they are and the perspectives that they bring with them.
- *Be your own world leader.* It is your world: you decide what goes on in it.

There are many ways in which you can become an effective leader and an influential follower. There is not one specific path that you must travel to get there, and not everyone will follow the same path. Find what works for you. Take these suggestions and learn from our experiences, and from your own. Be the follower who you wish you could lead, and be the leader who you wish you could follow.

Best wishes.

On institutes and mentors: Danielle Theiss-White

Danielle Theiss-White is general reference coordinator at K-State Libraries, Kansas State University.

When I think about how I learned leadership skills, I keep remembering certain individuals who have given their time and energy to help me learn more about librarianship and how to succeed as a librarian. A consistent theme throughout my career has been informal and formal mentoring programs. It is because of these individuals and mentoring programs that I have learned how to be a library leader.

My first job after receiving my MLS degree was at Emory University at Pitts Theology Library, as the periodicals and reference librarian. The library director, Dr M. Patrick Graham, and the head of public services, Dr John Weaver, were both willing to mentor me informally on how to be a professional librarian. We had weekly meetings at the local coffee shop where we would discuss changes to the periodicals department and the general nature of theological librarianship today, along with goals for my career path and potential publishing and conference presentation opportunities. Both of these mentors were willing to collaborate with me at national conferences and to offer suggestions on my professional writing.

I recently made a move to Manhattan, Kansas, to accept a position at K-State Libraries as the general reference coordinator. When I arrived at K-State Libraries, I learned that it has a formal mentoring program for its pre-tenure faculty and offers sessions on how to go beyond surviving to actually thriving within the tenure process.

I spend no less than two hours per week reading blogs pertaining to leadership and librarianship innovation. On one of these blogs, I saw a notice calling for individuals to apply for the MPLA (Mountain Plains Library Association) Leadership Institute. I applied and was accepted to attend the week-long institute, held at Ghost Ranch, New Mexico, during the month of November 2007. The institute teaches librarians how to become library leaders at their local institutions as well as to provide leadership on the state, regional and national levels. The contacts and leadership skills learned at the institute have proven instrumental to my ability to handle certain situations at my local library, as well as teaching me to step out of my comfort zone to participate in publishing and presentation opportunities.

Another opportunity that came through a librarian blog post was the call for mentors and mentees for the 2007–2008 NMRT (New Members Round Table) Career Mentoring program. I applied and was paired with Diana Sasso, director of information services at the Gumberg Library, Duquesne University. Having Diana share ways to handle personnel issues and how to navigate the political arena of an academic library has been critical for my first year as a pre-tenured faculty member at K-State Libraries.

I would encourage all new librarians to seek out both formal and informal mentoring relationships in their early careers. Veteran librarians offer valuable advice and are often exemplary models as library leaders. Mentoring prospects may arise over a cup of coffee, just as they can also be found at your local institution and through national or regional library associations.

More a learner than a leader: Kate Watson

Kate Watson is research information systems coordinator, University of the Sunshine Coast, Queensland, Australia.

I consider myself more of a ‘learner’ than a ‘leader’ – but I do feel I can play an important role in ‘leading by example’.

While I have had the opportunity to work in a variety of library roles in the past six years (school librarian, collection services librarian, electronic services librarian, digital repository coordinator, research information systems coordinator), I feel that my strongest leadership skills have not been gained in my 9–5 work projects, but instead in my involvement in library and information sciences (LIS) associations and professional activities.

In the past six years I have had an active role in establishing the first ALIA (Australian Library and Information Association) New Generation Policy and Advisory Group, which advises ALIA on initiatives and engagement with new library professionals. From this involvement I became e-list administrator of ALIA’s hugely successful NewGrad e-list (<http://lists.alia.org.au/mailman/listinfo/aliaNEWGRAD/>), and secretary and regional coordinator for ALIA’s national New Graduates Group (www.alia.org.au/groups/newgrad/).

From these experiences in professional association activities, I then ran for the ALIA board of directors, and in May 2007 was elected as the youngest board director for the association (www.alia.org.au/governance/board/directors.html).

Ten months into my two-year term on the board of directors, while I am on a massive learning curve, I hope my actions and experience demonstrate to other new graduates that while we are new to the profession, we have a large role

to play in the strategic direction of our profession and professional association activities and directions. You do not need to be a library director or Big-Time-Important-Drive-a-Car-You-Can't-Afford-Boss to be engaged in strategic-direction levels of professional associations. While we do not have the professional experiences of others, new graduates do have valued, important skills and perceptions to bring to the table, and need to take an active role in ensuring our professional associations meet the new-gen needs – for, as corny as it sounds, we are the future of the profession.

I believe there is no point whingeing that our professional associations do not meet our new-gen needs if we are not prepared to stand up and offer a voice at these strategic levels.

Being on the board of directors is the scariest thing I have ever done professionally – but they haven't eaten me alive (yet).

So while I consider myself more of a 'learner' than a 'leader', I am aware of 'leading by example' and do hope my actions encourage other new-gens to get engaged and take some ownership of our professional future in Australia. Get out there and get among it.

How I became a chief librarian in seven years: Kenneth Schlesinger

Kenneth Schlesinger is chief librarian at Lehman College.

At the City University of New York, I have been blessed by enlightened mentors, supportive management and a wealth of professional development opportunities. I began my career in 2000 as director of media services at LaGuardia Community College. On my second day of work, chief

librarian Ngozi Agbim greeted me with: ‘I like fresh blood, new ideas! If we fail, so what, at least we’ve tried!’ Then she clenched her fist. This really encapsulated her sense of commitment and risk-taking.

Ngozi was an inspirational leader – and the most demanding person for whom I’ve ever worked. However, she provided support every step of the way. She also made it clear that she was preparing me to assume a leadership role in another library. One of her strengths is being able to identify and foster strengths in faculty. In my case, she encouraged me to conduct copyright workshops and later to chair the library’s Strategic Planning Committee. Through her mentoring and tutelage, I was promoted to professor in six years.

Further, Ngozi supported my involvement in the Library Association of the City University of New York (LACUNY), CUNY libraries’ professional association. During 2005–2006 I served as president, which gave me the opportunity to run a not-for-profit association with an annual budget and 250 members. We had a busy and productive year, offering an annual conference on open access issues, ten membership events and workshops, a new scholarship program for library students, new professional development grants and initiating four roundtables. Beyond developing leadership and visionary skills, one of the major challenges we faced was empowering delegates from individual campuses and building consensus for these new programs.

While at LaGuardia I applied for the Fulbright Senior Specialists Program, which sponsors six-week consultancies in professional discipline areas. The first invitation I received was an information technology residency at a library science school in Morocco in November 2001. However, the timing wasn’t right for me to accept and thus I reluctantly declined.

In spring 2006 I was invited to apply for a residency in Vietnam, specializing in intellectual property and strategic planning. As it was my lifelong dream to travel to Vietnam, I promptly applied.

I received the acceptance on my birthday, and had three months to prepare for this once-in-a-lifetime experience. The residency began with presenting at an international library conference in Ho Chi Minh City on international copyright law to an audience of over 200 Vietnamese librarians. Consultancies followed at Ho Chi Minh City's University of Architecture, Nha Trang's University of Fisheries and the Dalat University library. I developed nine PowerPoint presentations on library management, addressing such issues as customer service, international cooperation and strategic planning. After the experience in Vietnam, I now have the confidence to teach library management anywhere.

Admittedly, it was hard to return to LaGuardia after this stellar experience. I had run media services for six years and achieved what I thought I could in moving the department forward. Ngozi had retired. As a full professor with tenure, I wasn't going anywhere.

Then, out of the blue, I got a call from CUNY's university librarian, Curtis Kendrick. He had followed my work with LACUNY and I had kept him apprised of my Vietnam experiences. Would I be interested in serving as acting chief librarian of York College, which was a turnaround situation? I met with the president and started early the following year. It was an unprecedented opportunity: the library had been horribly neglected and was underfunded, but now had an infusion of funds for a renovation and major book purchases to replenish its collections. The faculty was ready to move forward, and together we revamped the website, started a newsletter, introduced a

liaison program and generally restored the library's image and integrity among faculty and students.

A few months later a permanent chief librarian position became available at Lehman College, a sister campus in the Bronx. On a whim I applied, was invited to interview – and received an offer. Simultaneously, I applied and was accepted to Vanderbilt University's Academic Library Leadership Institute, one of the more thrilling experiences of my life. In five action-packed days, our cohort of 25 library leaders discussed and explored the academic library's placement within the greater university context. As I shared with the session leaders, I received enough practical advice and problem-solving techniques to last a professional lifetime. It helped catapult me into my present position at Lehman, and practically every day I turn to knowledge gained from this intensive experience.

I acknowledge that my experience is unique – and may be based on luck and timing as much as anything else. But I had a long-term goal, focused on achieving it, worked hard, developed relationships – and never stopped creating professional challenges for myself. Beyond this, I had to embrace the unknown, extend my comfort zone and remain open to learning new things. It's been a wild ride!

Leading others to publish: Melissa Aho

Melissa Aho, MLIS, MS, works at the University of Minnesota, Minneapolis.

Leadership comes in many different sizes, shapes and forms. For me, I believe that leadership comes in the form of helping (or perhaps nagging) my fellow librarians to publish.

A good leader should be one who wants others to do well, to succeed and to move ahead in their profession. As such, it's the job of a good leader to provide inspiration, challenges and perhaps a little nudge in the right direction. A good leader should find and create ideas for articles and book chapters, and invite others along for the publishing ride. I am one of those librarians who is known for sending out e-mails to librarians I currently work with, those I have worked with, librarians who are friends and even others I just know via e-mail. I pass along publishing opportunities that I come across and that I feel they would enjoy and have fun completing.

Just a few years ago I had my first article published, and since then I have come to love seeing my name in print. I have followed up the first article with a number of book reviews, articles and book chapters, some of which I invited others to co-author. I believe that seeing one's name in print is a sublime experience. Additionally, it looks great on a resumé or CV!

So what can you do to increase your publishing leadership ability? Keep on the look-out for publishing items of interest online, in journals and magazines, as well as e-mail and listserv calls. Pass along publishing notices to librarians you know. Edit a book and ask library colleagues to contribute. Rally the troops to co-author articles with you. Inspire newbie librarians to write their first book review. Share what you know and pass it on. Be a positive influence in an early-career librarian's career and help them see their name in print.

Publish and pass it on!

Exercises

1. Open the letter you wrote to yourself in exercise two of Chapter 1, and the answers to the questions in exercise two of Chapter 2. Read them and take note of any differences between now and then. As you move through your career, try writing letters to your future self. Come back to these at a later date and see how you have changed.

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