

# CCPLS LEADERSHIP ACADEMY

*Taking Public Service  
to the Next Level*

Nan Carmack and Lillian Guzlowski

LS815/Jones

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## **Identify the organization**

This leadership program is being designed for the Campbell County Public Library System.

**Note the number of employees:** Thirty-two

## **Identify by position those who will be trained.**

- All positions with supervisory responsibilities will be required to participate.
- All positions that are in customer service will be invited to attend, if they meet the below criteria, but are not required to participate.

The program will be in two year-long phases with the first phase open to any Campbell County Library employees who meet at least 2 of the following three qualifications:

1. Employees who demonstrate mastery over their tasks.
2. Employees identified by their Supervisors as ready for a new challenge.
3. Employees who have expressed an interest in advancing in their career.

The second phase will be open to any Campbell County Library employees who either

1. Completes Phase 1 successfully or
2. Demonstrates behaviors that indicate a mastery of personal leadership

## **Identify the leadership behaviors needed in the organization.**

Because the library system operates in 4 different locations and direct supervision by the director is not possible, it is critical that library leaders develop the skills sets listed below. Further, leadership skills may be put to the best use in each situation, as each location serves populations with their own characteristics and demands.

The following are the key leadership behaviors that have been identified as those most in need in the organization and are the ones that this program is designed to develop:

- Team Leadership
- Communication Skills
- Project management
- Crisis Communication
- Conflict Resolution

## **Identify the topics to be addressed in the training including knowledge, skills, and attitudes. Provide a brief description of each topic to be addressed.**

The first phase of the project will focus on developing the participants' intrinsic leadership abilities and making them stronger leaders who are more confident in their potential. This part of the program is called "Leading Myself."

In this part of the program participants will:

1. Identify personal leadership style (Organizational Leadership/Walker, Community Diversity/Booth; Leadership Models/Jones; Politics/Lang; Epidemiology/Olsen)
  - a. MBTI: develop a working knowledge of personal MBTI and awareness of other styles.
  - b. Blake and Mouton's Style Matrix: develop a working knowledge of personal leadership style and tools to develop as needed; an awareness of other styles.
  - c. Develop a personal mission statement
2. Experiment with leadership opportunities not limited to but including (Public Policy/Selden; Sustainability/Henry-Stone; Epidemiology/Olsen; Qualitative Research/Selden; Quantitative Research/Mayhew; Community Diversity/Booth; HR Management/Selden; Dissertation Seminar/Selden)
  - a. running a meeting
  - b. managing a project
  - c. presenting project results
3. Develop communication skills (Organization Leadership/Walker; Community Diversity/Booth; Organizational Communication/Roux & Langett; Sustainability/Henry-Stone)
  - a. difficult conversations
  - b. disagreeing productively and professionally
  - c. asking for/offering assistance
  - d. accepting and offering feedback

The second phase of the program, titled “Leading Others,” will focus on giving the participants the tools they need to effectively lead others.

In this part of the program, participants will:

1. Become agile team leaders capable of transmitting organizational vision to others. (Organizational Communication/Roux & Langett; Organizational Leadership/Walker; Leadership Models/Jones; Community Diversity/Booth)
2. Become situational leaders, identifying the demands of any given situation and responding appropriately. (Organizational Leadership/Jones; Organizational Communication/Roux & Langett; Politics/Lang; HR Management/Selden)
3. Master project management skills. (Public Policy/Selden; Epidemiology/Olsen; Sustainability/Henry-Stone; HR Management/Selden; Dissertation Seminar/Selden)
4. Continue experiences with leadership on a larger scale.

**Identify your resources (what do you have to work with and how will you use the resources)**

- County HR director is an MBTI tester/administrator
- Library resources to acquire reading materials
- Local and state opportunities for committee and leadership opportunities
- Staff time

## **Link the training to the vision and underlying beliefs of your organization.**

The stated mission and vision are outlined below:

**Mission:** The Campbell County Public Library System is dedicated to meeting the evolving educational, informational and cultural needs of the public.

**Vision:** To be the information foundation for a thriving community.

### **Priorities:**

- Information Fluency
- Lifelong learning
  - Early literacy
  - Family literacy
  - School success
- Connection to WWW
- Career Choices

The training speaks to the mission specifically in that the CCPLS employees are those who execute it—they must be able to meet the information needs related to the priorities articulated. Meeting these needs require team work and leadership, not only of staff but of patrons. Further, to be successful in a library environment, employees must also cultivate a characteristic of lifelong learning themselves.

## **Project the culture and climate you want in your organization and how the training will help you get there.**

The leadership culture and climate of the organization is driven by the belief that all librarians, regardless of whether or not they hold a traditional leadership position in the organization, should be empowered to act as leaders. All librarians as part of their regular duties are expected to be able to act independently and to be adept at creative problem solving. Additionally, all librarians interact with the public on a regular basis and will be assumed by the public to be acting with some authority and autonomy. This program is designed to help Campbell County Library employees to grow as leaders who will be able to lead themselves and to potentially lead others. It will make employees more confident by helping them to recognize and develop their leadership potential. For participants who continue into the second year of the program, they will work on taking what they have learned and using it to continually support and improve the organization and its programming.

## **Identify a “change model” that will drive your initiative.**

The change model driving this initiative will be that of Chip and Dan Heath, as described in their book, entitled, *Switch*. This model recognizes the value of enabling employees to grow into leadership by providing a skilled leader and a clear path. Because each leader participating in this program will do so from a basis of a variety of sources—from expert power to legitimate power to assumed power, it will be important for them to know how to steer the wide variety of individuals they will be leading without the ability to offer reward and punishment.



### **Identify the key strategies needed to implement.**

- Investment in employees
- Leadership from every position
- Lifelong learning as status quo
- Collaboration and group decision-making as CCPLS culture

### **Identify the method of implementation (face-to-face, online, blended).**

The program will primarily consist of small group discussions and workshops and individual experiential learning opportunities. The method is similar over the two-year period; however, the second year will delve more deeply into leadership theory and the focus will be on more independent work focused on growing and improving the organization rather than the more first year's focus on growing the individual.

Employees will meet once a month with the director to participate in new learning experiences, lectures, role plays, activities as well as review previous topics, and homework.

Additional experiences may be implemented through web-based resources provided by the Library of Virginia's webinar resources as well as county training.

## **Identify your threats and risks**

As always when dealing with public sector issues, one of the greatest threats is financial uncertainty. The Campbell County Library system has a limited budget and that budget is being constantly stretched to cover more programming. As more is being asked of them, participants might find themselves without the time or energy to dedicate to the leadership program. In addition to budget concerns, the future of libraries in general and of regional/local libraries specifically is uncertain. The only certainty is change. Further, the county has implemented a 180 day hiring freeze, which may strain coverage at public service points while participants engage in training.

## **Determine the length of the training.**

The complete training will take two years; however, not all participants will continue for the full two years. For some, the first year's program, focusing on developing their own leadership potential and helping them to work as independent, empowered leaders, will be appropriate. Others, those with either broader leadership potential or with specific interest in growing professionally, can move onto the second year of the program, designed to help the participants to lead others.

## **Who is going to deliver the training and how will you ensure consistency?**

The training will be delivered by Nan Carmack, director of the Campbell County Library System and current doctoral student in Leadership Studies at Lynchburg College (anticipated graduation May 2016). She will also be overseeing and providing guidance for the individual projects and will be participating in the quarterly book groups.

Leadership intention for the graduates will be that they assume responsibility for conducting the Phase 1 of the program. Consistency would be ensured by their completion of the program with the Director, and thus establish expectations for how they will deliver the program. Further, the Director would regularly meet with leaders who are facilitating the program to evaluate progress, challenges, and for redirection and affirmation as needed.

Outcomes will be determined not only be direct observation of course completion but by the overall morale, functioning, and innovation level of the library on the whole. These will be determined by greater usage, fewer discrepancy reports, and reported patron satisfaction.