2017-18 Montana Summer Library Leadership Institute

Interim report to the Montana State Library Commission – December, 2017
Prepared by: Jo Flick, CE Coordinator, Montana State Library

SLLI logic model			
Inputs	**Outputs**	**Outcomes**	**Impacts**
facilitator team (honorarium & travel stipend)	6-10 online meetings with facilitators , 1 face2face meeting in Billings; facilitators present most of activities at the retreat, assist MSL staff with follow-up, & as mentors for SLLI participants	Participants RECOGNIZE THEIR OWN LEADERSHIP STYLE as well as the benefits & challenges of their style, so that they can participate more productively in management teams & to effect positive change in their library & community.	Positive change at the participant's library contributing to a thriving community.
pre-conference assignments: focused on the basic philosophy of leadership & the difference between leading & managing	Participants spend 10-20 hours with assigned reading, viewing, & reflection based on assignments planned by the facilitator team.	Participants DEVELOP LISTENING & COMMUNICATION SKILLS so that they are able to INSPIRE OTHERS & collaborate toward a shared vision.	The library's shared vision is realized & the library is able to fulfill its mission.
Retreat July 26-29	camp-like atmosphere at a secluded & private location, 4 days of activities, presentations, discussions	Participants will be CONFIDENT TO TAKE RISKS & to create an environment that is resilient in failure so that libraries & librarians are positive innovators in their communities.	Library programs & partnerships are productive & contribute to a thriving community.
journals & other materials & supplies	Participants reflect on their learning & use their reflections to make mid-course corrections & plan future actions. The journal provides a long-term resource to the learner & a way for them to chart their progress.	Participants PROPOSE & DEVELOP A COMPLEX & CHALLENGING PROJECT using productive strategies for managing change.	The library takes on the worst community problems with successful library programs
follow-up webinars & face2face meetings	MSL staff & facilitators, as well as peers, provide continued support, as participants transfer their new knowledge to a real-life project at their library.	Participants PURSUE THEIR OWN LEADERSHIP DEVELOPMENT to try new things, grow, to evaluate their efforts, to view hardship, failure, or fear as catalyst for positive change in their own lives, their libraries & communities.	Participants are more confident, able to persevere, have increased status in their communities, state & nation, & other people rally around them.
report to the MT State Library Commission - MLA 2018	Participants plan & deliver their reports in a format they design. Some attend the meeting to answer questions & present their work.		

Stories

At the first meeting of our SLLI participants in September, Kari Albertson of the Lewistown PL explained the impact that Christine McPhee's presentation (an MSL-hosted training that all SLLI attendees were encouraged to attend) had on her planned project. She was planning to review and revise the library's website as her project. She evolved that to reconsidering the library's website as a "virtual branch" based on what she learned at Christine's session. I consider this an impact for the SLLI and for MSL Workshops, not just an outcome, because it has broad implications for how Kari is approaching this work - can we presume that her work is more likely now to result in a website that is useful and used by more folks? We'll have to see if we reach that level of impact. But our desired impacts stated for the SLLI logic include this one: "Participants are more confident, able to persevere and have increased status in their communities, state, and nation & other people rally around them," and "Positive change at the participant's library contributing to a thriving community." I think what Kari reported is evidence of both these desired impacts.

An outcome that we can observe from this is that she recognized the value of the library's website to provide services, not just information - that's a change in knowledge and awareness. She is definitely addressing this desired outcome "Participants PROPOSE & DEVELOP A COMPLEX & CHALLENGING PROJECT using productive strategies for managing change.'

Rebekah Kamp, Heather Dickerson and Cody Allen are presenting a webinar for YALSA 11/16/17 entitled "Creativity in Leadership" which provides more evidence that we are making progress toward the impact of "increased status in their communities, state & nation." Their emphasis is for front line staff at libraries to "identify possibilities, take risks, and build resilience" http://www.ala.org/yalsa/creativity-leadership Rebekah also won a prestigious grant for starting a coding program for teens in the library.

Lauren McMullen and KellyAnne Terry are collaborating on a session at MLA on leadership. Through discussions at the institute retreat, they connected and cooked up the session idea.

Bert Rinderle moved to a new position in Washington state. Before he left, though, he reported to Jo Flick that the leadership institute was "one of the best professional development experiences I have ever had."

Components

Retreat - 4 days

- Pre-institute assignments
- engaging, team building
- 4 Facilitators/3 Staff presenters

Projects

- real-life context to apply learning
- continual support/coaching
- proof of performance

Webinars & follow-up meetings

- September - project reports meeting - Belgrade Community Library
- October - budget planning
- November - project planning tools
- December - project updates
- January - February - March TBD

Evaluation

Pre- self appraisal

Post self appraisal

Projects & observations

Summative self appraisal & feedback survey
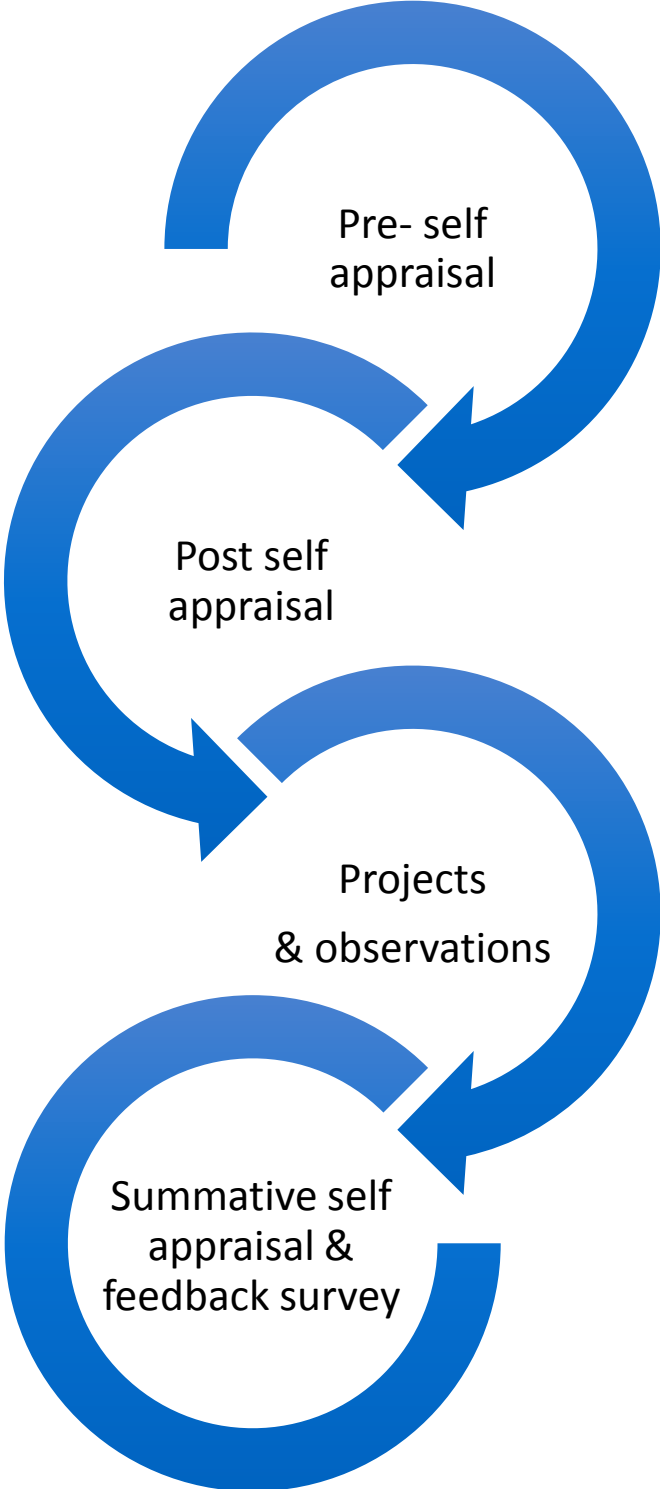
Evaluation results, so far…

Self-appraisal data; pre-institute and post-institute

	understanding and using personal leadership style		listen, communicate, inspire		take risks/resiliency		managing complex projects/change		ave
	pre	post	pre	post	pre	post			
fd	2	4	4	4	4	5	4	4	.75
needs	I think I need more practical experience. The project I am working on should be a big help.		Again, more high-level practice. I am successful at this on a day-to-day level, but I need more time to see this come into play in a project with impact.		I am doing better at this. The communication assessment at the Institute was helpful in thinking of ways to be persuasive and to encourage others to take on risk.		I am working on my project charter, and I have an idea in place. I will learn more by doing.		
cd-cg	2	4	5	4	3	4	4	5	.75
needs	I need to learn to be more assertive at times.		I need to improve my attention in some situations. I can easily 'zone' out, or think of what I will say next instead of listening.		I know failure is how one grows, but I hate to fail. I need to learn to accept failure without internalizing it.		I am able to manage complex projects and manage change, but it takes me a while to come up with a workflow that works - I need improve in this area		
an	4	4	2	4	5	5	4	4	.5
needs	I know many of the challenges of my		I have quite a bit of confidence in my		Again, something that just needs practice and		I definitely need to improve my		

	leadership style and have addressed some in the past, however, I have recognized more that need work and need to find simple, effective ways to deal with those challenges. I also wish more people would let me know, when they wish I would deal with something in a different way.		listening and communication skills, but know there is always room for improvement. As projects get larger, the listening and communicating needs to be refined. I believe "practice" is the best way to improve these skills.		commitment. "Cheerleaders" and the ability to remember to ask for help, things are usually easier that way.		productive strategies. I need to develop skills for tracking and organizing every aspect, as well as handling multiple large scale projects at a time. Once I find a strategy that works for me, I will have to keep using and improving that strategy.		
ss	2	3	4	4	5	5	2	4	.75
needs	I don't have a lot of leadership experience, so it is hard to say which style I use. I think I am a combination of visionary and democratic styles, but I will evaluate that as I acquire more experience.		I think that I just need to be more aware of how I am communicating. I don't think I have ever really evaluated myself listening/communicating.		I don't mind taking risks, especially in my library setting. You have to take risks to keep the library relevant.		Experience. Now that I have tools to manage projects I can try them on the next project I am ready to do.		
gf	2	4	4	4	4	2	5	3	-.25
needs	I just need opportunities to practice.		Practice		I have no authority to try anything.		A project LOL		
he	2	3	4	4	3	5	1	1	.75
needs	I think practicing my skills during my project will help me understand all the concepts we learned		Again, I think practice during my project will help, as well as working on other small projects around the library		I enjoy having other librarians to bounce ideas off of - in my own library and in a regional network. I think this builds confidence in an		I will work hard on my project and hope to learn from my successes and failures. Hopefully successes.		

					idea and allows for me to analyze reasons for failure				
sy	3	3	4	4	3	2	3	3	.25
needs	More confidence in public speaking. Skills to manage the anxiety that I feel when I need to speak. Tips on team management.		More practice in meditation and mindfulness will help me further develop these skills.		I am still trying to pinpoint what I need to do to develop this confidence. I'm discovering as I age my level of risk taking is decreasing. I feel with having more responsibility at work (which is currently happening) I will naturally gain more confidence in this area.		I could use more skills to tap into my creativity and managing stress/anxiety during the process of change.		
perc	4	4	4	4	4	5	4	5	.5
needs									
pa	3	5	3	5	4	5	5	4	1.25
needs	More experience in general.		More experience in general.		It depends on the circumstances.		More experience in general.		
pn	4	5	3	4	4	4	3	5	1
needs	**I think I am there…**		I need to practice, especially listening. I will try the conversation method more.		I still struggle with making mistakes and failure. I will keep working on this and trying to let it go by saying "I screwed up!"				
we	2	4	4	5	4	5	1	1	1
needs							Looking forward to some concrete examples of large		

								scale project charters and management objectives.	
et	1	4	3	3	4	5	3	3	1
needs	I'm no longer sure this is a valid way to operationalize leadership.		Practice				Additional training focused on practical issues, not theory.		
ke	4	4	4	4	4	4	4	4	0
needs	I need to practice recognizing the leadership styles of those above me so I can maximize the potential for receiving approval for my project		I could use practice in recognizing the communication styles of others.		I tend to take blame on myself in failure. I need to practice admitting that I screwed up and going on from there. I also need to practice refusing blame when it is not mine.		My weakest point at this time is doing the accounting for a budget. I can create a budget but I need to learn better ways to track money as it is spent--or delegate it.		
bub	n/a	4	n/a	4	n/a	5	n/a	5	n/a
needs	Reminders--to watch others and be mindful of what I'm doing Also would be helpful to kind of develop a list of what approach works best when so that I can recognize the signs and symptoms ;) to diagnose and then adjust my approach		Practice. I especially need to work on how I say what I say.		Practice. To remember that I am in control of me--I can choose to be resilient. I can just say "I screwed up!" learn from it and let it be a gift.		LOVED this part of the training. I think just being much more purposeful in the mission statement/ planning stages will be of enormous help to me. Would love more training on this too!		
									8.25
							average advance for class		0.61

Methodology and analysis

Participants were assigned to complete the self-assessment before they came to the retreat at the Rising Wolf Ranch in East Glacier Park. They created a pseudonym using a formula that would keep their identities hidden but be easy to recreate so that pre and post responses could be correlated.

The survey design is intended to show areas of need for the ongoing professional development of the participants – formative – as well as identify areas where advancements have been made or mastery achieved. Together with project reports, and the outcomes observed and noted by facilitators, participants and MSL staff, the evaluation plan for this project is quite broad and comprehensive.

Participants were asked to rate their abilities on a scale of 1 (novice) to 5 (expert) on the four outcome areas defined in the SLLL logic model. The retreat facilitators had designed activities and information targeted to these four areas. Optional comments were used in the post analysis to identify needs for additional training and support. These comments, combined with feedback captured at the retreat determined the topics for the October and November webinars.

What is indicated by the responses is that participants recognize that they need practice to gain mastery of their leadership skills. This is evidenced by how often the word practice written in the comments. On the next page is a word cloud on the next page derived from the responses to illustrate this:

word cloud created from participants' responses.

The numerical values reported indicate an aggregate advancement of more than ½ point and only one participant rated their abilities as lower after the retreat than they had before they attended, but not significantly so. This is a very limited number of questions for a self-appraisal, so anomalies can occur easily if a respondent misclicks or if they, indeed, came to realize that they have more to learn during the retreat than they thought.

Note that not every participant completed the self-appraisal before the retreat and at least one extra person completed it after the retreat. The responses are anonymous – tagged only with a pseudonym – so it is not possible to determine which participant chose not to complete this task.

This self-appraisal is planned to be presented a third time as projects are completed in Spring, 2018

Projects

Participants are encouraged to take on a project that is difficult and will stretch their personal abilities, but is well within their normal job responsibilities. They are required to get permission from their supervisor for their project.

SLLI 2017-18 — projects

Alice Kestler *Great Falls Public Library Farmer's Market Presence*
> Great Falls Public Library

James Parrott *Improved Branch Collection Management System*
> Lewis & Clark Public Library

Heather Dickerson *Civic Education & Political Dialog at the Library* (for teens)
> Lewis & Clark Public Library

Kari Albertson *The Virtual Branch —* *audits/assessments/research/improvements*
> Lewistown Public Library

Jennifer Birnel *Montana Memory Project Ambassadors*
> Montana State Library

Michelle Fenger *Website Evaluation & Redo: engaging all staff in the library's web presence*
> Ronan Library District

Rebekah Kamp *Learn Local at the Belgrade Community Library —* *visual marketing campaign*
> Belgrade Community Library

Victoria Lowe *Tech Tuesday*
> Sheridan County Public Library

Katy Rende *Librarian Blog*
> Lewis & Clark Public Library

Bert Rinderle *Duplication on Demand for the Talking Book Library*
> Montana State Library

Jerusha Shipstead *Information Literacy for classes & faculty*
> Dr. John Woodenlakes Memorial Library

Abbi Dooley *Outreach & Library Services to Seniors* (assisted living or home bound)
> North Lake County Public Library District

Bobbi deMontigny *Professional Development Awareness Campaign*
> MT Department of Transportation Library

Della Yeager = *Community Outreach*
> Choteau-Teton County Public Library

Belinda Potter - *Faculty Relationships*
> Montana State University — Northern

Project charters may be viewed
here: https://drive.google.com/drive/folders/0BwH2HLYwMn_FdlJra0hCY2F2bUE?usp=sharing

Note: Bobbi, Bert, Rebekah, and Katy have all moved on to new positions since the retreat. Bobbi immediately updated her project to conform to her new position, Bert is dropping out of the program and Katy and Rebekah have yet to redefine their projects.