SCONUL Focus 66
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Editorial

Steve Rose
Chair, Editorial Team
SCONUL Focus
steve.rose@bcu.ac.uk

Welcome to the latest issue of SCONUL *Focus*. In this issue, we turn our attention to the topic of leadership.

I admit rather than reading any tomes from leadership gurus to find some inspiration for this editorial, my research was limited to a Google search on 'leadership quotations'! One that did resonate, and appeared in a number of results, was by J.F. Kennedy, '*Leadership and learning are indispensable to each other*'. It resonated for two main reasons. First, it implies that leaders need to be constantly evolving: leadership is not like a management task that can be completed. Secondly, a focus on the need for continuous learning is linked to change. The number of changes that our profession is having both to respond to and to be proactive in leading on could surely be another issue of SCONUL *Focus* (or possibly a series of issues over the next couple of years!).

So what is our profession doing to ensure we are equipped with effective leaders to move us forward?

SCONUL has established a Leadership Task and Finish Group, and the Group's Chair, Alison Baud, outlines the objectives and next steps for this recently-established group, with links to the website for more information.

There is no shortage of leadership courses which are aimed either at our profession exclusively or at the higher education community more broadly. A number are featured in this issue. Jan Wilkinson and Roger Fielding describe the LIBER (Association of European Research Libraries) Emerging Leaders Programme, whilst John Tuck profiles the LIBER *Journées* programme, which builds on the success of the former.

Whilst these two examples highlight the relevance of taking an international approach to leadership development, the article by Jo Alcock features the leadership programme that has been developed by CILIP to support future leaders in the library, information and knowledge professions in the UK.

The Future Leaders Programme, developed by the Leadership Foundation for Higher Education, in collaboration with SCONUL, UCISA and the British Library, celebrates its tenth anniversary this year. *(I was on the second cohort – was it really nine years ago? Ed)*. John Cox, a participant in the first cohort, describes the benefits of producing a reflective journal over the last ten years – one of the by-products of participating in the programme.

All the programmes in these articles are featured in an additional article, which provides a series of snapshots from programme participants who offer personal reflections on the impact of being exposed to these leadership development initiatives.

The Higher Education Academy (HEA) offer a number of levels of Fellowship as a route to supporting professional development and leadership. Roisin Gwyer describes the benefits she has found from applying for, and succeeding in attaining, the Principal Fellowship of the HEA.

Of course effective leadership is not only about partaking in courses and other accredited programmes. If the 'proof of the pudding is in the eating', then it is important to demonstrate the implementation of the learning within the organisational content. Many of the articles focusing on leadership programmes do so by reflecting on the difference the programme made to the individuals who took part in them. In addition, the article from Oliver Pritchard offers a practical example of how the development of shared service values at the University of Sunderland drove and shaped a service convergence, reflecting on challenges, successes and key learning for the future. The article by Hugh Murphy also focuses on the impact of effective strategic leadership at

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the institutional level, this being a key component in placing the library at the strategic heart of the academic community and in enhancing its value.

If we are going to consider leadership challenges for the future – for example, succession planning – then having detailed knowledge of the workforce within our profession is also important. The article by Simon Edwards presents the findings of research into the UK information workforce, commissioned by Edinburgh Napier University and undertaken by CILIP and the Archives and Records Association (UK and Ireland), ARA.

Last, but not least (and is the lead article in this issue), the theme of leadership includes an article giving the personal views of six current leaders in our profession who were interviewed via email using questions set by the SCONUL *Focus* Editorial Team.

As usual, this issue also includes a number of eclectic articles, not related to the overall theme of leadership, which have been accepted by the Editorial Team because of their more general relevance and interest to the profession.

Leadership challenges
Some views from those in the hot seat

As part of this issue focusing on leadership, the SCONUL Focus Editorial Team contacted a number of leaders in our profession to obtain their personal views on leadership challenges as well as their tips on how we should be rising to them. We also asked them to offer advice to aspiring leaders. The respondents' views are featured below.

Mark Toole
Head of Libraries and Learning Resources
Nottingham Trent University

Tell us about your role and professional background

I think you could say that I have had an unusual career path! I started out working in the IT industry in a number of different roles, and my first job in academia was leading the front-of-house services in the IT Services of the LSE in the early nineties. Almost as soon as I arrived, the library and IT converged under the leadership of Lynne Brindley, and my library career was born! I have had leadership roles at five universities since then, mostly as the director of converged library, IT and learning technology support services, and in one case as the IT Director only. My role here at Nottingham Trent is Head of Libraries & Learning Resources, and I am responsible for providing strategic leadership for the university's library services and learning resources; blissfully, I do not have any direct responsibility for corporate IT.

On this journey, which has taken me from London to the south coast, Scotland and now the Midlands, I became increasingly convinced of the power of networking and working closely with the libraries of other universities and in other sectors. (Working with colleagues in the NHS can be very challenging at times, as well as very rewarding when it all comes together.) Because I have advocated over the years that we can do some things better together, I have become associated with 'above campus' shared services. I have been on the Executive Board of SCONUL since 2011 and am now the Vice-Chair. I have a long history of working with the Jisc, chairing advisory boards, project steering boards, being a member of service delivery management boards; I am even so long in the tooth that I was a member of one of the famous / infamous sub-committees.

What do you consider to be the main leadership challenges for the sector?

For the higher education sector generally, I see the main leadership challenges as managing change, staying on top of increasing complexity and diversity, responding to increasing student expectations and being sufficiently agile to anticipate and respond to these challenges promptly. These are also challenges for academic library leaders. But possibly the biggest challenge libraries face is the tendency for the role of libraries in the strategic development of institutions to be overlooked by vice-chancellors, pro-vice-chancellors and finance directors: libraries are too often viewed as 'operational' or 'cost centres' rather than entrepreneurial services that get things done.

I often get asked whether the university library is still the central learning hub of a university campus. Pointing out both that SCONUL statistics show that the average number of visits per full-time equivalent student to their university library has remained pretty constant since 2006–7, and that we are seeing at Nottingham Trent University large year-on-year growth in the use of library facilities and services, does not seem to put this one to bed. I suspect that for

many, the word 'library' still conjures up a building that is a warehouse of books and nothing much more.

How should librarians be responding to these challenges?

We need to find more convincing ways to demonstrate the impact of libraries on the core academic activities of our institutions, in particular how we help students and researchers to be successful and how we are fundamental to teaching excellence. We have been trying to do this for a number of years, so we know that it is hard to do! I am hopeful that out of the current big push in analytics we shall get new insights and data that will help our cause. If we play our cards carefully, the Teaching Excellence Framework may also help in this area. We need to advocate relentlessly on behalf of our libraries both within our institutions and with regional and national organisations. One way of raising the library's profile in institutions is to get involved in university-wide strategic projects, even if this takes us out of our comfort zone and normal areas of operation.

People are at the heart of libraries – students, academic staff, researchers, the wider community and of course our own staff. Customer service excellence is now becoming the norm; the next stage is effective customer relationship management. If we get this right then we should be on the front foot for getting others to advocate for the library (for example, the student voice seems very powerful in many institutions in England at the moment) and help us anticipate and lead demand rather than merely respond to it. Furthermore, we need to aim to empower library staff more: in a challenging, more complex world everyone has a valuable role to play in a high-quality agile service.

What advice would you give to aspiring leaders in higher education?

Being the senior professional accountable for a major service can be a lonely job. So it is important to build good personal networks of peers at other institutions who can provide advice, help and at times just be a listening ear. All the universities I have worked for have a formal governance and management structure, and the informal one, which is where decisions and actions really take place. The informal networks are different at every institution, so it is important to find out how yours work, who are the key players and then start persuading them to support your causes. It helps to be visible outside the library as much as possible and being seen to contribute something more than the traditional view of what a librarian does.

The core activities of any university are teaching and research: being able to demonstrate that you understand how they work, the opportunities and the challenges, at an institutional level and at the coal face, helps create the belief that you and the library can be considered partners in their delivery and development. This contrasts with being seen as part of the dreaded 'centre', perceived as lacking understanding and simply getting in the way. Finally, when discussing library services with colleagues outside the library, keep it simple: we know there are special cases and a lot of complexity, but once the eyes glaze over you have lost them!

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Susan Gibbons
Yale University
University Librarian and Deputy Provost for Libraries &
Scholarly Communication

Tell us about your role and professional background

I had hoped to be a medieval historian, but quickly realized that the job market was not very favourable and my Latin was not strong enough. Knowing that I wanted to stay within the academy, I quickly realized that academic libraries would be a potential career path for me. I have Masters degrees in library science and medieval history. After working in libraries for a few years, I realized that my financial acumen and managerial skills were lacking, and consequently I went back to school to obtain an MBA.

In 2000, I began working at the University of Rochester, in upstate New York. There I held a series of positions: digital initiatives librarian, director of digital initiatives, assistant dean for public services & collection development and, in 2008, Dean and Vice Provost of the River Campus Libraries. During those years, a very good mentor made it clear that if I wanted to become a library dean or director, I would need to get a doctorate, which I did in 2009 in higher education administration.

In 2011, I was appointed University Librarian at Yale, and in 2015, I was given the second title of Deputy Provost for Libraries & Scholarly Communication. Yale University Press reports to me with my deputy provost hat on.

What do you consider to be the main leadership challenges for the sector?

There are profound changes impacting on academic libraries, many of which are beyond our control. Our environment requires us to be much more agile and flexible than academic libraries have historically been required to be, and the pace of change can be very uncomfortable for everyone. The challenge of being an academic library leader today is to be able to explain the need for change, articulate a compelling vision for where the library needs to go and provide concrete steps to enable us to get there.

How should librarians be responding to these challenges?

I think it is essential for librarians to remain very close to their users. At the University of Rochester, and to a smaller degree at Yale, we used anthropological and ethnographic methods to study library users. The findings were always surprising: what we thought we knew about our users was not always correct. I think the desire to help and provide excellent service is deeply embedded in the ethos of librarians and librarianship. When we take the time to study our users and truly understand their various academic work practices, then the need for change can become much clearer and the case for change much more compelling.

What advice would you give to aspiring leaders in higher education?

I would advise aspiring leaders to give a lot of thought to understanding what inspires them to want to become leaders. My first foray into managerial positions was disastrous. I understood the role of manager only in the context of authority: I tell people what to do. After that unsatisfying experience, I

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was convinced that I was not cut out to be a leader. Several years later, I came to the realization that leadership is really about service. Library leaders dedicate themselves to serving the library and the university. That sense of service really resonates with me, and it is through that lens that I have come to embrace leadership. I am still a very imperfect leader, but I think grounding my leadership in service makes me a better one.

Pete Ryan
Director of Library and Learning Resources
Canterbury Christ Church University

Tell us about your role and professional background

I work at Canterbury Christ Church University, a post-'92 university in the historic city of Canterbury in Kent, as Director of Library and Learning Resources. As part of the directorate of Education and Student Experience, my role is to lead, develop and support the delivery of an excellent student experience together with academic and professional services for colleagues. I am immensely proud to have been part of the planning team for the development of Augustine House Library and Student Services Centre, opened in 2009, which brought a wide range of student services under one roof. In 2013, Augustine House was the joint winner of the SCONUL Library Design Award. During my time working in both public and academic libraries, I have always contributed to wider professional debate and activity, whether through the Public Libraries Group (as treasurer for five years), the M25 regional consortium (as steering group member for four years) or SCONUL (steering group member since 2014).

What do you consider to be the main leadership challenges for the sector?

I believe that academic libraries must continue to demonstrate the value that they add to the academic experience, and to describe this value in a way that links to university priorities, such as retention and progression, whilst also developing evidence and performance indicators that measure this value. The interest that the current government has in higher education, as demonstrated by the recent Green Paper, and the impact of developing government policy, cannot be underestimated. The implementation of the Teaching Excellent Framework, funding changes, technological developments, diversifying curricula to work more closely with employers – all these require a flexible and innovative approach to delivering services in the future.

Technology developments and the need to be more tech-savvy continue to impact and influence both the services we can deliver and the skills we need to develop. An ever-increasing mobile environment means we must ensure our services can be accessed by the wide range of devices used by our users. Never has there been a time when we are working with widest range of user skills – from digital fugitives to digital immigrants to digital natives. The global need for an information- and digitally-literate workforce must be seized by the library sector to develop new responses and solutions within a whole new paradigm.

Our staff remain fundamental to the successful response to all these challenges. As a sector we must develop new leaders of the future. We must ensure that our staff have the relevant competences for the future and motivate them to embrace change and widen their scope of engagement, influence and

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responsibilities while supporting them through continual skills development. We must be seen as university leaders rather than just leaders of libraries.

How should librarians be responding to these challenges?

As an important front-line service in a university, it is the responsibility of current leaders in library and information services to ensure that they are creating roles and providing learning and development opportunities that enable current and new staff to step beyond the confines of their profession. There are many examples of libraries working across wider portfolios, to include computing services, student services or academic development. The focus for library leaders of the future is, I believe, to move from departmental-centred leadership, to a more open and flexible model where leaders are able to take on wide-ranging responsibilities and departments, depending on the needs of the organisation, and focus on the user (or student) experience rather than being limited by traditional university structures. The focus needs to shift from library expertise to leadership skills and attitudes, while looking beyond the local to bring and share experience at a national and international level. Developing cross-national relationships and partnerships will be essential in ensuring services remain in step with, match, and, dare I say, lead user needs of the future.

What advice would you give to aspiring leaders in higher education?

The best piece of advice I can give is to seize opportunities to work on university-wide projects, to see the world through the eyes of others and be a big-picture thinker. We all enter higher education with our own professional background and skill set, but it's about breaking down some of those professional limitations in order continually to learn and develop new skills and experiences, drawing upon a set of personal skills based on reflection, trust and self-awareness.

Learn to speak with authority and knowledge on a wider range of higher education issues, engage in conversations on academic processes and development, embrace changes within the university's academic portfolio, seek new ways to deliver library services beyond the safe and traditional, empower and enable your colleagues to represent your services in new and different ways, and in turn empower yourself to extend and develop a range of contacts and connections across the university. We must stay connected to what is happening across higher education, as well as forging links and partnerships with related areas of development, such as technology, market research, health and other public sectors.

Nick Bevan
Pro-Vice Chancellor and Director of Library and Student Support
Middlesex University

Tell us about your role and professional background

I currently manage Library and Student Support at Middlesex University. This is a large service of about 175 full-time equivalent staff, bringing together all aspects of generic student support, including library services, learning enhancement, research support, peer-assisted learning, student helpdesk, specialist welfare and visa advice, wellbeing services, student achievement,

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student IT support and reception & switchboard. A key part of my job is ensuring that front-line support for students is integrated with second-line specialist help; that the service we provide to students is seamless; and that we are effectively aligned with School and university strategic objectives. Prior to joining Middlesex in October 2009, I was Director of Library Services at Brunel University. I started my professional life as a law librarian (at Bristol Polytechnic) and, however hard I try, I haven't managed to erase a large number of law report abbreviations and 340 classification numbers from my memory.

What do you consider to be the main leadership challenges for the sector?

We think that times have been tough, but from the perspective of much of the rest of the public sector, universities have had an easy ride. In almost any scenario one might think of, funding will be squeezed. We have traditionally managed cuts through efficiency savings within established departments, rather than looking at root-and-branch changes across the institution or sector. In higher education institutions we still think in silos and fail to see the how things connect to make up a system. Across the sector there are inefficiencies as, in a competitive environment, we find it hard to work with other institutions to deliver more for less. This is a big leadership challenge – when one is so bogged down in the here and now, the politics of today, how can one undertake the big thinking that will create new structures for the next decade and take our staff with us?

There is a mismatch between what many students need from their university education and what we actually deliver. University curricula are still too geared towards preparing students for future academic studies (which only a small proportion undertake). How can we re-engineer some of our programmes, whilst still preserving the culture that nurtures some of the world's finest researchers?

The way teaching is delivered will have to change, partly to meet the need for inclusivity in the curriculum, partly to ensure that excellent teaching can be delivered with a shrinking budget. This will be incremental – and there is lots of good practice across the sector – but the pace of change will probably have to accelerate and academic staff will need support through this process.

How should librarians be responding to these challenges?

First, get the basics right. As a profession we should have sorted out how we can effectively provide the learning resources needed for teaching support. Where it does not work at programme or departmental level, it is often because the various stakeholders are not effectively working together to support students. We should be pushing harder to resolve this, and not assuming that the only solution is more resources (which we are unlikely to get). Secondly, look outside the library. Engage with the teaching and research agendas of your university – try to understand the key metrics and drivers, and how the library can support them. This is a more powerful advocacy tool than comparative statistics, which merely show how we benchmark against other universities.

Finally, librarians have a range of valuable skills that could benefit the university, but, traditionally, have had a tendency to be modest about their abilities and / or have chosen to build walls around their territory (depending on how you view it). We need to reach out more and say 'we can do that, we can lead on that'. The future may be as flexible as we choose to make it.

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What advice would you give to aspiring leaders in higher education?

You will probably come from a particular professional domain (library, if you are reading this!). At an early stage, spend time trying to understand how the rest of the university works. In retrospect I looked inwards for too long and focused on building up my expertise as a librarian – and then had a steep learning curve as I moved to more senior positions. Once you understand how it works now, stand back and think about how you would ideally like it to work if you were a student yourself. Most leaders fail either because they do not take time to understand the business, or because they are so immersed in the business that they fail to put their head above the parapet and ask 'why?' There are few clear signs of what the next twenty-five years in higher education will look like, so you just have to learn to work with a 'beta forever' philosophy, adapting strategy to circumstances and continually engaging with students and researchers to test the effectiveness of the decisions you make. Oh yes, and never – ever – lose control of your inbox.

Heidi Fraser-Krauss
Director of Information Services and University Librarian
University of York

Tell us about your role and professional background

I have been the Director of Information Services at the University of York since Oct 2015, and in February 2016 I became a member of the University Executive Board. I am responsible for the leadership of, and strategy development across, all aspects of information technology and library and archive services for staff, students, campus visitors and visiting scholars.

Before taking on my current job I was the Director of IT Services in York, a post I held for four years. I have a particular interest in using technology, in tandem with process review, to improve services for everybody in the organisation, and hold a passionate belief that in order to provide good services you really have to understand what your customers do.

The library offers a wide range of services to support the teaching, learning and research of the university. It has a strong focus on customer service and continuous service improvement. The library stock includes around one million physical items in addition to over half a million e-books and over 13,000 print and electronic journals and databases.

The Borthwick Institute for Archives is one of the biggest archive repositories outside London. It has archives from all around the world, from the 12th century to the present day. Borthwick users include academic researchers and a large number of members of the public. The Borthwick also provides records management, freedom of information and data protection services for the university and has a growing role in digital archiving.

What do you consider to be the main leadership challenges for the sector?

The real lack of certainty about how the sector will be funded in future – tuition fees have remained fixed for a number of years now and the Teaching Excellence Framework proposals, if followed through, would create a tiered tuition-fee funding model for the first time. On the research side, QR funding is vital to our ability to maintain the infrastructure needed to support scientific

research. If this were to go, or to be substantially watered down, 'big science' would really suffer.

Coping with the burden of compliance and regulation and the new threats posed by cyber security; research data management, REF requirements for open access, Tier 4 visa management, HESA returns, Prevent legislation, not to mention the old chestnuts of freedom of information and data protection – the list is endless and seems to grow in both complexity and number every year. On the cyber security front we face almost daily attacks from phishing; malware and the potential for a major data breach are always there.

Keeping the relationship between academic and support staff positive and productive. In a harsher funding environment and with increased regulation and compliance, academic staff can feel that support staff are trying to make their lives more difficult or are putting barriers in the way. It is essential that we do not start fighting amongst ourselves!

Last but not least, keeping up with student demand for study space, learning resources, and the pace of technology change.

How should librarians be responding to these challenges?

I'm not sure that I can offer much by way of solutions to the sector-wide challenges I have outlined, nor can I identify specific things that librarians can do in response. I do, however, have some more general observations about librarians. It has been very interesting for me taking over the leadership of a library, as my background is IT, and although I have worked alongside librarians throughout my career in higher education, this is the first time I have had responsibility for a library service.

My first observation is that in order to ensure that they are listened to and understood, librarians need to engage much more with their peers in the other support services: estates, student pastoral and academic support, academic registry, IT services, alumni relations and finance are all vital to a library or its customers. All too often the library is seen as an expensive book-issuing service, and nothing more.

My second observation is that libraries are struggling to demonstrate their value to the sciences generally and to scientific research in particular. I believe librarians need to spend much more time understanding what scientists actually do, and what they need from a library service. In my experience (I am married to a professor of physics), credibility is key – anybody, particularly from central services, who does not appreciate the modus operandi of the sciences will be eaten for breakfast!

What advice would you give to aspiring leaders in higher education?

I have a poster on my office wall that says 'If 'plan A' didn't work the alphabet has 25 more letters. Stay cool!' This gives me a great deal of comfort, especially after a bad day. I wholeheartedly believe that in turbulent times a flexible, what-can-we-try-now-approach is vital to survival and success.

In terms of other advice, I have found that working in partnership with others has brought me much more than protection for my position. After all, finding allies and people to support you is much easier if you reciprocate and are easy to work with. In a similar vein, I do not think of the budget I am allocated as mine, but as the university's, and my responsibility is to spend it to further the university's aims not the library's or mine. If this means giving some of it to another area to support a university goal, experience has taught me that this

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brings more in the long run than arguing about why I should keep it. I have also noticed that my boss wants me to bring him solutions, not problems, and I encourage my staff to work in the same way. Complaining about why something does not work is much easier than coming up with a solution, but it won't get you promoted.

Finally, I have found that people work best if they are trusted and respected, regardless of their grade. I try very hard to treat everybody in the same way and have found that this earns me their respect and loyalty, which in turn generates good will and the ability to move mountains.

Cathal McCauley
Librarian
Maynooth University and St Patrick's College Maynooth

Tell us about your role and professional background

I am Maynooth University and St Patrick's College Maynooth Librarian. St Patrick's College was established as a seminary over two hundred years ago and in 1968 it broadened its base to include lay students. In 1997 Maynooth University was established as an autonomous entity as part of the National University of Ireland. The library provides services to both Maynooth University (MU) and St Patrick's College. The university has 9,000 students and eight hundred staff and recently completed a major library extension.

For the last twenty years I have worked primarily in libraries and have also spent some time as a management consultant with a leading Irish professional services firm. My library work was quite varied and has included medical, business and company libraries. Since 2002 I have worked exclusively in academic libraries. In my first senior library role I was responsible for front-of-house services across five sites and three campuses at University College Dublin, and since then I have had a particular interest in the customer experience and how innovation can enhance it.

What do you consider to be the main leadership challenges in the sector?

Doing more with less and developing staff to their full potential to meet our fast-changing needs are major challenges facing university libraries today. Student numbers are growing but resources are not keeping pace; as a result the need to innovate has never been greater. The key source of innovation is library staff. An ability to anticipate student and faculty needs and proactively meet and exceed them is essential. One of the requirements for this is the right skill set, for which recruitment cannot be the only approach – we must all continually develop and broaden our skills.

How should librarians be responding to these challenges?

Doing less with more requires a varied approach, including being creative in our identification of areas for collaboration and sources of funding. Some of our newer roles, for example digital scholarship, are excellent opportunities for this, but many traditional resources such as special collections also present such opportunities. Staff development requires on the one hand having clear knowledge of the skills required, and on the other a sincere commitment to enabling staff to develop continuously to meet them. In many cases the

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fundamental skills and qualities of library staff are highly relevant, and what is required is a refocusing or deepening of existing strengths. I am very committed to developing leadership potential, and MU library managers have the opportunity to complete formal leadership programmes, including the Future Leaders Programme (FLP) and the LIBER Emerging Leaders Programme.

What advice would you give to aspiring leaders in higher education?

Everyone's career is different, but my experience as a management consultant, which at the time seemed like a detour, has proven invaluable during my time in library leadership positions. The pace and nature of change that is now the norm in libraries means that the kind of skills and perspective consultants need is very appropriate. Similarly, my commercial experience means that I am not daunted by some of the more business-type approaches and challenges that are now common in libraries and the wider academic sector. In short, I think we need to be open to different experiences and to draw on them throughout our careers.

SCONUL Leadership Task and Finish Group

Alison Baud
Director of Library
and Learning Services
Bath Spa University
a.baud@bathspa.ac.uk

The overarching theme of leadership in this issue of SCONUL *Focus* coincides with the initiation of a SCONUL Leadership Task and Finish Group as part of the delivery of the SCONUL Strategy 2016–19: collaborating for change. The decision to set up a group focusing on issues around leadership was taken as a result of survey feedback from members and subsequent discussion with the Board and Strategy Group. It is important to recognise that members were clear that leadership is not a separate issue from others being addressed as part of the strategy. It relates closely to the need to advocate and demonstrate value on the one hand, and having a clear vision for the development of the library service on the other.
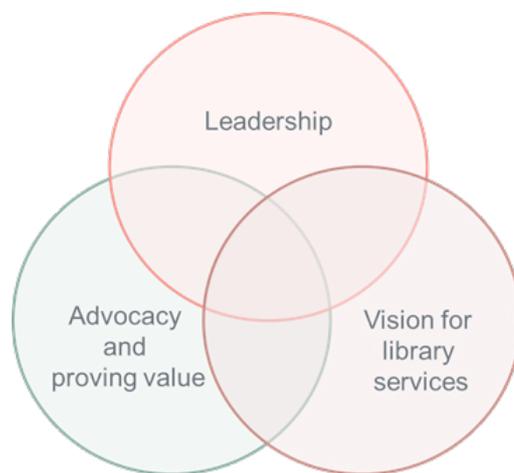
Challenges

The role and shape of the academic library is continually shifting and evolving as we shape our services to meet the current and future needs of our universities and in response to the transformation of the higher education landscape. The Task Group will focus on developing a range of initiatives to enhance the collective and individual leadership capacity across SCONUL to ensure that members are fully equipped to lead through this process of change. It is of course a complex terrain. While it is possible to generalise about the culture of the academic library, there are wide variations in structure, size and mission across the sector. The individuals and teams leading libraries, including new and established directors and deputies, may all have different and specific requirements in developing their leadership capacity. The needs of senior staff joining libraries from other sectors or other higher education departments may be disparate. New directors stepping into a leadership role for the first time also often face particular challenges, which may have a different nuance for deputies moving up within their own organisation. The traits and behaviours that enable success when leading within the library environment may contrast with those needed to thrive and be influential outside the library, for example on the senior management team of the university and in the board room. One implication of the highly collaborative culture of academic libraries is that library staff moving into leadership roles can struggle to make their voices heard in the wider higher education domain where overtly competitive behaviour is tolerated and even encouraged. There can be a tendency for librarians to be seen as 'good citizens' who play by the rules. While this can have positive benefits where librarians are trusted to operate in the interests of the institution as a whole, there can be negative consequences in terms of being more assertive and politically astute. Often the library can be seen as a 'black box' that operates efficiently and effectively with minimum need for intervention and is therefore largely not on the vice-chancellor's radar. Crucially, this may lead vice-chancellors to underestimate the strategic nature of the leadership of libraries, and to under-value library leaders. The danger of this is that status, pay and seniority may lessen over

SCONUL Leadership Task and Finish Group

time. It is vital therefore that leaders have the necessary tools to be powerful advocates of their library services and themselves.

Although these are identified as some of the challenges, it is important to recognise the considerable talents that already exist within our leadership community. Our members manage and lead complex structures, large budgets and many staff very successfully and they are well respected nationally and internationally.

Objectives

The Task Group will work to ensure directors have the skills and attributes they require to lead and deliver responsive and innovative academic library services. A common theme identified by new and established library leaders is the need to develop emotional resilience – it is lonely at the top. The Task Group will identify gaps in existing support and will seek to set up formal and semi-formal structures for mutual support for heads of service to share information and expertise. As well as more practical interventions, the group will explore ways of responding to some of the longer-term challenges in deepening leadership skills across the whole community.

Next steps

The Leadership Task and Finish Group is at the start of an 18-month project that is due to complete in summer 2017. During the course of the project, further engagement with the SCONUL membership about requirements and priorities will be essential. In the meantime we welcome comments and feedback. Please contact the Group Chair Alison Baud (a.baud@bathspa.ac.uk) or any of the members listed on the SCONUL web pages at http://www.sconul.ac.uk/page/leadership-capacity-task-finish-group

An account of the LIBER Emerging Leaders programme

Jan Wilkinson
LIBER Programme Course Director
University Librarian & Director of the John Rylands Library
Jan.Wilkinson@manchester.ac.uk

Roger Fielding
Roger Fielding Consulting
http://www.rogerfieldingconsulting.com/#about

Background

The library profession within European research universities is challenged by a shortage of people who are both willing and have the skills to lead in an environment of increasingly fast-paced change.

Libraries will not be immune from the impact of global recession –far from it. They will need to be well equipped to deal with whatever new challenges are on the way. Our working lives are unlikely ever to return to 'normal' as we have come to know it.

Strong and effective leadership will be the key to the capacity of the profession to meet the demands of tomorrow's customers, and to become partners alongside other leaders in our institutions as plans are made for the future. As the skills needed are changing, so will the type of director. The traditional profile will inevitably change in favour of more internationally oriented directors.

LIBER Emerging Leaders Programme <subhdg A>

LIBER is an association of European research libraries. The LIBER Steering Committee on Organisation and Human Resources and the LIBER Leadership Working Group approved plans for a high-level three-stage seminar for the next generation of senior leaders in European research libraries, which was launched in 2011.

The programme is targeted at librarians at the second tier – people who are already in senior management positions, who are willing and capable of becoming library directors within a few years and taking responsibility for leading an organisation through changing times.

Course content <subhdg A>

The programme offers a mix of courses and practical experience with the involvement of existing experienced research library directors, who are willing and committed LIBER members. It features a combination of high-level workshop / training with individual secondments and mentoring for a maximum of only twenty participants for each cohort.

The programme has four key components:

- an initial two-and-a-half-day session
- year to include one week's mentorship in a European research library with a senior LIBER member and library director
- a year of Action Learning
- a second seminar of two-and-a-half further days prior to 'graduation'

The first session is hosted in a different location each year. Action Learning Sets are established at that stage. During the year these sets communicate mostly by Skype, but may meet on occasion.

There are six modules in the programme:

Module 1 Know yourself: self-awareness
Module 2 Know your beliefs and values: leadership
Module 3 Know where you are going: strategy (purpose and direction)
Module 4 Take others with you: leading a high-performing team
Module 5 Develop the performance of others: coaching for leaders
Module 6 Continue your own development: action learning

An account of the LIBER Emerging Leaders programme

Application process

Applications, with supporting statements from library directors, are considered by the LIBER Organising Committee.

All successful candidates are expected to have:

- at least three years' experience in a middle management level post in a LIBER member research library

- working knowledge of spoken and written English

- evidence of motivation to move to a senior management post within next three years

- evidence of strong commitment to professional advancement

- recommendation from Director of employing library

- evidence of willingness and ability to undertake a short placement in a library in another LIBER library in a different country

Delegate costs are €650 each session (2 sessions).

Principles of the programme

The programme course director is Jan Wilkinson, who has enjoyed and experienced international exposure and whose career has been at the highest level, successfully encompassing all aspects of the profession in a wide variety of institutions. The course director acts as the 'glue' between the course content, to be designed and delivered by an experienced consultant & coach, also with international exposure and profile, and a small number of LIBER members as guest speakers who share their experiences to illustrate with practical examples the relevance of each part of the course.

An underpinning principle of the programme is the belief that effective leadership begins with self-discovery and self-knowledge; the programme begins with self-assessment (and use of the MBTI Type analysis) and feedback from other delegates in a range of exercises designed to capture this in an inclusive, participatory and non-threatening way. The programme recognises that leadership role models inform current perceptions of what a leader should do and say, and how personal beliefs about leadership and current ways of working may need to change.

The programme also challenges the delegates to have a vision, goals and a clear sense of their own purpose and direction, essential if they are to lead others. It addresses the need of leaders to win the commitment of others and to create and lead a high-performing team.

Developing others and engaging in continuing self-development is explored, with a focus on the skills required by and the pay-offs of taking a coaching approach to leadership. Delegates are introduced to the concept and practice of 'action learning', demonstrating the individual benefits of working within an 'action learning' group, inviting delegates to continue in an 'action learning' group as a lasting legacy of the programme.

The programme is participatory, engaging and fast-paced. The emphasis is on practical application and relevance, not theory; the light coverage of all of the essential material has plenty of recommended reading to allow follow-up in greater depth. The programme has an intake every two years, with approximately 22 people selected; thirteen European countries are represented to date, with almost 70 people having completed the programme.

An account of the LIBER Emerging Leaders programme

So far the programme has been oversubscribed and selection has had to be made with ever tightening criteria.

Conclusion

Feedback about the programme from the participants to date has been very positive, and LIBER continues to promote it to future generations of library directors.

Further information on the programme can be found at
http://libereurope.eu/liber-leadership-development-programme/

LIBER Journées
Paris May

John Tuck
Director of Library Services
Royal Holloway University of London
(and programme coordinator of the LIBER Journées 2015)
john.tuck@rhul.ac.uk

The first LIBER Journées took place in Paris in May 2015. Building on the success of its Emerging Leaders Programme, now in its third cohort, LIBER (Association of European Research Libraries) asked its Reshaping the Research Library Steering Committee to consider setting up an event exclusively for LIBER library directors already in leadership positions. Chairing both the Steering Committee and its Leadership and Workforce Working Group, Julien Roche (Director of Libraries at the University of Lille – Sciences and Technologies) took up the challenge and led the work that culminated in the LIBER Journées event that took place at Sciences Po in the centre of Paris, from 20th to 22nd May 2015. Seventeen library directors from countries Belgium, Canada, Denmark, Finland, France, Estonia, Germany, Lithuania, Spain, Switzerland, UK and USA attended, together with seven international speakers, a chair, members of the Working Group, and the executive directors of the Association of Research Libraries (ARL) and LIBER.

It was made clear in the strategic vision for the event that 'the purpose of the LIBER Journées at Sciences Po is to bring twenty library directors together with eminent speakers worldwide to deliver a programme that will be stimulating, interactive and strategic, addressing major challenges that face us all. The underpinning theme will be reshaping the library and the role of the director in leading library services and provision in rapidly changing digital, educational and research environments and within a developing trend towards shared – and even outsourced – services.' The focus would be entirely on strategic issues and opportunities that challenge and motivate library directors and not on their personal development, skills, tools, methods or operational matters.

An underpinning requirement was to attract a Chair who would be present throughout the three days and would ensure cohesion, interaction and participation by all. Prof. Dr Norbert Lossau, Vice-President Infrastructures at the University of Göttingen, stepped forward to fulfil this important role. Joining him as speakers were two eminent French academics (Bruno Latour and Bruno Patino), who, of course, spoke perfect English, the Co-Chair of the task force on the future of MIT education (Karen Willcox) and a senior Library Director (MacKenzie Smith, University Librarian, University of California, Davis), a Vice Provost from UCL (G. David Price whose paper was presented on the day by Dr Paul Ayris, Library Director at UCL), a Deputy Vice-Chancellor from Queensland University of Technology (Judy Stokker) and a Library Director from Germany (Wolfram Horstmann). All speakers kindly agreed to give up their time free of charge and some of them attended and contributed to the whole event, as did Elliott Shore, Executive Director of ARL.

LIBER
Journées
Paris May

Well in advance of the event the participating directors, who went through a competitive process to attend, were asked to identify the key areas and challenges they felt should be the main themes of the LIBER Journées. There were three clear priorities:

- university library within the university: positioning
- academic research and the role of the library
- leadership.

The speakers were asked to consider these priorities and gear their presentations to them. The programme of the LIBER Journées emerged as follows:

Wednesday 20 May 2015

12.00 – 13.10	Welcome and Opening: François Cavalier / Julien Roche
13.10 – 13.30	Introductions and Expectations: Norbert Lossau / John Tuck
Theme of the day The digital future. Visions on research, teaching and learning. What does this mean for the library?	
13.30 – 15.00	Opening Keynote: Bruno Latour, Professor at Sciences Po and Centennial Professor, LSE, London
15.00 – 15.30	Coffee / tea
15.30 – 17.00	Karen Willcox, Professor, Department of Aeronautics & Astronautics, MIT, and co-chair of the Task Force on the Future of MIT Education
17.00 – 18.00	Break-out group to discuss the issues participants have asked to discuss
19.00 –	Reception at Sciences Po

Thursday 21 May 2015

Theme of the morning The changing information environment. Use of information in society in the future. What does this mean for media, knowledge organizations, educators, universities, the library in its environment?	
09.00 – 10.30	Bruno Patino, Dean of the School of Journalism, Sciences Po, and Digital Services Director at France Télévision
10.30 – 11.00	Coffee / tea
11.00 – 12.30	David Price, Professor and Vice-Provost (Research), University College London
12.30 – 13.30	Lunch
Theme of the afternoon Innovative libraries with new initiatives. Are data the holy grail? Shared services? The visible and invisible library	
13.30 – 15.00	Judy Stokker, Deputy Vice-Chancellor (Technology, Information and Learning Support), Queensland University of Technology
15.00 – 15.30	Coffee/tea
15.30 – 17.00	Wolfram Horstmann, Library Director, Georg-August-University, Göttingen
17.00 – 17.30	Reflections by Norbert Lossau
20.00 –	Dinner at the first literary café in the world – Le Procope

LIBER
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Friday 22 May 2015

Theme of the Day Reshaping the library and the role of the library director as leader	
09.00 – 10.45	Break-out sessions
10.45 – 11.00	Coffee / tea
11.00 – 12.30	Closing keynote: MacKenzie Smith, University Librarian, University of California, Davis
12.30 – 13.00	Norbert Lossau, conclusions, evaluation and close
13.00 – 14.00	Lunch

The organisation of the event was not outsourced to a faceless conference management organisation. It was managed by a group of committed colleagues with a common purpose: to ensure that the event would take place, run smoothly and be as successful as possible. François Cavalier, Library Director at Sciences Po, supported by Carine Labory, led the on-site arrangements and played a key role in securing the French speakers as well as the location at the heart of Paris and a warm and friendly welcome from Frédéric Mion, Director of Sciences Po. Cécile Swiatek (secretary to the LIBER Reshaping the Research Library Steering Committee) worked tirelessly as the logistics manager and Hans Geleijnse (former Director of Library and IT Services at Tilburg) provided his input and wisdom from day 1 of preparation right through to the post-LIBER Journées outputs and evaluations. Julien Roche led the team and calmly answered literally thousands of e-mails. This joint cross-border co-operation demonstrated a fundamental strength of LIBER, bringing together like minds across the whole of Europe.

One key output of the event, apart from the personal impact on those who participated, was a set of ten commandments (not set in stone) arising from the presentations, the breakout sessions and the summaries of the chair.

Ten recommendations for library leadership in the 21st century: the library leader

1   Shows leadership by having a vision and by taking staff with him / her.
2   Supports and is directly involved in the innovation activities of the library.
3   Understands the university environment and the university culture.
4   Fosters a good relationship with the university board and the deans.
5   Organises regular contacts and meetings with researchers and builds up trust and credibility.
6   Aims at creating added value to the process of teaching and learning.
7   Places emphasis on small projects that can produce fast results for users.
8   Realises good co-operation with other departments of the university and a strong collaboration with the IT centre.
9   Communicates well with staff and users and clarifies what the library is doing.
10 Reallocates functions and positions almost continuously. Questions every single vacant position and is prepared to give up traditional library tasks.

There were lessons to be learned and they were articulated in evaluation responses. Respondents considered the LIBER Journées overall to be very good or good, an average score of 4.91 on a scale of 0 – 6. Areas for improvement were deemed to be more streamlined breakout sessions and more opportunities for discussion.

LIBER
Journées
Paris May

It is fitting to conclude this brief account of the first ever LIBER Journées with an extract from a review by Susan Reilly, LIBER Executive Director (the full review accessible on the LIBER website: (http://libereurope.eu/wp-content/uploads/2015/07/Journees_2015.pdf [accessed 24 February 2016])

> So, what happens when you bring an international group of library directors together to reflect and discuss the reality of implementing and developing strategy in this period of change and reshaping the library in the process? As the dialogue between participants evolved it became clear that regardless of context, mandate or funding the biggest and shared challenge for library directors was to have a clear vision on how to lead in this changing environment. The signs throughout the Journées clearly pointed to a leadership role for the library but concrete steps or recommendations needed to be taken to establish the library as leader. These recommendations are the outcome of the first LIBER Journées. They are the embodiment of the value of bringing libraries leaders together and should and will evolve over time. Hopefully the Journées will grow to become an iterative process that brings together and strengthens leadership in research libraries not only across Europe but also globally. All of the signs are pointing in this direction.

CILIP Leadership Programme

Supporting future leaders in the library, information and knowledge professions

Jo Alcock
CILIP Leadership Programme Coordinator
Research Fellow
Evidence Base
Birmingham City University
Jo.Alcock2@cilip.org.uk

The need for leadership development

Several societal and economic factors impacting on the library, information and knowledge sectors are creating an increased demand for leadership skills at all levels. Many library staff lead projects or areas of work, and are responsible for leading other people, whether through management responsibilities or through projects, committees, or other forms of team working. The skills needed to lead are sometimes developed on the job, whilst there are also leadership development programmes (sometimes within organisations, or within specific sectors).

Following discussions at CILIP events, some members expressed an interest in CILIP providing a leadership development programme. In 2014, feasibility research was conducted to determine whether this would be a desirable development, and if so what form it should take. Desk research, focus groups and interviews with key stakeholders (potential applicants, employers, other sector organisations such as SCONUL, and coordinators of other leadership development programmes), showed support for the following themes.

Leadership development support for mid-career professionals

In contrast to the American Library Association's Emerging Leaders programme,[1] research in the UK highlighted a need for leadership development support for mid-career rather than early-career professionals. Although definitions of what this means vary, the research demonstrated that both individuals and employers feel there is a need for leadership development for those who have worked in libraries for a number of years, often at a 'qualified professional' level, who have some leadership experience but are looking to develop their skills further to take on more responsibility.

Cross-sector leadership development

One of the strengths of CILIP is that it covers many library, information and knowledge sectors. A key message from the research was that this is beneficial for leadership development programmes for many reasons, including broadening networks, understanding different sectors, and communicating your message clearly to different audiences.

A combination of both face-to-face and virtual elements

Many of those involved in the research had undertaken some form of leadership development training themselves. They commented on the value of face-to-face elements of these programmes, but recognised the difficulty in attending them because of resource constraints. Others commented that virtual elements had been very useful for more regular communication and fitted around work commitments more easily. It was therefore felt that future leadership development programmes should include both face-to-face and virtual elements to make the most of both approaches.

The opportunity for people to develop leadership skills in practical projects

Although learning theory about leadership is of value, the research demonstrated that the added value in leadership development programmes is having the opportunity to put it into practice. Usually this is achieved through individual or group projects. Feedback showed a preference for group projects because there are the additional advantages of networking, working in a team and leading other people.

CILIP Leadership Programme

As a result of the research, a proposal was put together to pilot a leadership development programme. This received support from both CILIP senior management and CILIP Board, and a one-year pilot was approved. Planning began in early 2015. The programme launched at the CILIP Conference in July 2015 and will run for one year, concluding at the CILIP Conference in July 2016.

CILIP Leadership Programme

Supporting future leaders in the library, information and knowledge professions

Participants

The programme received applications from CILIP members in various sectors and types of roles. Following a selection process (based on criteria outlined in the application), places were offered to 21 applicants, twenty of whom were in a position to accept their place. A few months into the programme, one withdrew because other commitments. There are currently 19 active participants on the programme, including staff from academic libraries, public libraries, health libraries, school libraries, commercial organisations, and membership organisations. Some of the group are working towards a level of CILIP Professional Registration (Chartership or Fellowship), and many are revalidating.

Programme elements

The CILIP Leadership Programme includes a number of different elements, outlined below. CILIP's VLE is used to support programme communication, both for the dissemination of information to participants to enable them to work on the programme, and to facilitate discussion between participants.

1. Face-to-face workshops

Over the course of the programme, four face-to-face workshops bring the full group together. These have been an opportunity for the group to get to know each other, and to learn through workshops. The focus of the workshops has been active, with participants being involved in practical exercises and sharing their experiences to help each other learn. Topics covered in workshops have included leadership styles, governance, change management and communication.

2. Online activities

When there is no face-to-face workshop, there are online activities, which have included reading, webinars, videos and work on the CILIP VLE. Participants are encouraged to reflect on them and share with the rest of the group via the discussion forum in the CILIP VLE. Topics covered in these activities have included leadership theories, strategic planning, stakeholder analysis and advocacy.

3. Group projects

CILIP Regional Member Networks and Special Interest Groups were invited to propose projects that would support development of leadership skills. Four projects were selected, and participants were invited to select the project they would like to work on. The project group size varies (partly due to the scope of the project) from two to seven participants. The focus of the projects also varies, but each includes communicating with stakeholders, strategic thinking and evaluation, strategic planning, and change management as well as project management and reporting.

4. Personal development plans

At the beginning of the programme, participants completed a self-analysis using the CILIP Professional Knowledge and Skills Base[2] (particularly focusing on areas of relevance to leadership) and reflected on areas they would like to develop over the course of the programme. They completed the same exercise at the mid-point of the programme, and will reflect on their progress and future plans at the end of the programme. The aim is to encourage participants to consider how to apply what they are learning in the programme, and how to focus their experience on the areas they are particularly interested in developing.

Programme support

I coordinate the programme with support from CILIP staff, who are involved the planning and administration. CILIP members have also volunteered their time to support the programme, either by providing content, supporting the group projects, or assisting with the participant selection process. The programme is

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Supporting future leaders in the library, information and knowledge professions

sponsored by BDS (Bibliographic Data Services Ltd), and some participants are sponsored by CILIP Member Networks.

Feedback so far

As the programme is a pilot, evaluation is a key element. Feedback is collected on a regular basis from programme participants and others. So far, it has been largely positive, though some changes have been made to the programme while it is in progress. These have included ensuring space is booked for group project meetings after face-to-face workshops; organising informal chats and webinars to discuss progress so far (and to support reflection); and using CILIP's webinar to support project meetings.

Thanks to the success of the CILIP Leadership Programme, NHS Knowledge for Healthcare has commissioned CILIP to lead a similar leadership development programme for their staff. Whilst this has a slightly more specific focus (for health librarians), many of the programme elements are the same. One key addition is Action Learning Sets, which was discussed as a potential element for the CILIP Leadership Programme. This approach supports development and application in practice; however, it was agreed that it would be too much to include in the pilot programme. Each participant in the Knowledge for Healthcare Leadership Programme will attend three face-to-face Action Learning Sets in addition to the four face-to-face workshops.

Next steps

The programme will conclude in the next few months, after which a more extensive evaluation is planned. This will include evaluation from the perspective of various stakeholders (participants, employers, content providers, member networks) as well as evaluation of the processes supporting the programme. It will measure the impact of the pilot programme and inform future planning.

Summary

The CILIP Leadership Programme came about in response to a need for leadership development for mid-career professionals in library, information and knowledge sectors. The pilot programme launched in July 2015 and has 19 active participants. Through a variety of different elements, participants are developing leadership skills and knowledge and applying them in practice. The programme concludes in July 2016 and evaluation will both assess the impact of the programme and inform future planning.

References

1   http://www.ala.org/educationcareers/leadership/emergingleaders

2   http://www.cilip.org.uk/jobs-careers/professional-knowledge-skills-base

Ten years of a Future Leaders Programme reflective journal

John Cox
University Librarian
James Hardiman Library
National University of Ireland
Galway
john.cox@nuigalway.ie

The Future Leaders Programme (http://tinyurl.com/paqpjdg, accessed 23 February 2016), developed by the Leadership Foundation for Higher Education in collaboration with SCONUL, UCISA and the British Library, commenced in 2006 (Stevenson, 2006). It has attracted around twenty participants annually since then, selected following an application and interview process. The programme was initially targeted at professionals in library, ICT and related activities with proven management experience, the aim being to deepen understanding and develop leadership ability and potential. In its early years the format was two residential modules of four and five days, supplemented by three action learning sets for smaller groups within the overall cohort, with a capstone day at the end. More recently, the number of residential modules has increased to three and the target audience has been extended to finance and procurement and student services. Coverage has evolved, but there has been a continuing focus on the personal foundation of leadership as a basis for further exploration of strategic leadership and organisational change (Fallon et al. 2011).

The first module has always emphasised personal leadership qualities and has tended to make a strong impression on participants, challenging them to examine their own leadership behaviours and impact on others (Cox et al. 2006). There is a particular emphasis on self-awareness, enquiry and on raising the quality of thinking, drawing on a range of tools and frameworks. One of these is the reflective journal which participants are urged to maintain in order to capture their learning and to stimulate a deeper engagement with leadership development. Reflection is strongly promoted throughout the programme and can take many forms, of which the journal is but one. Experimenting with different approaches to reflection makes sense (Raven, 2014) and it is not uncommon for a journal to be commenced but discontinued in favour of different methods better suited to individual preferences and situations. I was a member of the first group to undertake the Future Leaders Programme in 2006 and commenced a reflective journal then. Ten years later, the journal is still active and this article describes the process involved, with a particular focus on the impact on learning, leadership and personal growth, insights gained, and changes in thinking and practice following the compilation of a decade-long documented archive of reflection.

Process

There is no set process for writing a reflective journal, although guidance is available (Moon, 2006, Smith, 1999, 2006, 2013). The common elements are reflection and enquiry, focused on learning from past events and experiences. Beyond that, it is up to the individual: the process that I have evolved is based on personal preference and, after ten years, habit. Perhaps oddly, my frequency of writing was quite irregular and occasional while I was participating in the Future Leaders Programme in 2006 and early 2007, possibly as there were so many other activities to attend to during the programme. At the start of 2008, however, I established a practice of writing weekly, initially to help focus my efforts on an upcoming promotional opportunity. The weekly habit has endured since, primarily because I actually want to write a reflection each week as it has proved so beneficial. My practice is to write at the weekend, when there is some distance between the past and coming weeks. Saturday is my preferred day, and timing has varied over the years from late afternoon to, more recently, mid-morning. The latter slot precedes the day's football and the frustrations of following Everton, which can distort the perspective I may bring to the journal later in the day!

An entry usually takes me about 45 minutes to write. There is some debate about the merits of using a PC or a pen, but handwriting seems to be favoured as it can help to slow things down a bit and enhance the quality of reflection. I have used an A5 notebook which allows easy portability, which is handy for making entries at different locations. While the peace and quiet of my study at

Ten years of a Future Leaders Programme reflective journal

home provides an ideal environment, I have also written at airports, on trains and in the back of the car among other locations. Entries typically run to four pages, written largely in an informal narrative style rather than using a series of bullets, symbols or drawings as others might prefer. One of the attractions of the journal is that its entries are unplanned. I am never sure of what I will write about, and the blank page provides an opportunity to take an unexpected direction. As a result it feels like an escape from the often scheduled nature of the working week and its need for focus on known priorities. It can be a real surprise after ten minutes of sometimes frenzied writing to read what has emerged. The framework of each entry is a consideration of what happened in the past week, mostly at work but also outside, coupled with a preview of the coming week. One disadvantage of the written approach, apart from my dire handwriting, is that entries are not searchable. I date each entry and rely on memory to locate a previous reflection according to when it occurred.

Benefits

The process of writing a reflective journal requires some investment, so what are the benefits? Just as individual preferences influence the process adopted, so there is a degree of subjectivity in the benefits perceived. Many of the gains I describe below match with experiences commonly reported by others (Moon, 2006, Raven, 2014, Smith, 1999, 2006, 2013), but some are more specific to me. A key point is that benefits will accrue from a truly reflective engagement with the journal, not simply a recording of events.

Insight

There is something more powerful about writing one's thoughts than just thinking them. For example, the act of describing a problem in an email often generates a possible solution in the course of writing. Similar things happen when creating a journal entry because writing calls for, indeed forces, a higher level of concentration and engagement. The distance from events that a weekly entry enables is helpful and makes it possible to see events differently from when they occur, and to frame them in wider contexts.

Meaning

Related to the above, the madness of the working week can make it difficult to make sense of what is going on. Individual events can get lost in the blur of meetings, emails, deadlines and obligations. Probably the most common experience I find in writing a journal is the identification of an event, such as a conversation, which, on reflection, carries far more significance than I had realised. Similarly, the act of writing a preview of the week ahead often identifies possibilities and interconnections not immediately evident from skimming an online calendar.

Impact

Writing about the past week makes me consider the use of time, how I spent it, what I achieved (or did not) and whether I used my position as University Librarian to maximum effect. Sometimes there will be a realisation that I got involved in things I could have left to others or that I did not make the best use of an opportunity; linkage between these two situations is often apparent, prompting actions in terms of managing personal energy optimally. Using my time and position more effectively has become a major focus over a number of years of reflection. Thinking in weeks rather than days undoubtedly helps and encourages longer planning horizons.

Accountability

Writing a weekly entry is like having a meeting with oneself and it is hard to escape the truth on the pages of a reflective journal. Honesty comes to the fore and the journal combats any tendency to gloss over issues or situations or to pretend that all is well when it is not. The processes of self-evaluation and questioning my actions are healthy. They make me confront reality, try new approaches and learn from experiences, both positive and negative. The

Ten years of a Future Leaders Programme reflective journal

journal has also been important in developing my values and striving to stay true to them.

Therapy!

The journal is a safe place for expressing emotions. Tact and diplomacy are called for throughout the working week, but this can be difficult. The outlet that the journal provides for recording my feelings about situations, and sometimes individuals, is very welcome. More often than not, the act of getting my frustrations down on paper can itself be sufficient in moving me to a more constructive approach. I may find (perhaps some time later!) that my comments were based on a misreading of the situation which was more complex than I had understood.

Preparation

I find that writing the journal is a good way of preparing for challenging situations, one recent example being the introduction of a new staff structure. This needed a clear approach in terms of selling the proposals to staff and users. As I reflected on this one weekend, I realised the need to appeal to hearts and minds as much as to explain in terms of numbers and rationale and this took me down a new and productive route of preparation which I had not previously intended. Written reflection can open up the wider dimensions of a situation, including more consideration of the perspectives of others, and inform different approaches.

Correction

The use of the Myers-Briggs Type Indicator on the Future Leaders Programme showed me that I tended to be judgmental and that my intuition was not well developed. The journal has provided an opportunity to challenge my initial judgment and to see beyond the immediately obvious. In one instance, what appeared to be a lack of support for a new open access policy by a university leader actually contained a lot of good advice on how to engage others. Situations may repeat themselves over time, and having written about such encounters previously can improve my intuition, with older journal entries providing a resource for applying past learning to similar or related later events (Cartwright, 2004).

Changes

Keeping a reflective journal has prompted some lasting changes over the years, particularly, as noted earlier, in relation to using time and energy to maximum effect. Thinking and planning in weeks is one example already mentioned. Another has been getting up earlier to prioritise a quality hour when my brain is freshest. I usually focus that hour on writing. This was initially for work purposes, but has more recently been for myself as I realised that I had unintentionally dropped the habit of professional writing which I always enjoyed earlier in my career. Re-reading end-of-year entries over a period of time made me appreciate a growing resentment at giving too much to the job and the organisation and the need to reclaim something for myself through writing or other professional opportunities. This has also influenced me to switch off email when on leave so that I can recharge properly.

Perspective

Perhaps the most valuable benefit of sustained written reflection is a better sense of perspective. As already noted, there are often valuable insights into the perspectives of others. There is also a sense of reassurance over ten years that major challenges arise regularly enough but can be surmounted through team effort. It becomes easier to accept the bad days and weeks as part of a series of ups and downs which include lots of good times that need to be appreciated fully too. I use the journal pages to remind me of my massive good fortune in having a challenging and enjoyable job and a wonderful family life. Ultimately, leading a university library is an important responsibility but there is a lot else going on in the world!

Ten years of a Future Leaders Programme reflective journal

Challenges

The focus of this article is on the benefits of maintaining a reflective journal but it is important to acknowledge some drawbacks too. Written reflection can result in over-analysis of an issue, both on the pages of the journal and afterwards. Paralysis by analysis is a risk and I have learned to compartmentalise the writing process, giving it maximum concentration but moving on to a different activity with a new focus once an entry is completed. There is also a danger of engaging too much with one's own perspective and it is essential to balance this through conversations with others, a point sometimes suggested in the entries themselves. The blank page is more inviting to some than others, and may deter those less inclined to write about their experiences. At the risk of oversimplification, introverts may embrace written reflection more than extroverts, although the latter may gain at least as much from keeping a journal.

Perhaps the biggest challenge is to find the time, and indeed the mental energy, to write a reflective journal on a regular basis. The working week is packed and meaningful reflection needs good quality time. Weekend time is precious and the idea of giving up 45 minutes, as I do, to reconnect with the previous week and to consider the one to come is probably unappealing to most readers. There are alternatives during the week, perhaps at either end of the day, and a series of shorter entries may work better for some than a single detailed writing session. Ultimately, there has to be a desire to reflect in writing if a journal is to be sustained over a period of time. That desire will only be there if the journal is delivering benefits, and these are most likely to come if there is a meaningful engagement with the process at times most favourable to generating new insights.

Conclusion

Writing a journal is one approach to reflective practice. It needs a level of commitment and investment but offers plenty of reward, including professional and personal development. I am surprised to find that my journal has reached the age of ten, having probably intended to try it out for a while as one of many experiments during the Future Leaders Programme. It has stood the test of time and proved to be a valuable legacy of that programme. I hope it will continue to be a good companion for the next ten years!

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Snapshots from participants in formal leadership development programmes

CILIP Leadership Programme

Diane Bell
Research Librarian
City University London
diane.bell.2@city.ac.uk

Since starting the new CILIP Leadership Programme in July 2015, I have had the opportunity to reflect on different styles of leadership through reading the literature, participating in workshops and seeking out practical examples.

The concept of situational leadership was developed by Hershey and Blanchard (1969) but is still considered a valuable approach today. It involves analysing a situation and adopting the most appropriate leadership style. Flexible and adaptive leadership is useful, and although most people have a preferred leadership style, it is good to have a range of skills to employ. I believe in offering leadership in the context in which you work. A good thing to do first is to develop yourself, through study, networking, mentoring, CPD, leading projects, etc. Covey (1991, p. 169) argues in his *Principle-centered leadership*: 'Our leadership style can be "situational", but before we're able to make a change, we may require new mentors or models.'

It is possible, to a certain extent, to lead yourself in your area of work, although to be a true leader you need an essential ingredient: followers. There are different ways of leading and you don't necessarily have to be a manager to lead others. I work in a university library and provide services, workshops and resources for students and staff. I have also had the great experience of being a mentor for the past three years on the City University London Postgraduate Professional Mentoring scheme. I have worked with some of our Library & Information Science students on this programme by adopting a coaching style of leadership called the GROW coaching model (Whitmore, 2009). GROW stands for the four elements of this model:

- **g**oal
- **r**eality
- **o**ptions (or obstacles)
- **w**ill (or way forward)

I recently attended a CILIP Leadership workshop based on Jigsaw@work, which is a tool to help develop self-awareness and an understanding of the personal styles of others. We explored the coaching style of leadership, which is a supportive and a less directive leadership style. The role of a coach is to ask questions and act as a sounding board for the person being coached, to enable them to set goals and make their own choices and decisions. I've learned from doing the Leadership programme that it is better to be flexible and to adopt different styles depending on the situation. What works well in one context may not suit another perfectly and it is best where possible to use varied approaches and adapt your leadership style to suit the people you are leading or coaching.

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Snapshots from participants in formal leadership development programmes

Leading Change Institute

Caleb Derven
Head, Technical and Digital Services,
University of Limerick
caleb.derven@ul.ie

During the summer of 2014 I was a Fellow in the Leading Change Institute (LCI) in Washington. The programme ran over six days, Sunday through Friday. Two deans facilitate the work of the Institute, guiding the various activities and providing thoroughly generous advice. We initially met on Sunday morning for introductions and an exercise based on the StrengthFinder / Gallop framework. The next three days revolved around a series of conversations with leaders in education and educational policy that continued far into the evenings, with a mixture of formal and informal social events. The Institute culminated in a day-long collaborative exercise on Thursday where small groups were tasked with designing a new higher education institution based on the Institute's themes and our conversations with the various leaders. Friday was dedicated to some final reflections and creating opportunities for maintaining connections made during the Institute. Further post-Institute support was made possible during the next year in the form of monthly video conferences.

The Institute was framed by six themes: self-knowledge, strategic planning, storytelling, collaboration, communication and change management. While all these themes continue to provide inspiration and food for thought, two years on, the Institute's emphasis on collaboration still resonates with me and informs my daily work. From the start of the LCI, collaboration was seen as valuable in indicating how others complement one's personal leadship skills. That indication is necessary in order to build a more complete and effective team. It acknowledges what you need from others in order to get a job done. Tasked with augmenting and shifting a traditional technical services unit towards a variety of digital, technologically-enabled and data-driven services in a challenging economic climate, I have found that the vision of collaboration articulated at the LCI has allowed me to move elements of my work forward. For instance, to accommodate a growing digital collection, staff at the Glucksman Library at the University of Limerick have been extending their work with traditional MARC21-based cataloguing into a further range of metadata formats used for digital objects. Finding the space and skills to make this expansion possible has meant working across and through organisational boundaries in an entirely different way. Interestingly, the degree to which we have had to work differently with one another in our seventeen-member Technical and Digital Services Unit has had as much of an effect on implementing the new services as the technical changes necessary for the services. Collaboration in this fashion has had a huge effect on traditional roles. An important lesson for me has been that the how of the collaboration (the manner and depth to which it has been done) is as important as the what (the specific mechanical or technical steps). In this sense, collaboration has not only allowed me to effect certain changes but has also made future innovation possible. A fundamental takeaway for me from the LCI has been that the higher education environment is very much a world in flux, where ambiguity and uncertainty are central. The willingness to engage though in deeper, transformative instances of collaboration offers the prospect of meeting the uncertainties directly.
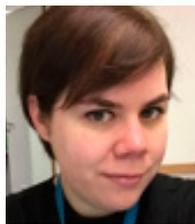
Snapshots from participants in formal leadership development programmes

CILIP Leadership Programme

Anne-Lise Harding
Learning Resources Manager
South Essex College
anne-lise.harding@southessex.ac.uk

The theory

In my position at South Essex College I manage a department and ten members of staff. Prior to my start, a restructure had provided new arrangements but not a new mind-set or a vision. A perfect opportunity for a wannabe leader. Prior to taking part in CILIP's Leadership Programme in its pilot year, my experience of leadership consisted of operating with one goal, common sense and my team in mind. I applied to the Leadership Programme thinking that I would benefit from a more academic, structured approach to leadership. During the course, we learned about different aspects of leadership. The aspects that particularly resonated with me were people management and learning about how your personality affects your leadership style.

The practice

During the course of the Leadership Programme I think I did really well at learning the theory and strategies, but it was not until halfway through the course that it all fell into place in a light bulb moment. After a draining and stressful term, I realised I had slipped from leader back to manager. My team had a different view of what my position was and this affected my workload.

Part of the course requirements is to keep a development plan and it was highly helpful to determine what I needed to do in order to restore my leadership. I have now set myself clear objectives to be more assertive, to establish and present a clear vision for the department with timelines for separate goals. Another aspect of regaining my position as leader is to build myself a stronger, less emotional work persona.

I think one aspect of leadership that is overlooked is mental health and the toll of forging your identity. I take the most important advice about leadership from Carol Brey-Casiano 'Take care of yourself. Whenever I hear of a friend or colleague who is taking on a new leadership position, the first thing I do is encourage that person to start […] a healthy lifestyle. Being a leader takes stamina.'

I think that this is a difficult shift for me personally, but thanks to CILIP's Leadership Programme I have a solid theoretical background and examples from my peers to support and frame my thinking. I don't think I would be able to transition from manager to leader without the leadership programme.

Recommended reading

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Snapshots from participants in formal leadership development programmes

LIBER Leadership Development Programme

Thomas Kaarsted
Deputy Library Director
University of Southern Denmark
thk@bib.sdu.dk

At my library I am in charge of external partnerships including internationalisation. Some time ago we organised a workshop to come up with some great ideas for new services, but there were no suggestions. At one point I asked the crowd of fifteen or so: 'How many of you guys have visited a fellow university library or gone to a conference abroad in the last year?' The answer was an abysmal four. 'The year before?' Don't even ask.

We're pretty good at going local – which of course isn't enough in an increasingly global world.

Why the LIBER Leadership Development Programme?
There are several reasons. A lot of the challenges in the library and university sectors are pretty much the same all over Europe. How do we become more professional from a leadership standpoint? How do we deal with innovation and decreasing budgets? What about Big Data, Business Intelligence, facilitating learning? The list goes on and on.

The LIBER Leadership Development Programme provides a glimpse into all that – and much more. You meet colleagues – fellow leaders – who struggle with the same leadership issues as you do, and sometimes come up with amazing solutions.

Besides the fact that you are able to build a network with good colleagues from all over Europe, the Programme includes a placement with a senior library manager. I spent a week with Jan Wilkinson and her staff at the University of Manchester Library, and in addition to being generously invited into the engine room of an internationally renowned library, the opportunity to watch leadership 'live' as it happens, and discussing it afterwards over a drink, is a learning experience you don't get every day.

Consistent strategic communication and development of a leadership team were key takeaways. At the end of the Programme I had a dozen or so ideas and reflections, some of which I am currently working on. So, yes, it really does pay to get out of the office.

Future Leaders Programme

Valerie King
Head of Academic & Student Engagement
University College Cork
v.king@ucc.ie

Reflections can be a learning in themselves – thus I welcome this opportunity to share what the Future Leaders programme meant to me. My initial thoughts are that Future Leaders 5 [FLP5] was an engaging, enriching and one of the most enabling programmes that I have taken in my career. The programme had all the modules of any leadership course: exploring the self, team, and

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leadership
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programmes

the organisation. I had taken some leadership programmes before this and my expectations were that this would be similar only longer . While the formal part of the programme was over a year, it is a lifetime programme in reality. You never stop learning from it. The Action Learning Team that I was part of in FLP5 was particularly helpful. In this small group of people you were able to tease out what was going on for you, what was at stake and what would help you going forward. This was all done in a supportive, trusted, confidential environment. The essence of this kind of support was to enable you to be truthful, honest and with the help of gentle coaching from your friends (they did become friends) you came to new breakthroughs in whatever issue you had. This was also practical, as you committed to an action. Awareness of all your core values and noticing when situations are aligned to them is when you work best. These situations give you a steady foundation that enables you to get to know and lead your own teams. The skills are transferrable and adaptable to any environment. I am extremely honoured to have met such incredible facilitators and co-participants at FLP5.

LIBER Leadership Development Programme

Heli Kokkinen
Head of Library Services
Turku University Library
Finland
heli.kokkinen@utu.fi.

Invest and earn

I am participating in the LIBER Leadership Development Programme during 2015–16. When you embark on training, you do not know beforehand how much it will give you. Of course it is also a question of your own attitude; you learn if you want to learn. What has always been a challenge for me is to use what I have learnt and to incorporate it into my daily work. The LIBER Leadership Development Programme is constructed so that it makes you learn, but you need to fully commit yourself to it. The more you invest the more you earn.

I gained practical pieces of advice to use in my daily work based on different management theories and practices, which were rehearsed throughout the course.

Powerful questions help me when reflecting on what I have done or planned and what I could do. The Myers-Briggs type indicator (MBTI) helps me, as it gives me different ways of approaching others. Participating in the leadership development programme has also given me a network of European library professionals with whom I can consult, share ideas, have feed forward on any problems. My network is a spring of inspiration, a 'warehouse' of knowledge, providing me with huge opportunities to learn.

Snapshots from participants in formal leadership development programmes

LIBER Leadership Development Programme

Andy Land
Digital Programmes Manager
University of Manchester Library
andy.land@manchester.ac.uk

I joined the LIBER Leadership Development (Emerging Leaders International Development) Programme in 2011, two years into my role at the University of Manchester Library as a manager in its digital library team. My background is in IT and information management outside higher education and I was keen to improve my understanding of the strategic issues and leadership challenges facing university libraries, as well as developing my own leadership skills.

The programme was very challenging and there were numerous aspects of it that were interesting, enjoyable and beneficial. The module on change management looked at Kotter's eight-step change model and considered its applicability to our own environments. I've subsequently managed a number of programmes and projects that have brought about significant change and I have used the model on a number of occasions to inform my approach. The section on strategy taught us the art of time travel (mental rather than physical!), projecting ourselves to a point in the future and looking back to understand the journey we had gone through to get there. Again, this is an approach I've used on a number of occasions to try to get a clear vision of where we want to head and how we might get there.

The mentorship placement is a key part of the programme and one I benefited hugely from. I spent a week in Denmark, primarily with Svend Larsen, Chief Executive of the Statsbibliotek in Aarhus and also at the Royal Library in Copenhagen. Svend gave up a lot of his time to share his leadership experiences and approaches. A number of aspects of his approach have stayed with me and I now apply them myself. Contacts made at the Royal Library have been invaluable and I have subsequently worked closely with colleagues there on Library IT projects.

As part of the programme I joined an action learning set along with colleagues from Belgium, Germany, the Netherlands and Spain. We met virtually each month during the programme and continued afterwards. Having colleagues at similar stages of their careers and facing similar organisational and professional challenges, with whom you can be open and from whom you can learn from is immensely beneficial.

In 2015 I joined the library's Leadership Team and am now leading a significant programme for the library called Digital First. The LIBER programme enhanced my self-awareness, skills, tools, knowledge, profile and network to help me achieve this.

Snapshots from participants in formal leadership development programmes

CILIP Leadership Programme

Chris Martindale
Subject Librarian Manager
University of Derby Library
c.martindale@derby.ac.uk

'Business can be understood as asset of relationships among groups which have a stake in the activities that make up the business' (Freeman, 2010 p. 24).

Knowing who your stakeholders are, and the power and influence they exercise within an organisation, is the key to understanding how decisions are made. This applies to whether you are working as part of a team or you are in a solo role at work. Regularly checking the stakeholder level of interest in your project or new service can help you direct your efforts to maximise the impact of your work. The series of videos focusing on the Stakeholder Analysis Theory is one of a number of resources made freely available to those who enrolled on the CILIP Leadership Programme.

I have found the leadership resources available from the CILIP VLE an invaluable source of support, and they have helped me to engage actively with the programme. The short and practical nature of the video materials have been a useful 'temperature check' to ensure that I am ready to handle the next challenge coming my way. Whether it's leading a project to develop a suite of online tutorials, to support student learning, or negotiating with programme managers a detailed review of current journal subscriptions.

When it comes to working with the CPD Project as part of the Leadership Programme, I found the Learning Resources about the Belbin 'Team Role Theory' very helpful. The central message was that for teams to be at their most effective, they are a balanced mix of varied skills, knowledge and attributes, not – what some people may expect – made up of the best subject expertise available.

Some of the key advantages of using this approach is that it improves an awareness of individual behaviour and the effects that this can have upon the team. It can develop trust from the rest of the team because they know how to respond to the other members involved, and it matches workers to the jobs that they will carry out the most effectively.

The excellent way the learning resources materials were provided included links to additional resources, when I needed to follow these ideas up. How can someone who fits the description of a 'plant', who is creative with ideas, work in the same team as a 'completer finisher' with their detailed approach? The CPD Project Team drew on the strengths of the individuals involved to collaborate effectively at a distance during the programme.

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Snapshots from participants in formal leadership development programmes

Future Leaders Programme

Jane Maxwell
Principal Curator
Manuscripts & Archives Research Library
Trinity College Library, Dublin
maxwellj@tcd.ie

The training I undertook had a profound effect on me – from the moment the opportunity was offered to me, to a conversation I had this very morning (and regardless of which morning you read these words, gentle reader, it will still be true). The effect can be summarised in two words – confidence and communication.

Confidence is the almost inevitable impact of engaging in theorising and thought and the concomitant development of skills; in my case not just confidence that I could take on the advanced role, as it then existed, but that I would be bringing to it something unique and valuable. By introducing me to impressive individuals, mostly women (another significant experience), all with different approaches to management and leadership, the training course I undertook some years ago impressed on me the fact that the most effective leadership is not added onto but is a function of one's own unique (-ish) way of dealing with the world.

Without going into too much detail about the particular course* it is necessary to understand something of its structure to appreciate its stronger points. Apart from pretty heavy-duty reading lists, 'talks from leaders', 360 degree reviews and lots of admittedly fairly cheesy 'leadership-speak', there was the fact that the group which was brought into being by this year-long course became quite close. Each person became committed to helping the others to work through a particular leadership issue with which he or she was struggling. This built up an atmosphere of trust in which it was not difficult to ask for and offer help, and I became very conscious of the need to communicate extremely carefully (disclosure – my traditional communication style could best be characterised as 'scattergun'). My 'aha' moment in this regard came when I was paired in an exercise with a colleague whose personality and leadership style were completely opposite to my own. For that person to derive any benefit from our conversation I had to listen more actively and speak more carefully than I had ever done before. I wish I could say I always remember to commit this level of care to my professional communications, but at the very least I notice when I have failed to do so, when the result is always a much longer conversation than it needed to have been.

*see Fallon, Helen et al, 'Engaging with leadership development in Irish academic libraries: some reflections of the Future Leaders Programme (FLP)', in Australian library journal, 60 (1), pp. 8–20. ISSN 0004-9670. http://eprints.maynoothuniversity.ie/2477/

Snapshots from participants in formal leadership development programmes

Future Leaders Programme

Ciara McCaffrey
Deputy Librarian
University of Limerick
ciara.mccaffrey@ul.ie

Looking back, one of the most lasting impacts of the Future Leaders Programme that I completed in 2010 occurred for me on the first day of the first module, when one of the first slides stated 'every one of you is already a leader'. This simple statement and the subsequent year-long programme prompted a dramatic change in my outlook that has stayed with me. Before embarking on the course I saw myself as a reasonably competent and effective manager – it hadn't occurred to me to think of myself as a leader. I thought I was attending a course to learn how to become a leader or to learn from real leaders. The course fundamentally changed my understanding of 'leadership' as it took me through the language and skills of leadership – namely, vision, values, leadership strengths and weaknesses, my understanding of and impact on others, my understanding of my institution and the higher education environment in which I operate.

I now see everything through a leadership lens – myself, others, in work and outside it. I continually reflect on my own leadership style – what holds me back, what spurs me on, when I stay in my comfort zone and when I need to step out of it. I notice examples of strong and weak leadership in all areas of life. I see leadership skills and potential in my colleagues, my friends and even my children (all of whom are under the age of six!). I recognise the very rare leaders who seem to be naturally born, and the majority who have accepted the responsibility and have learned the skill of leadership, among whom I include myself.

Thinking of myself in leadership terms has many times strengthened my resolve when faced with workplace challenges that I might instinctively wish to avoid. Reflecting on what others need from me as a leader has often driven me to inspire and motivate, and also to do what all leaders must inevitably do – that which is unpleasant but is necessary for the greater good. In short, understanding my leadership role gives me confidence and conviction every day.

I wish that all librarians had the opportunity of experiencing a leadership development programme, but for those who don't, I would say this – you are already a leader – a representative, ambassador and champion of your library and your institution. What kind of leader are you?

Future Leaders Programme

Elizabeth Murphy
Head of General Collections and Finance
Maynooth University
elizabeth.murphy@nuim.ie

In 2008–09, I did The *Future Leaders Programme: Preparing for Service Leadership*, run by the Leadership Foundation for Higher Education

(http://www.lfhe.ac.uk/). This was a wonderful opportunity afforded to me by the library at Maynooth University for which I'm eternally grateful.

The theme and discipline of self-awareness as a critical component of effective leadership was my key learning takeaway, and one that I continue to work on.

My natural inclination is to be task-orientated, but through this programme I learnt to balance my orientation more towards people through better self-awareness. Thus I have learnt to listen more, to have more empathy and to understand, or at the very least seek to understand, the dynamics at play and respond accordingly. I also regularly challenge my thoughts and actions and continually strive to notice the blind spots. Reflection, change and renewal were further enabled by having the opportunity to experience different roles at the library. After the programme I read *Micromessaging: why great leadership is beyond words* by Stephen Young (2007, NY: McGraw-Hill), which I also found very helpful.

In terms of career progression, I eventually came to the conclusion that I was happy with where I was in my career at that time in my personal life. So while I haven't progressed my career in the traditional sense, I myself have progressed hugely, I feel, in how I practise leadership. Having said that, I'm acutely aware that I still have loads to learn and have lots of scope for developing other leadership traits.

My current leadership conundrum is a quotation from Martin Luther King that I read recently: 'A genuine leader is not a searcher for consensus but a molder of consensus.' All comments welcome!

Future Leaders Programme

Crónán Ó Doibhlin
Head of Research Collections & Communications
University College Cork
c.odoibhlin@ucc.ie

What is leadership? Leadership is a characteristic that we recognise innately and yet it has an undeniable intangibility. One might say that we know leadership when we experience it. In practice, effective leadership can be a challenging skill for senior managers to deliver consistently.

When we follow a leader, what mobilises us into action? It is not simply a question of convincing the head, making an objective argument and devising the strategy. It is also about convincing the heart and awakening the spirit of an organisation, which is of course a more complex matter, and asks for a personal investment by all parties. That is why leadership can prove difficult and even elusive to the best intentioned.

For me personally, the concept of a continuum of learning is at the core of leadership. I am fortunate to have had the opportunity on two occasions to complete formal leadership programmes, once as part of the 2008–9 cohort of librarians and IT managers to the Leadership Foundation Programme for Higher Education (http://www.lfhe.ac.uk/), and more recently as part of a senior management leadership programme at University College Cork. I benefited equally from each programme. They were somewhat different in scope and detail, but more importantly, they were very similar in delivery and structure. Both were led by excellent co-ordinators who provided a very high degree of intelligent, challenging and targeted support. They also adopted

Snapshots from participants in formal leadership development programmes

a three-part progressive structure, taking candidates through an intensely reflective examination of the self, relationships with others and, finally, personal contribution to their wider organisations.

This progressive structure provided in my opinion the foundation to enable me to take my leadership learning another step forward. Through a process of personal reflection and practical application, I was compelled and encouraged to tap deeply into my personal store of resilience and persist with the challenges of the programme. This is where the real value in leadership programmes lies. They must provide adequate time and opportunity, with an equal measure of challenge, to generate transformation. Despite my perception of my own progress seeming to gain me little ground, by persisting – and it is essential to persist – the lessons learned in resilience have provided me with the tools to confront and lead successfully through difficult situations in my own organisation.

Leadership programmes and their co-ordinators cannot make leaders. They can only provide the opportunity for candidates to achieve the personal transformation and continual learning necessary to lead. As senior managers we may have a sense or belief that we are already adequately carrying out a leadership role within our organisation, and that is where the greatest difficulty arises. Through a reluctance to truly self-examine and courageously complete the challenge of critiquing ourselves, we deprive our colleagues and employer of one of our primary respsonsibilities.

Leadership is never an easy journey, so appreciate it when you see it in action, wherever it comes from. It is an immensely rewarding skill to possess. It is the leader's role to not only see an objective through from start to finish, but to mobilise the ordinary and make it extraordinary. That may seem an unrealistic expectation in the average work place – I disagree. The extraordinary is never unrealistic. The small steps that deliver incremental change will become the giant strides that transform individuals, people and, in time, an organisation. The opportunities I have had to develop my leadership skills and assume leadership in my organisation have undoubtedly been my most rewarding work experiences – thanks to the opportunity Leadership Programmes have provided me, and to the support of my co-candidates, colleagues and programme co-ordinators.

LIBER Leadership Development Programme

Jacquelijn Ringersma
Head Digital Production Centre
Wageningen UR Library
Netherlands
jacquelijn.ringersma@wur.nl

For me, leadership has three aspects: strategy development, decision making and people management. And not just for me – in any training in leadership you will find these elements. The LIBER Leadership Development Programme is, however, more than just another leadership training programme. It has a clear focus on these elements; in addition, all the training and exercises work from the context of my daily professional environment, the academic library. Everything I learn is therefore immediately applicable from day one.

The training gave me a European network of colleagues who are in the same phase of their professional career. This is a chance to relate my new experiences to peers. In addition, new insights on leadership emerge because of the mix of participants from all over Europe, with our slight social and

Snapshots from participants in formal leadership development programmes

cultural differences. I did my mentorship in Sweden, in the Library of the Technical University of Luleå. Under the impression that in Sweden much of the decision making is based on a consensus system, I asked myself whether consensus could speed up the implementation of decisions. In my own library we (the MT) tend to take decisions even when there is still some hesitation in the organisation. Some decisions are revisited during implementation, maybe because not everyone feels they were involved. What I found in Sweden was not consensus, but an interesting mix of communication, leader-based decisions, people-oriented leadership and trust. The mix really helps the library move forward. I use elements of this mix, and adjust them to my own situation and social environment.

I still have another four months to go in the LIBER programme, but I can already say that it has developed me. Last year I started a new team, and I used the ideas of the excellent book on team management to engage the new team to the full (*The five dysfunctions of a team*, by Patrick Lencioni). The team started off inspired and energetic. This year I have become the chair of the National Working Group on Involvement of Universities and their Libraries in Research Data Management. In this role I can apply people management since I am forming a new team, I am working on new strategies for academic libraries, and as chairperson I manage the decision making process.

With the LIBER programme I take a more conscious and dedicated approach.

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CILIP Leadership Programme
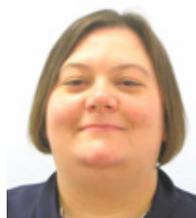
Claire Sewell
Research Skills Co-ordinator
Office of Scholarly Communication
Cambridge University Library
ces43@cam.ac.uk

I was a little nervous when signing up to the CILIP Leadership Programme as I was lacking in confidence and expected to be intimidated by the experience of the other participants. Happily, this hasn't been the case at all and the programme has really helped me to improve my confidence. I felt that I had something worthwhile to contribute to discussions and have actually found that others have the same concerns as me in terms of leadership. This might sound trivial but it has been immensely reassuring and given me a new perspective on certain problems and situations. The most direct impact of this confidence boost was that it led to a new (permanent) role for me. My new job is something I might not have had the faith in myself to go for a few years ago and represents a huge step up in my career. The role calls for co-ordinating the training needs across Cambridge's many libraries – something that requires strong leadership skills. I am very grateful that the Leadership Programme has given me confidence in my decisions as I move forward.

One area of leadership theory I have used in the last year is the role of individuals in teams. My previous job involved managing a diverse and well-established team, which was something not without its challenges. Developing a better understanding of team dynamics allowed me to make the best decisions for everyone involved and smoothed over what could have been a rough transition. When I moved on to my new job this understanding of teams again came in handy as I was able to adapt to a new way of working. Having knowledge of the structure of a team is a vital skill, no matter what your role within one, and this is one of the most valuable things I shall take away from the programme.

Snapshots from participants in formal leadership development programmes

LIBER Leadership Development Programme

Christine Wise
Assistant Director (Research Library Services)
SOAS
cw21@soas.ac.uk

If developing your potential to lead academic library services is important to you, then read on. The intensive one-year LIBER Leadership Development (Emerging Leaders) Programme enables you to explore and enhance your skills with colleagues in a supportive environment. Put down your assumptions and pre-conceptions about your skill-set and performance as you begin. You examine what you already perform well, where your gaps are, and what you need to improve, receiving feedback all the way. From the initial seminar, you learn from your colleagues, tutors and invited speakers. The year-long action learning set with like-minded colleagues keeps your focus on individual learning targets and reminds you of the challenges you have set yourself. You spend a working week at your mentor's library – in my case, with Wilhelm Widmark and his colleagues at Stockholm University Library – which is a remarkable opportunity to learn, observe and reflect on your professional practice and expertise.

I was accepted onto the programme not long after I took up the post of Assistant Director (Research Library Services) at SOAS, University of London, ideally placed to learn and grow in this new role. Of the many leadership tools and techniques participants explored together at the initial seminar in London in June 2015, one of the most useful has been formulating and using powerful questions. This means that I analyse a situation or issue by asking myself or others a series of open questions framed to understand the essentials. The results are effective, insightful and empowering and, with practice, by using this technique I have become intuitive in facilitating decision-making.

On this programme, you study, ask yourself difficult questions, absorb and practise new ideas, contribute to a network of European colleagues and, above all, enjoy learning. If you are ready to invest so that you and your institution benefit from your leadership, this programme delivers.

Demonstrating and developing leadership through Principal Fellowship of the Higher Education Academy: a personal account

Roisin Gwyer
University Librarian
University of Portsmouth
roisin.gwyer@port.ac.uk

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Many universities are encouraging staff to gain a level of Fellowship of the Higher Education Academy (HEA) for a number of reasons, not least anticipation that this could be one of the metrics included in the forthcoming Teaching Excellence Framework. Principal Fellowship is one way to demonstrate a level of leadership as it 'reflects a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning'[1] and can also be a way of developing leadership, as I hope to demonstrate. I gained Principal Fellowship in 2013 and was the first person in my institution to do so, as well as being the first librarian to be accredited as such by the HEA.

I applied because I felt it was important to show how libraries support the whole learning and teaching effort of the university both through the provision of services based on evidence-based planning and decision-making, and directly through interactions with students and staff in person or online. It seemed to me that, as many librarians are able managers and leaders working within their organisations and in close collaboration with others, these aspects of library work should be eminently demonstrable. Principal Fellowship is not about role but about showing impact.

I had initially considered applying for Senior Fellowship (D3) but felt that Principal Fellowship (D4) actually seemed easier to evidence, and more appropriate for my level within the organisation. Evidence at this level can be 'further away' and can be at an institutional level rather than directly with students – for example, 'successful strategic leadership to enhance student learning…'(D4), rather than 'successful engagement in appropriate teaching practices…'(D3). My background as a subject librarian was helpful as I could show movement from designing, planning, delivering and assessing learners to strategic leadership of an academic support service. Librarians with backgrounds in systems or more general management will have a different journey, although membership of university committees that set policy in these areas may be helpful. The emphasis here is very much on how what you do improves learning and teaching within the organisation. My application explored the crossover between librarianship, education and management and the points at which these converge to produce integrated academic practice.

Principal Fellow applications need to demonstrate a sustained record of impact at a strategic level. This can be within an institution(s) or within a professional body or organisation. The impact would normally be beyond the institutional setting and at a national, or international, level. So work with bodies such as SCONUL can provide good evidence of national impact. International impact is not mandatory but work with IFLA and writing for journals were two areas of evidence I used.

The process

Principal Fellowship is gained either through an internal institutional route or through direct application to the HEA (which is the route I took). The direct application route requires successful submission of an Account of Professional Practice (APP) plus three Advocate Statements. The APP consists of a commentary covering four areas based on the UK Professional Standards Framework (UKPSF):

- Successful strategic leadership to enhance student learning
- Establishing organisational policies and / or strategies for supporting and promoting others
- Championing an integrated approach to academic practice
- Continuing professional development

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This is backed up by evidence in the form of a Record of Educational Impact (REI), which is a description of different areas of engagement, and three Advocate Statements. Unlike the CILIP Fellowship process, which required a substantial amount of evidence and a short, reflective commentary, this takes the opposite approach as the main focus is the extended (5000–7000 words) APP.

It was important to remind myself that I was writing for a non-librarian audience and to explain some of the terms used, such as information and digital literacy. The REI ideally covers a 5-year time-span, but the process is flexible enough that older activity can be included – particularly when you are showing a developmental progression in values and service.

Developing leadership

Since gaining Principal Fellowship I have become more involved in our internal APEX programme. APEX (Academic Professional Excellence Framework) provides internal pathways to professional recognition, which are accredited by the HEA. On successful completion, staff have both a University of Portsmouth APEX Fellowship and the nationally recognised Fellowship of the HEA. My role within APEX is as an assessor and a representative of professional services on the validation panel. I have also helped deliver sessions for aspiring Senior and Principal Fellows, sharing my experience of the process. Externally I have written Advocate Statements for other librarians and helped deliver a SCONUL Fellowship Workshop.

On a personal level, although it was difficult to find time to manage the process, it gave me the space to think about my values, the values inherent in library services, how these are demonstrated and how all this integrates with the wider institution. As someone who has a predominantly activist learning style, I found this space for reflection very welcome.

Gaining Principal Fellowship demonstrates to the institution that the library service is an integral part of the learning and teaching function, as it demonstrates how what we do enhances student learning. Although many teaching colleagues do recognise this, it can be helpful to remind senior managers. At a time when a number of library services are being managed by a Chief Operating Officer or similar, there is a danger that we are seen as part of the infrastructure rather than part of the learning process.

Principal Fellowship also shows a level of engagement as it is aimed at staff with responsibility for leadership at a senior level within and beyond the institution. At a time when libraries are often reporting at lower levels within organisations, it reminds senior management that the services we offer and our responsibilities are significant and that they are recognised by an independent, external higher education body. I had already gained CILIP Fellowship, but the significance of this is not always readily understood within the wider academy, whereas the HEA is familiar and well recognised.

Since becoming an assessor for our in-house accreditation programme, I have found that my knowledge about the wider organisation and some of the excellent practices taking place has increased. Synergies can arise between librarians and other learning support staff, as well as faculty-based academic staff. As the spokesperson for the non-faculty staff, I afford the library an input to the process on behalf of the relatively small cohort of professional services staff who deliver teaching.

Finally, the library has a good record of encouraging and providing development opportunities for staff. Gaining Principal Fellowship, and encouraging others to gain Fellowship, further demonstrates our commitment to our staff. Fellowship accreditation provides a role model to library staff and

Demonstrating and developing leadership through Principal Fellowship of the Higher Education Academy: a personal account

others – indeed, there is emphasis within the process on being a role model and mentor and on championing the elements of the UKPSF (UK Professional Standards Framework).

Principal Fellows are still relatively rare, so your organisation will be interested in staff achieving this recognition. Leading the way from the library demonstrates our learning-focused credentials.

Reference

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Leading organisational change through a shared values culture

Oliver Pritchard
Assistant Director
Student & Learning Support
University of Sunderland
oliver.pritchard@sunderland.ac.uk

This article describes the development of shared service values at the University of Sunderland to drive and shape a service convergence, and reflects on challenges, successes and key learning for the future.

Student and Learning Support (SLS) is a department of some 180 staff and includes the University Library Service, Web & Learning Technologies, Student Services and Institute of Sport. The department was formed in a major university restructure in 2005–6 and at that time it included IT Services (later replaced by Institute of Sport). Convergence on this scale was new to the university. The Directorate team (3FTE) of the new department was given the challenge of making sense of it and, more importantly, making it work. One obvious approach would have been to restructure the service itself.

'Values... I get that... but when ARE you going to restructure?'

The breadth of the service portfolio and the complexity of varied specialisms militated against restructuring as an immediate or meaningful solution. We wanted something deeper and more organic, and found this via a SCONUL Deputies Group and early work at Sheffield Hallam University. Values as a vehicle for organisational change came to the forefront of our thinking.

The concept was that a set of service values could shape an organisation and its culture and drive change in the service operation. Many organisations embrace and align themselves with 'values'. However, these may not always be widely owned or embedded.

Our research told us that values-led change was no quick-fix and would be a longer-term 'project' – and so it has proved.

'Values are the beginning, the means and the end.'

We wanted our values to capture the attributes that were most important to all the new staff team. This process, of finding and creating a common platform where a service including both chaplaincy and software developers could find a common space and experience, was part of the convergence strategy.

We developed and delivered a staff-wide, facilitated values development framework using 'Appreciative inquiry': 'the cooperative search for the best in people, their organisations and the world around them'.[1]

This included values and culture assessment questionnaires, review of results in management and staff groups, management team workshops and whole system / all staff events focusing on themes, challenges and improvement.

From this came our five service values:

- customer focus
- customer satisfaction
- team working
- information sharing
- continuous improvement

This was also the opportunity for staff to identify problems and solutions, which gave rise to seven new project groups. These were important in themselves, but were also key to our new way of working – bringing people together in cross-service groups to solve commonly identified problems. All the groups discovered new ways of thinking and work, which has provided the foundation for the SLS that exists today. For example, this work delivered a new process for staff induction, a staff development framework, a staff recognition scheme

Leading organisational change through a shared values culture

and a marketing strategy and plan, which now directly inform our service delivery.

The values were articulated through a new service vision – again with staff input. In 2011 we undertook a major all-staff review of the vision using a World Café format. This highlighted our shared achievements in building our new culture and identified positive progress overall. Team working, vibrancy / creativity and staff empowerment showed particular improvement.

The first stage of values development was challenging but instrumental in both bringing staff around a common agenda by involving them in the selection of values, and in beginning the process of convergence by offering both commonality and a genuine fresh start.

The next steps in the values journey provided further challenge. We began to embed our values through our senior managers, through all-staff events, and by making our values a public and customer-facing part of our service, thus creating both visibility and accountability.

Not all staff were enthusiastic advocates but pragmatism ('Take the wins where you can'[2]) was important in maintaining motivation and momentum. One of the key challenges in all our work on values and cultural change has been putting them into context for all staff, particularly those in non-managerial or supervisory roles.

We related our values to management and staff behaviours. This simplified and clarified language and connected the values to everyday practice. To begin with, the senior management team developed a set of agreed behaviours, drawn from our values, in order to establish clear expectations that all managers should seek to demonstrate and advocate in our daily work. These public documents are displayed around our services and are a common point of reference.

Front-line staff are, of course, core to high quality customer services. Our service values recognise the focus on the customer; ensuring that all staff embrace this is paramount. Yet sometimes our front-line staff can be the most distanced from these messages or may see them as centrally-driven, management-sponsored corporatism. Language, communication and application of values to the local context have been important to success.

This prompted the building of a set of staff behaviours relating to the values. Developed with the wider staff team, they seek to identify which behaviours characterise each of the values and then, critically, give simple examples of what that means in a particular service setting. This may seem over-kill but has proved worthwhile. One of our learning points as a directorate team has been not to underestimate the value of simplicity, particularly when faced with what can sometimes be perceived as abstract management approaches.

Progress with the embedding of our values has been long-term and at times both frustrating and slow. We have likened the process to pushing the proverbial boulder up the hill, but with the summit never quite reached; and any loss of momentum in the early stages inevitably means only backward movement.

Promoting and advocating our values is a constant. Over time, embedding can be achieved – even if that summit remains only in tempting view, the steepness of the gradient does lessen. Our values have become our service 'mood music' and a touchstone for how we do things, deliver our services and work with each other.

Leading organisational change through a shared values culture

Recruiting to values

Our values are the first line in our job descriptions and are now embedded in staff performance review. This is key to recruiting and then supporting staff who can deliver on our values and who will fit in with our organisational culture. Through values we can be very clear about who we are as a service, what matters to us, and, crucially, how we do things.

Although in the early stages of convergence we resisted restructure, later structural changes have drawn on the values set and ways of working. This included both major changes to Library senior management team[3] and our Web and Learning Technology Services.

A recent test of the strength of our culture was a university restructuring in which IT services left SLS and the Institute of Sport took its place. This was a major change, but our values gave us a common platform that has allowed a relatively seamless integration, early identification of synergies and a renewed, common service identity.

Other university services have adopted the values concept, and we have seen the adoption of some of our values at institutional level; currently these are being reviewed at a deeper level, staff-wide. Our approach has also found recognition in our Investors in People assessments by way of best practice.

Cultural change using a values-based approach is no quick-fix, as it requires both commitment and energy. However, it can be successful, galvanising the service and giving it identity and presence internally and externally. It has energised staff, releasing creativity and enterprise that we could not have imagined or hoped for; our all staff service events remain a high point of the development calendar.

Looking ahead, we plan to develop further the language of values and behaviours in order to synthesise the essence of the culture we have created, and promote collaboration, creativity, atmosphere and enjoyment.

In 2006, in a staff briefing, we wrote:
'How will we know when we have reached our goals and created the SLS we would all like to see? The journey has no end of course... However, we will see improvements in the way we work together and how we present ourselves to each other and the wider university. The next steps we take now will lay the foundation for the future for an integrated, visible and successful SLS.'

Despite the wide-ranging nature of a large service provider, our values and culture have wide resonance. Ten years on we have delivered improvements founded on direct staff involvement, embedded and shared service values and a strong SLS culture of authentic collaboration and customer-centred service delivery.

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Library as the 'centre for everything'
Placing the library at the strategic heart of the community

Hugh Murphy
Senior Librarian
Maynooth University
hugh.murphy@nuim.ie

Introduction

The significance of the academic library in the university campus can be manifest in a variety of ways – through the physical location, the housing of significant collections, the variety of services and as a cultural hub and active partner in university strategy. The idea of the academic library as the 'centre for everything', while having obvious strategic attractions, also brings with it serious hazards which may ultimately be counterproductive to core values.

In recent years Maynooth University (MU) Library has actively worked to ensure that its position as a centre for first-class collections and services has been enhanced and its role has been perceived to be more nuanced – acting as a nexus for a myriad of activities on campus. This progression has been achieved through several key strategies, ranging from an organisational review and strategic leadership to the harnessing of new technologies and the promotion and embedding of new services. All of these have a demonstrable impact, which has created a virtuous circle, and brought the library closer to becoming 'the centre for everything'.

This article will explore how this has happened, reflect on some of the pitfalls and, importantly, consider the risk of moving from being 'valued' and 'involved' to being 'overcommitted' and, ultimately having a diluted focus.

Organisational review

While there has been a longstanding tradition of libraries reinventing themselves and adapting their structures to enhance their roles, the challenges imposed by the twenty-first-century university environment requires an unprecedented blend of creativity, flexibility and adaptability. For MU, the imminence of a new building was paralleled with a comprehensive review of the organisational structure. This resulted in a new structure, which provided clearer lines of reporting and responsibility and, critically, included functions such as digitisation, which had not been present even a few years previously. This allowed the library to best meet the needs of the university and its community in a rapidly changing technological and higher education environment. This was a participative project, with a steering group made up of representatives from different grades of library staff, library senior management and a representative from Human Resources. The result is a structure that provides clarity without limiting library staff's notable capacity for innovation and creativity.

Strategic leadership

MU Library has an enviable track record in active leadership on campus and this is manifest in a variety of ways. Firstly, the library has worked to act as a cultural hub for the university and local communities, hosting talks and exhibitions in a wide range of fields. This is a role that currently only the library can fulfil, and it has seen the number of events hosted increase by 280% in the last five years. This can pose logistical and resourcing challenges, but it affords us a prominence on campus that is both welcome and strategically very advantageous.

John Kotter among others has noted that the terms 'leadership' and 'management' should not be considered synonymous, and while the organisational structure of MU Library confers certain responsibilities and roles on staff, it is essential that all members of staff have the opportunity to lead – both internally, and, frequently in the broader campus community. To this end, library staff at all grades are involved in a variety of projects, from partnership committees, through green campus initiatives and the University Art Committee. The benefits are wide-ranging, from the obvious (staff feeling valued and their skills being enhanced) to the less apparent, but strategically important, such as the library enhancing its role on campus,

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and having the opportunity to contribute to projects which, while perhaps not having immediately obvious links to our services, ultimately benefit from our involvement and the perspectives the library staff bring. Despite the diversity and various skill sets of our user population, the ability of library staff to consistently deliver remains much admired and this, in conjunction with the broader leadership of the library in key areas has greatly enhanced our strategic credibility on campus.

Technology

The use of technology to facilitate an enhanced library experience has been around in various guises for as long as there has been a library profession. While Maynooth has always endeavoured to take advantage of technology, having a new building has allowed us be far more progressive in this area, and has transformed our library presence beyond recognition in comparatively few years. These changes have ranged from the dramatic revolution of the library as a place, harnessing cutting-edge audio-visual technology, through the transformation of services, via the adoption of targeted technologies. As a relatively small university in the middle of a national recession, the sustainability of these technologies and their ability to demonstrably enhance our services has been critical. Coupled with this has been the need to consider and avoid the dangers of 'soft' techno determinism – where we become seduced by the potential of these technologies, and the development of our services becomes influenced by the technology available to us, rather than us adopting technology to help us do our job better. In this respect, the 'human' element has, perhaps ironically, become even more important – particularly regarding the question of whether a technology will genuinely improve things. This is a deeply nuanced issue and undoubtedly varies from university to university – so that a technology which has proven successful in one campus community may simply not be right for another. Understanding your user community and knowing when to lead and when to follow become even more important.

New services

The academic library lives or dies on two key tenets: the quality (and accessibility) of its collections, and the range, provision and suitability of its services. To this end, MU Library has worked to marry the traditional services which are felt to remain relevant, with new and innovative offerings. Library users can avail themselves of 3D printing, touch-screen tables and a wide array of research and learning support, from bespoke to ongoing classes throughout the year. In some of these areas Maynooth Library was a very deliberate pioneer, but equally we have been loath to dispense with some of the more traditional services which continue to resonate with our user community. Strategically this is important as it reaffirms the library as a body working hard to understand its users, but it also indicates a need for the library to lead its users to services which they may not previously have considered and which once they have begun to use, quickly become essential. Balancing these twin imperatives, while not always easy, is critical in terms of our role on campus.

Cultural hub

Notwithstanding the importance of services and collections, which are targeted directly to the campus community, the ability of MU Library to serve as a cultural hub for both campus and broader community offers very obvious benefits. While the university has grown considerably in the last decade, there remains a very strong connection with the town of Maynooth and its hinterland. This 'town and gown' philosophy is felt throughout the campus and the library has played a central role in reflecting this, from hosting exhibitions of work from members of the community, to offering information literacy classes to the local second level schools. Thus the library can move beyond the limiting confines of the 'academy' and show its value to the people who both live with a university

Library as the 'centre for everything'
Placing the library at the strategic heart of the community

in their town, but who also often have long-standing relationships with both the university and the 200-year-old St Patrick's College, which is also on campus.

This theme of inclusivity has a very tangible expression in the library extension, the ground floor of which is open to the general public. That this area contains the exhibition and refreshments spaces was a very deliberate decision that was taken with a view to allowing cultural events be as accessible as possible and ensuring that the building is vibrant all year round.

Conclusion

It would be impossible to highlight all the ways in which the library in Maynooth University interacts with its various user communities. The key issue, however, is that there is scope for the library to lead across all its activities and by doing so, to enhance not only the reputation of our staff and services, but to reaffirm our commitment to our various user communities and, ultimately, to be seen as an increasingly valuable partner in all campus activities – library as the 'centre for everything'.

Reference

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A study of the UK information workforce

Simon Edwards
Director of Professional Services
Chartered Institute of Library and Information Professionals
simon.edwards@cilip.org.uk

Introduction and project objectives

In 2014 the Chartered Institute of Library and Information Professionals (CILIP) and the Archives and Records Association (UK and Ireland) (ARA) commissioned Edinburgh Napier University to undertake an ambitious project which aimed to map the library, archives, records, information management and knowledge management professions in the UK.

The key objectives of the project were:

- to improve the currency and depth of information that we have about our workforce
- to gain an accurate picture of the scope, size and demographics of the workforce
- to begin to understand possible demographic trends in the sectors (using data from previous surveys) to enable us to plan for growth
- to improve the information we have about areas of the information professions that have previously proved difficult to map
- to develop a clear set of recommended outcomes, strategies or plans based on the data collected
- to ensure the sustainability of this work; in particular how the data set can be updated in future
- to inform and engage the sectors on the outcomes of the project.

Methodology

The project was split into two distinct phases:

- **Literature review and methodology** (July 2014 – January 2015)
  The project team undertook a review of previous projects both within and outside the profession and considered the lessons learnt from these exercises. They looked at currently available data sets (such as the UK Labour Force Survey) and created the methodology for this project.
- **Survey and analysis** (February 2015 – November 2015)
  Following user testing, the survey was launched in March and closed on 1 May. The survey was promoted through a vast range of networks and included advertising on Facebook. This was followed by an intensive period of data analysis and review. The executive summary was released in November 2015.

A significant study

This study is important for a number of reasons. It may be the first national workforce mapping study of the library, archives, records, information management and knowledge management domains ever conducted in any country. This is also the first workforce mapping study produced for any of the individual domains since the 2011 closure of Lifelong Learning UK. The last (remotely relevant) research was the *Library, archive, records and information management services workforce survey* produced by the Learning and Skills Improvement Service in 2012.

The findings of the CILIP / ARA report are drawn from a data set of 10,628 survey responses, a statistically significant proportion of the estimated 86,376 workforce and perhaps an unprecedented survey sample. This makes the findings even more robust than those used in the national UK Labour force survey and gives CILIP and ARA (and the wider sector) a strong evidence base for their future advocacy work.
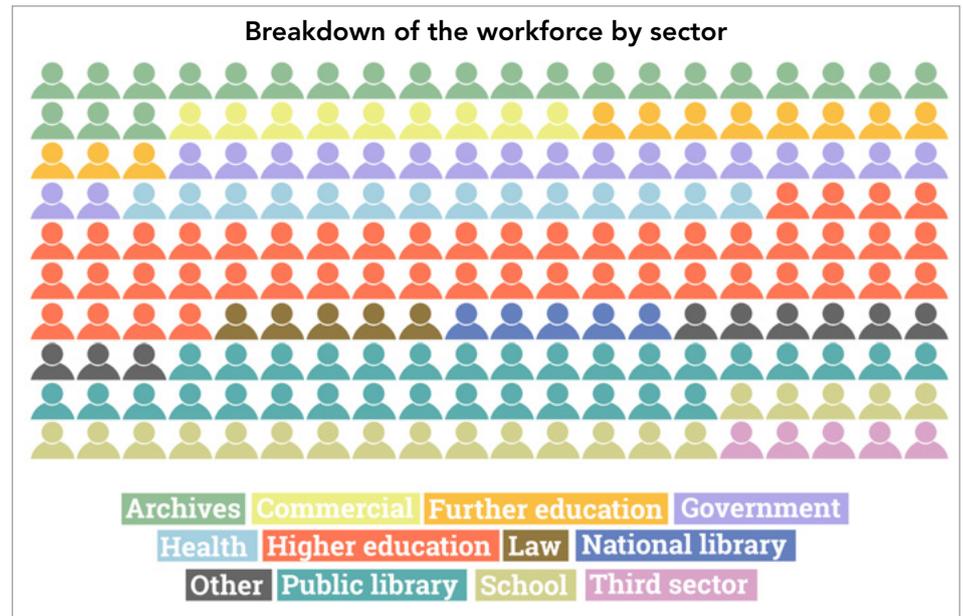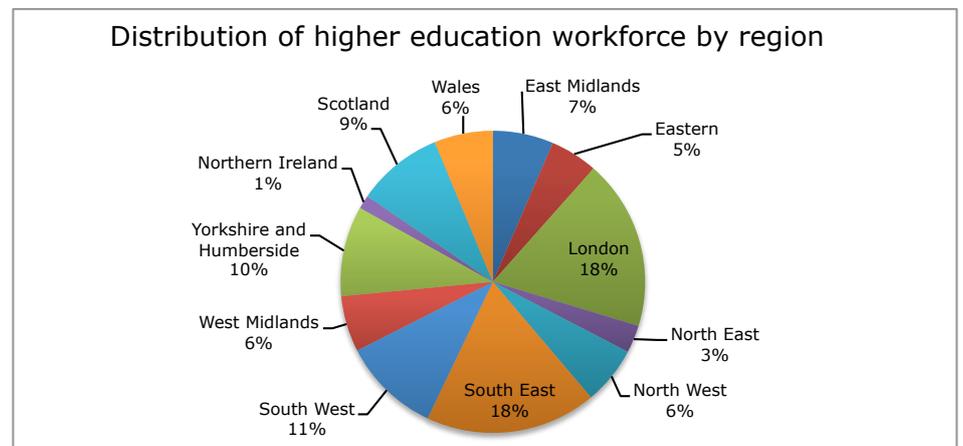
A study of the UK information workforce

The UK information and higher education workforce

The survey estimates the size of the UK information and higher education workforce at 86,376. Libraries employ the highest proportion of workers (59.4%).

Breakdown of the workforce by sector

Archives | Commercial | Further education | Government
Health | Higher education | Law | National library
Other | Public library | School | Third sector

Higher education is the largest workforce sector, and employs 21.6% of the workforce, estimated at 18,657. Sixty-four percent of them identify as being in libraries, 14% in archives, 5% in records management, 12% in information management and 5% in knowledge management.

Distribution of higher education workforce by region

The pie chart shows the regional distribution of the higher education sector.

This breakdown correlates with the overall breakdown of the UK information professionals, though since higher education is a significant percentage of the workforce this is unsurprising. It also reflects that of the UK working population in general, as reported in the *Labour force survey*.

The largest proportion of the higher education workforce holds front-line posts (34%), which is lightly lower than the overall workforce figure of 38%.

A study of the UK information workforce

Key findings

1. Women dominate the workforce

The overall gender split of the overall workforce is 78.1% female, 21.9% male. The split in higher education is 77% female, 23% male.

The gender split of the UK workforce as a whole is 50.1% female, 49.9% male.

2. Women are under-represented in senior management

Male workers are more likely to occupy management roles than their female peers. The 10.2% of men in senior management roles is almost double that of female workers (5.9%).

3. There is a significant gender pay gap

The study identified that men in the sector earn more than women. Of those working more than 22 hours a week and earning £30,000 or more annually, 47% are men but only 37.3% women.

According to the Fawcett Society, the national gap was 14.2% in 2014.1 However, it is not suggested that this is cause for celebration. Whilst it has not been tested as yet, it is suggested that the lower pay gap identified in this study is offset by the gender split of the profession.

4. The workforce is highly qualified

The UK information workforce is academically well qualified: 61.4% have a postgraduate qualification. The highest qualification of most of the UK general population is A-level or equivalent. Of those that hold qualifications relating to library and information science, 50.5% have a postgraduate qualification. However, it was found that in higher education, 60% had a postgraduate qualification relating to the profession.

5. High-earners are more likely to hold professional qualifications than low-earners

Whilst no direct link was found between academic qualifications and pay, a significant link was found between professional qualifications and earnings; 64.8% of the workforce earning £40,000 or more hold a professional qualification.

In the higher education sector 34.5% of the workforce hold a CILIP professional qualification (Certification, Chartership or Fellowship). This correlates with the overall workforce.

6. There is an ageing workforce

The highest proportion of the workforce falls in the 45–55 age band.
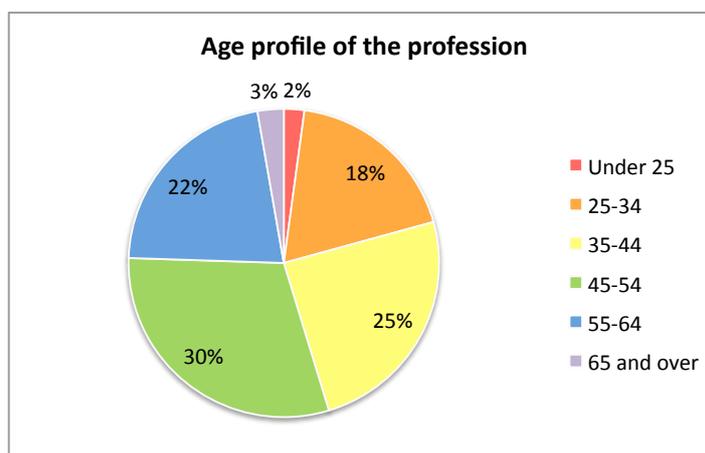
Age profile of the profession

- Under 25 — 2%
- 25-34 — 18%
- 35-44 — 25%
- 45-54 — 30%
- 55-64 — 22%
- 65 and over — 3%

A study of the UK information workforce

Fifty-five percent are over 45 years of age; the equivalent figure for the UK as a whole is 41%. However, it has been suggested that further work is required to look at trends. A study conducted by MLA South East in 2005 puts the figure of those who are over 45 at around 54%. This might suggest that whilst the information workforce is generally older, the age profile of the workforce is fairly stable; this will also need to be tested in trend analysis over the coming years. It might also suggest that the profession tends to attract those who come to the profession as a second or third career.

7. There is low ethnic diversity within the workforce

It was found that 96.7% of the workforce identify as 'white' compared to 87.5% identifying as 'white' in UK labour force survey statistics.

Next steps

This research establishes a long-needed data baseline. ARA and CILIP intend to repeat this study on a regular basis so that trends may be identified, and associated work on similar themes may be carried out by sub-groups within the domains.

It is intended that the results of the research will be shared with members and key stakeholders through an online data platform. This is currently being scoped and it is hoped that it will be launched later in the year. The data platform, which will be freely available to members, will enable users to query the data and benchmark themselves against key data sets. Organisations and other stakeholders will also be able to access the data, but there will be a charge for this, in order that data collection activity may be sustained in future.

ARA and CILIP have already begun to consider how they will address the issues arising from this report through targeted programmes and partnership working. At CILIP, the Ethics Committee have been charged with considering CILIP's role in tackling diversity within the sector; in particular, how do we make the profession an attractive career choice for everyone?

For the latest information on the project and to register your interest in the data platform, visit the website: www.cilip.org.uk/workforce

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Use of webinars for information skills training

Evaluation of a one-year project at Canterbury Christ Church University

Manfred Gschwandtner
Faculty Liaison Librarian for Health and Wellbeing
Library Services
Canterbury Christ Church University
manfred.gschwandtner@gmail.com

Introduction

The aim of this project was to introduce webinars as an additional way to teach information skills alongside onsite lectures, inductions, workshops and one-to-one meetings at Canterbury Christ Church's Augustine House Library. A changing student population with a growing number of part-time students and distance learners challenges the traditional methods of providing information skills training, and academic librarians are called upon to develop new ways to reach these students and to familiarise them with online library services. Webinars are one option among others (such as on-demand recordings or the use of social media) for achieving this goal.

The project

The project started in June 2014. Between October 2014 and June 2015 we ran 22 webinars with 181 students participating from our campuses in Canterbury, Medway and Salomons.

All the webinars were for students of the Faculty of Health and Wellbeing at Canterbury Christ Church University, including Nursing, Midwifery, Social Work, Occupational Therapy, Radiography, Speech and Language Therapy, as well as other Allied Health and Public Health students. The topics of the webinars ranged from basic library inductions to sessions about search strategies and about using reference management software such as RefWorks.

The webinars were organised in close cooperation with programme and module leads of the Faculty of Health and Wellbeing in order to ensure that they were relevant for students and were delivered at the point of need. Learning technologists helped to set up the webinar and supported the first sessions.

Our intention was to deliver interactive webinars and to make extensive use of features such as polls, chats and screen-sharing in order to give online demos of software tools or databases.

Discussions with colleagues indicated that technical issues are seen as one of the main barriers to offering webinars. Therefore, this project aimed to set up a generic design and a technical solution for our library that could be used by other subject librarians.

Background

A webinar could be simply described as 'a seminar conducted over the Internet' (*Oxford English dictionary*, 2015). Technically this is achieved by using video conferencing software allowing synchronous communication between participants. Libraries started to adapt this technology in the early 2000s (Reeves, 2005) to provide library inductions and information skills training to a growing number of distance learners. Although there is evidence that online library classes are efficient, offering these options to students isn't common practice in libraries yet. Most libraries prefer on-demand tutorials and guides, although 'distance learners report meagre interest in or use of these instructional tools' (Ritterbush, 2013, p. 35).

Technology

Since the university already uses Blackboard as its Virtual Learning Environment (VLE), we decided to use Blackboard Collaborate as a software tool for webinars. This is a well-established piece of software, based on JAVA, offering basic features which allow you to create interactive webinars such as polls, chat, screen-sharing or a whiteboard.

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In addition to the PC/laptop software, Blackboard Collaborate offers a good app for tablets and smartphones, giving participants more flexibility in accessing the webinars.

In terms of hardware we used a PC or laptop, a USB Condenser Microphone, a webcam and additional light on the presenter's side. On the participant's side a PC, laptop, tablet or smartphone with headphones or speakers was necessary.

Implementation and set-up

Following initial research on the use of webinars for information skills training, we set up a project plan and contacted academics to organise two pilot webinars, which eventually took place in October 2014. The topic was RefWorks; the participants were radiographers from our masters programme in clinical reporting. In preparation we investigated best access methods for students and decided to embed the webinar in their Blackboard course site and to send them a guest link via email. This link offered them the opportunity to access the webinar without registration. We also developed guides and information material to ensure that participants were able to access the webinar.

To create interactive webinars we included live demos and polls. We used the chat function only to communicate with participants and gave no permission for the use of audio or video on their side; this allowed us to reduce the technical effort and to avoid common audio problems such as echo effects. After students had entered the online webinar room, they could see a slide instructing them to check their audio. The second slide explained how to use polls.

Initially we had assumed that we would always need one helper per webinar so that the presenter could concentrate on the presentation and would not be distracted by technical questions on the chat. However, we noticed that this is not necessary for webinars with fewer than ten participants. We scheduled the webinars for different times of the day. To collect feedback, we developed a feedback form on SurveyMonkey and posted the link to the survey at the end of the webinar on the chat.

Evaluation

The participation rate for all webinars was 33%. A feedback form, by means of which we tried to evaluate how students experienced the webinar and the technology, was posted at the end of each webinar and was filled out by 111 students.

As shown in Fig. 1, 95% liked the presentation. Although the webinars were based around a PowerPoint presentation, we tried to use interactive elements. In their study about library instruction webinars for distance education technology students, Moorfield-Lang and Hall (2015, p. 66) found that interactive practices such as 'demonstrations, live chat, polling, screen sharing… were the most popular'. Interactive elements could increase student engagement and satisfaction and enabled the presenter to direct questions to the students, and students to interact with the presenter. Students' questions could often be answered by the use of screen sharing and by the live demonstration of software features or search strategies. As a result, 96% of the participants thought the webinar was interactive (Fig. 2).

Another interesting finding from the feedback was that students prefer to see the presenter (Fig. 3), instead of just hearing the audio. The use of video seems to be important for a positive student experience. Moorefield-Lang et al (2015, p. 66) reported that distance learners often feel more isolated than on-campus students. Using video could give the library a face and could increase student engagement.

Use of webinars for information skills training

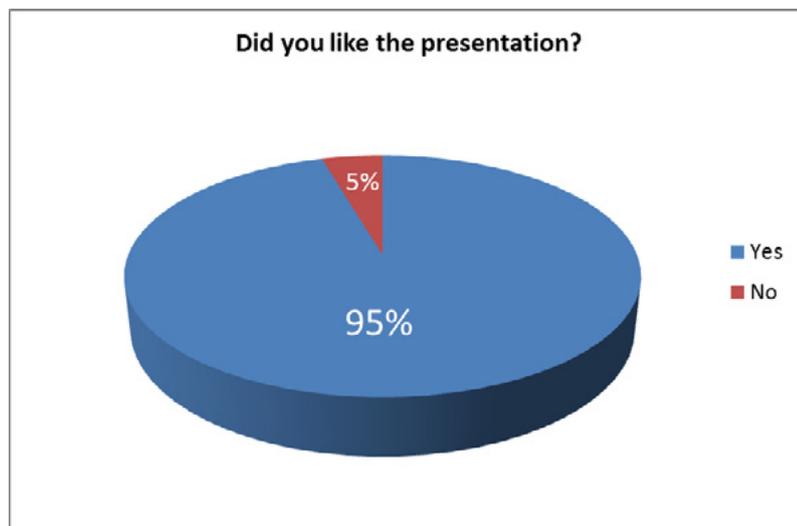Evaluation of a one-year project at Canterbury Christ Church University
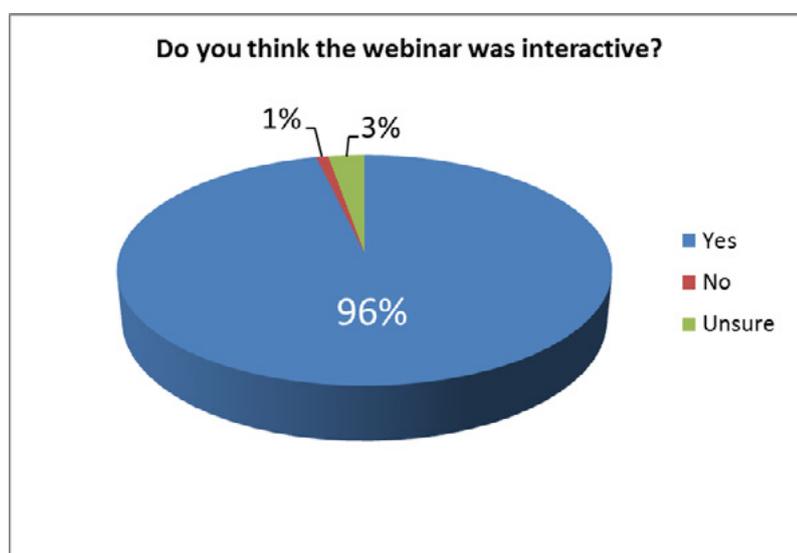

Fig. 1 feedback on the presentation
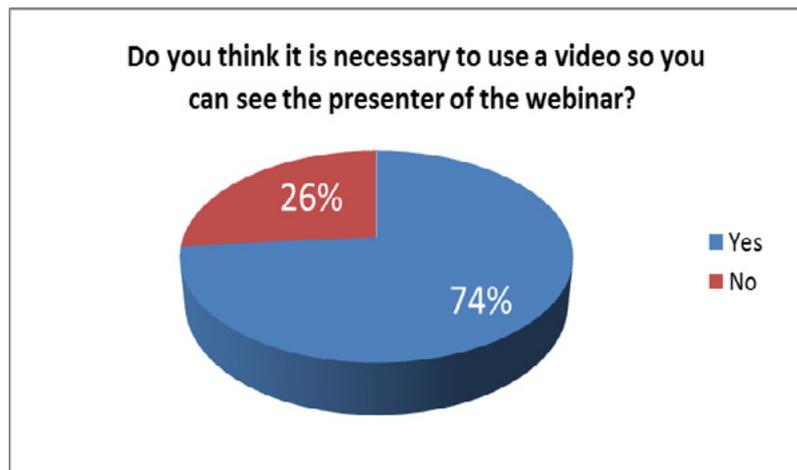

Fig. 2 feedback on the webinar

Fig. 3 feedback on the use of video

Technical aspects play an important role in how students experience webinars. As shown in Fig. 4, most of the participants reported no technical problems in accessing the webinar. Nevertheless, an attendance rate of 33% and random feedback from students and lecturers indicates that some students were not able to access the webinar at all because of technical problems. Investigating

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non-attendance in a more systematic way would be an interesting topic for future research.

Most of the technical concerns reported by students were related to JAVA and to difficulty with audio. With regard to JAVA, we produced detailed guides on how to launch a webinar, how to check the system and how to associate JAVA with the correct file extension of the launch file. Concerning audio, we created a slide that was displayed when the students first entered the webinar. This slide showed how to check your audio using the Audio SetUp Wizard of Blackboard Collaborate.

During this pilot we observed that the first technical set-up of the webinar caused users most problems. However, the learning curve was very steep. Once participants were able to overcome this technical barrier, they became more confident and had fewer problems accessing and participating in a webinar.
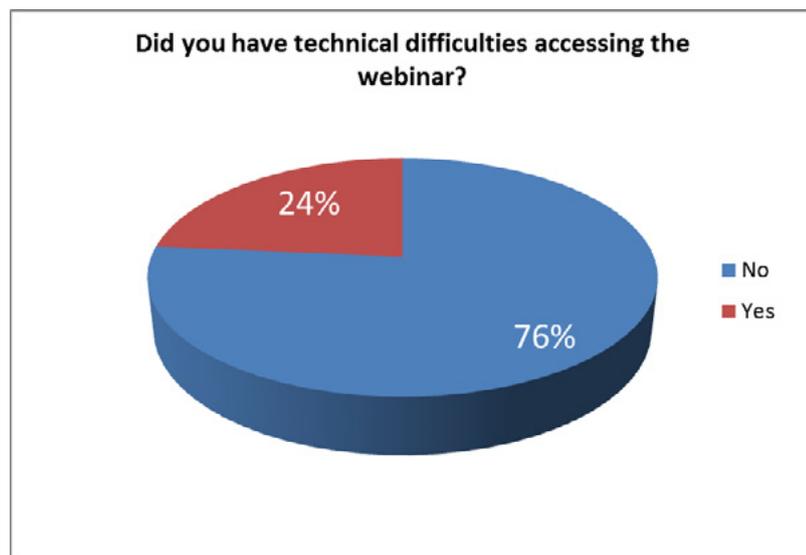
Fig. 4 feedback on any technical issues

One of the most positive results of the student feedback was that 98% of 181 students said they thought webinars were a useful online format for information skills training. A lot of positive feedback on the chat at the end of sessions underpins this outcome. These results are encouraging and indicate that students are open to using new technologies for synchronous online activities.

Fig. 5 feedback on the use of webinars for information skills training

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In the evaluation we also asked students to feed back why they had attended the webinar. As shown in Fig. 6, most did so because their tutor had suggested it. This supports the above-mentioned strategy of developing webinars for information skills training in close collaboration with academic staff. We noticed that announcing upcoming webinars on the students' VLE or mentioning them in lectures has a positive impact on attendance rates. Another main advantage of online webinars is that students don't have to be on campus to follow them. Thus webinars are convenient especially for part-time students, distance learners and students preferring to work from home.
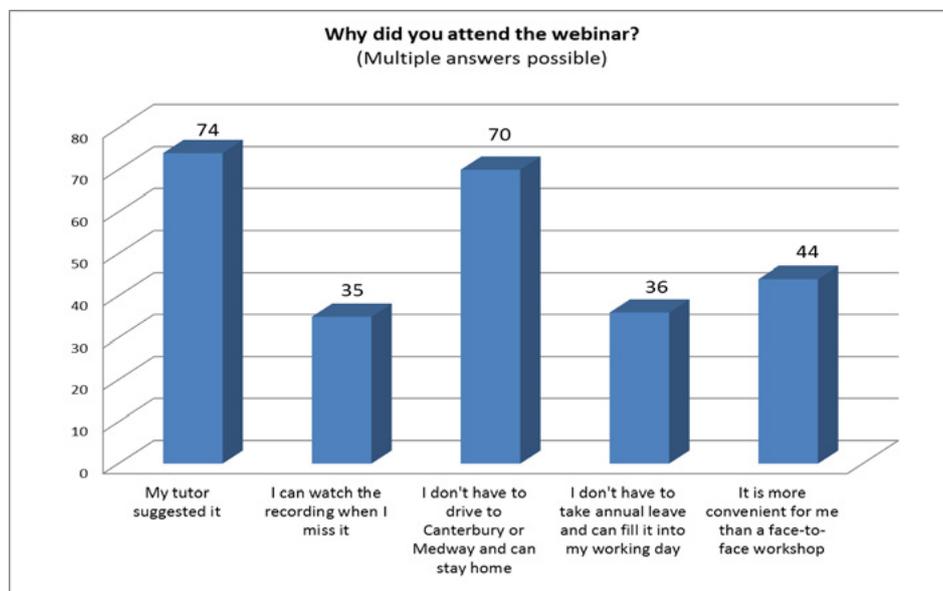
Fig. 6 Reasons why participants attended the webinar

Conclusion

The results of this one-year project show that webinars could be established as an additional way of providing information skills training for graduate and undergraduate students, alongside inductions, workshops, lectures and one-to-one meetings. An overwhelming majority (98%) thought that this is a useful format. Webinars help to address the problem of providing information skills training for a changing student population with a growing number of part-time students and distance learners.

Setting up a webinar for the first time is a challenge for both the presenter and participants. However, although the learning curve is steep, they learn quickly, and both running a webinar and participating in one can very quickly become routine.

Although most webinars tend to be based around PowerPoint presentations, in order to facilitate student engagement it is advisable to include online demos and interactive elements such as a chat or polls.

Blackboard Collaborate provided a stable software solution for this project but caused some difficulties amongst first-time participants. This was mainly due to problems relating to outdated JAVA versions on a computer, or installing JAVA on computers within the campus network.

Close collaboration with academics is recommended as attendance rates depend on their support and to enable us to provide webinars that are relevant to students.

Further research would be needed to understand why students do not attend webinars at all and might indicate ways of improving attendance rates; it could

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lead to the general acceptance of webinars as a common tool for information skills training.

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Sharing expertise

Using reciprocal training and peer support for real enquiries to deliver a shared telephone/online chat service staffed by teams with different core competencies

Lisa Jeffery
Assistant Librarian (Enquiries)
University Library
University of Portsmouth
lisa.jeffery@port.ac.uk

At the University of Portsmouth library, two teams who handled different types of enquiry were brought together to jointly staff the library telephone/online chat service. The enquiries team specialised in supporting information literacy and helping library users to access and use electronic information resources, while the user services team had exclusively handled user registration, renewal and circulation enquiries. Telephone and online chat enquiries would require a detailed knowledge of both and accurate referral of some enquiries to the appropriate specialist teams. We started by identifying the knowledge and skills common to both teams and what areas of expertise were unique to each. Examples of previous online chat enquiries were categorised accordingly and used by colleagues working collaboratively in an informal setting as a basis for discussion and information sharing. During each telephone / chat session, one member from each team was paired with a member of the other team and asked to follow a training programme in which they took turns to train each other in an area in which they had expertise.

Partnering library teams

Telephone enquiries have long been a traditional part of the services we provide, whether answered at an enquiry desk or taken in the office. However, technology is increasingly changing the work of academic libraries and we introduced online chat at the beginning of the 2012–13 academic year. Following a survey of chat services used by other university libraries, we chose a free web-based service called Zoho Chat. The online chat service was given a soft launch and staffed by someone from a small cohort of the enquiries team from 11:00 to 15:00 Monday to Friday.

With the introduction of self-service for borrowing and returning loans, it was envisaged that staff from the user services team whose time was freed up from circulation transactions would be trained alongside existing enquiries staff to deliver a joint telephone / online chat service. While those who were unfamiliar with the mechanics of chat software would be able to try it out for themselves, the challenge for training was to enable staff working in different teams to develop enquiries knowledge and the skills required to deliver the shared service.

Core competencies

Identifying the core competencies required would ensure that the transfer of knowledge through peer support covered the majority of enquiries likely to be handled at the telephone / online chat service point. We decided that core knowledge comprised general library information such as opening hours, access, membership, borrowing and lost property, as well as the location of, and information about, library collections, services and facilities such as dissertations, printing, group study rooms and interlibrary loans. Core skills included confidence in operating the telephone and online chat, active listening, customer service and referring on appropriately. Knowledge and skills for the enquiries services team to share with the user services team included accessing electronic resources, searching for information on a topic, troubleshooting e-resources problems and referencing. Knowledge and skills for the user services team to share with the enquiries team included lost or missing books, user registration queries and issues with fines.

Real enquiries

Once we had identified the core knowledge and skills required, we wanted to provide corresponding enquiry examples – and what could be better than using real-life enquiries? (See Fig. 1)

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Knowledge / skill	Sources of training / support	Enquiry examples
General library information: • Address • Opening hours • Study zones • Layout of stock, book loan types, borrowing limits etc. • Lost property	• Library update session: supporting students with the new library website • Library guide • Library website • Staff wiki	• Hi, I just wanted to ask if I could send a book to the library by post? (6 Mar) • Is the library open on a Saturday? (23 Oct) • Where are the areas I can eat located? (26 Oct) • Hi, is it possible to borrow journals from the library? (5 Feb) • Hi, I have lost my phone and wanted to ask if anything had been handed in? (21 Nov)

Fig. 1 Core knowledge and skills and examples of real-life enquiries

A standard feature of chat software is the automatic recording of online chat conversations, often referred to as the chat history, and these transcripts can be forwarded to the enquirer. By collating online chat enquiries received during the past academic year, we discovered the surprising breadth and often complex nature of questions asked via online chat. The enquiries were extracted from the chat history, preserving the anonymity of enquirer, and saved into a template in order to create a worksheet for each enquiry (Fig. 2).

Enquiry 2

1 **Text of the enquiry**
   I am an ex student and I have a number of old Mathematics books which I would be happy to donate to the Library. Is there any facility for this? (4 Oct)

2 **Where would you find the information to help answer this enquiry**
   Library website (http://www.port.ac.uk/library/about/policies/collman/selection/)

3 **Is there anything about this enquiry that you might have to check?**
   Yes, the size of the donation

4 **At what point would you refer on and to whom?**
   Refer on a Subject Librarian because donations need to be approved before they are added to stock.

Fig. 2 Enquiry example worksheet template

The enquiry was then given a number corresponding to the transcript of the enquiry. Enquiries were divided into the categories described above according to the area(s) of knowledge or particular skill(s) that could be demonstrated for training purposes. A table was created to bring together all the enquiries, grouped by category, with links to each worksheet and somewhere for staff to record their initials and date as each was completed (Fig. 3).

Knowledge and skills **common to the enquiries and user services teams**		Knowledge and skills for the **user services team to share** with the enquiries team		Knowledge and skills for the **enquiries team to share** with the user services team	
Enquiry 1	24/06/13 JH CT	Enquiry 61	24/06/13 JH CT	Enquiry 85	24/06/13 JH CT
Enquiry 2	24/0613 JH CT	Enquiry 62	25/06/13 JB PT	Enquiry 86	25/06/13 JB PT
Enquiry 3	25/06/13 JB PT	Enquiry 63	25/06/13 JB PT	Enquiry 87	25/06/13 JB PT

Fig. 3 Telephone and online chat enquiry worksheets

Peer support

Although library staff had access to formal training in managing interviews at the reference desk (e.g. developing skills such as using open questions in order to ascertain exactly what information was being sought), peer support or peer coaching offered a way to share the training load through team learning. During the summer of 2013, enquiries and user services staff were paired up for an hour a day to enable them to practise using online chat and to progress in a structured way through each worksheet containing real-life chat enquiries. They were expected to work together on at least one enquiry from each category, agreeing a model answer to the enquiry, and generating a basic knowledge base. As well as discussing the enquiry, they were asked to use the time as an opportunity to show each other important tools for the enquiries service; where to locate information on the library website, how to use the library management system to answer questions, and ways to use the staff wiki as a 'how to' manual.

Supporting staff to build confidence and hone their skills in a non-threatening environment promoted team building to some extent. From September 2013, a member of the enquiries and user services teams jointly covered a newly created dedicated telephone / online chat service point. This gave staff the chance to put theory into practice by continuing to coach each other while also staffing a live enquiries service. During quiet periods, they were asked to review the worksheets completed during the summer or, in a less structured manner, to simply look through transcripts from previous online chat enquiries and reflect on how they were handled. Support from peers went beyond the 'sitting by Nelly' approach to learning about enquiries, and encouraged staff to feel comfortable about sharing knowledge. They also acquired a sense of ownership, which motivated a member of the enquiries team to develop a 'theme of the fortnight' for training. Aside from very occasional chaos when the telephone and online chat bell rang simultaneously, feedback from staff supporting each other to learn and adapt to new technologies was positive. They felt that working together proved particularly useful when one member of staff was unsure how to answer and needed to refer the enquiry.

Delivering a shared telephone/online chat enquiries service

From September 2014, the telephone / online chat service point became a shared service delivered by a single member of staff from the enquiries or the user services team. Cover for the service was split between mornings and afternoons, easing the pressure on busy lunch times. The advantage of having a larger pool of staff from which to provide cover was that we were able to extend the online chat service to 09:00–17:00 Monday to Friday. Meanwhile, the collection of real-life enquiries and the rudimentary knowledge base created through peer support has offered us a starting point for further enquiries training.

During the first year of operation, we focused on building confidence by praising the friendly, informal but professional tone being used, and reinforcing the practice of sending links to library web pages instead of typing lengthy replies. We also conducted a small online chat survey with students, and while we were encouraged that those who had used the service gave positive feedback, numbers were lower than expected. As a result, we are looking to increase use of the service through additional promotion and are investigating alternative online chat systems to upgrade the reliability of the software.

One year on, we are responding to feedback from the user services team by looking at providing consistent backup support for staff covering the telephone / online chat service, revisiting the peer support model. We are also working on developing a robust system for enquiry referrals, as we observed a slight reluctance among staff to refer on using our online referral form. By encouraging staff to refer on in this way, we hope to use virtual peer support to

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share with them additional information given to the enquirer by the appropriate specialist team, as a way for staff to continue to improve their enquiries skills and knowledge.

Pulling in the punters: from the Poster Prom(enade) to CLS Showcase

Alison Sharman
Academic Librarian
University of Huddersfield
a.sharman@hud.ac.uk

**Lisa Balman
and Nicola Howorth**
Subject Librarians
University of Huddersfield
l.k.balman@hud.ac.uk

In June 2008 the department of Computing and Library Services (CLS) at the University of Huddersfield ran its first Poster Promenade. This was the brainchild of the then director, John Lancaster, who devised the event as an internal staff development activity to showcase the work of the various teams to CLS staff. After seeing the high quality of the posters, he invited the Vice-Chancellor's office to view the displays. The CLS Poster Prom thus became an annual event in the university calendar, and was opened up to staff from across the university. It was officially opened by the Pro-Vice Chancellor for Teaching and Learning, who awarded a prize for the best poster.

In addition to the posters, a couple of presentations were made on a library and computing theme. Topics included video streaming software, Summon (our resource discovery tool) and MyReading (in-house reading list software development). A regular stall, known as 'Trevor and his Techie Toys', featured new technologies that staff could test while talking with Trevor (IT Purchasing and Deployment Manager) about how they could be used to support teaching and learning.

Attendance figures for early events were disappointing, so ways were sought to increase the profile of the Poster Prom. One idea was to invite guest speakers to deliver workshops, aimed particularly at academics and researchers. Workshops were delivered for the first time in 2011. These included Emerald's 'Demystifying the publishing process: how to maximize your chances of publication', Scopus' 'Research tips and tricks: how to find out who is citing you and more' and Dawson Books' 'Updating your reading lists: how to find the latest books / e-books published on your subject'. Each workshop ran twice, and advance booking was encouraged. Registration was in the Poster Prom venue to encourage potential attendees to peruse the posters between workshops. A buffet lunch was sponsored by Emerald and Elsevier. At previous Poster Proms, CLS managers had been responsible for deciding on the themes for posters. However, in 2011 staff were invited for the first time to come up with ideas for a poster based on any new service developments or on-going work that they wished to promote. They were invited to submit poster ideas (in no more than two hundred words) to the Poster Prom committee, who would then decide which would be turned into posters by our Publicity Officer.

Appropriate marketing of the event was essential to ensure attendance from all areas of the university. To this end, posters, flyers and electronic notices were produced. Administrative staff in particular were targeted, and staff were personally emailed by a member of the Poster Prom Committee. The free lunch was highlighted in order to entice people to the event!

The 2011 event was well attended, although there were some challenges, and changes were made for 2012. For example, feedback showed that attendees had struggled to hear the presentations because of the constraints of the venue, so it was decided not to have presentations the following year. Additionally, the number of workshops was reduced from three to two. They were delivered by the JISC Regional Support Centre, who conducted the workshop 'Using Apps for Education: iPad, iPhone and Android apps', and Emerald, who delivered a writing skills workshop. A group of education consortium librarians were also invited to the event, which was integrated into their annual summer conference at the university. This formula worked well, and proved to be the busiest and most successful event to date.

In 2013 there was an emphasis on the whole stall rather than just the posters. As well as awarding a prize for the best poster, a prize was also given to the best stand. This was won by the shelving team, who, as well as their poster display, had a trolley full of books, and challenged attendees to sort them whilst being timed. It was, however, the feedback from one of the attendees that has influenced the direction of future events. This member of support staff was very enthusiastic, saying that she had thought from the term 'Poster Prom'

Pulling in the punters: from the Poster Prom(enade) to CLS Showcase

that she would be simply reading posters. She was blown away by the fact that she had spoken to the 'experts', who explained the reason behind their poster and stand, and by the fact that she had been able to view products. This led the committee to debate whether calling the event a Poster Prom actually detracted from the interactive elements. Would changing the name make the event more inviting and draw in more people from across the university?

We decided to change the name for 2014, and transform the Poster Prom to CLS Live, a natural progression for an event that had started with an internal focus driven by senior management to a peer-led experience with a university-wide focus. Like the Poster Prom, CLS Live provided an opportunity to publicise innovative projects and service developments in CLS. However, there was no longer a restriction to posters. Thus the call for contributions also invited animations, video, and table-top events. Feedback from the 2014 event confirmed the popularity of these creative and interactive displays, prompting the suggestion that the 2015 event include a 'people's prize' for the best stand. A further change in 2015 included the introduction of a form on which delegates could collect 'stamps' from each stall they visited: a complete set of stamps entitled them to enter a prize draw.

Although attendance was up last year, it has been decided to change the name in 2016 from CLS Live to CLS Showcase, in order to provide clarify the nature of the event, and thus encourage even better attendance.

Each year the event is branded with a new look and feel, thanks to our Publicity Officer, Mike Spikin, who designs a 'brand' to be used on all the promotional material and on each of the poster designs (see images for the different brands). Not only does Mike create all the promotional materials, he also works with each of the successful submissions to turn proposals into interesting poster designs. This is no small feat, and much of Mike's time throughout May is dedicated to the event.
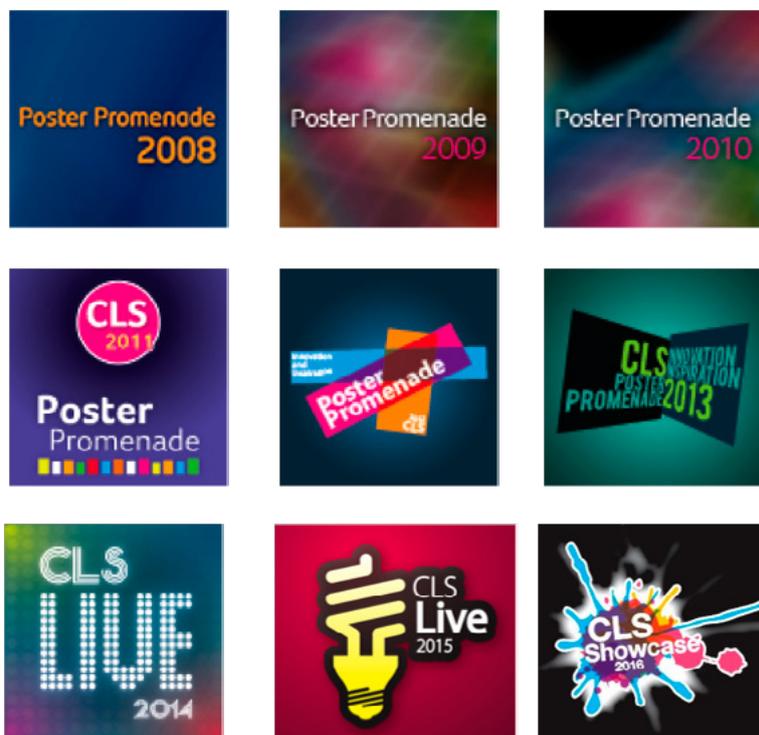
Year on year as the event grew, more posters were submitted. There was a close call in 2012 when posters were being collected from the printers on the morning of the Poster Prom. They were still being hung, and displays finalised, as the Pro-Vice Chancellor walked in! The committee therefore decided on stricter deadlines for subsequent years, and this has proved successful.

Pulling in the punters: from the Poster Prom(enade) to CLS Showcase

The committee meets regularly throughout the year. A call for proposals is circulated in February, with a deadline of mid-March; the committee then meets to confirm successful proposals and emails candidates with a deadline of early May for sending ideas to the Publicity Officer. This gives a full month's development time until the event.

Evaluation of the events is something we are aiming to improve on. Each year we have sought feedback on the event, and on CLS as a whole. Initially, delegates were emailed after the event and asked to fill in a short questionnaire, but the response rate was lower than hoped for. We subsequently trialled feedback cards, which were handed out as delegates entered the event or registered for workshops. In 2013 we used Poll Everywhere. We had hoped that as attendees saw things they liked while wandering round they would text / tweet feedback, with responses projected onto screen. However, they did not engage with this method of feedback as much as we had expected. Our most valuable feedback continues to be generated through conversations between attendees and stand holders. Whilst we would welcome more feedback, what we have received has been overwhelmingly positive.

A lot of planning and organisation goes into all areas of the event, but ultimately it's a fun and unique way for us to promote our work to a wider audience. For this one day, we get to showcase to our various customers, both within and outside the university, the various projects we are involved in and the initiatives that have been put in place.

For further information and to view examples of previous year's posters visit the website: www.hud.ac.uk/cls/clslive/

Saving the Horniman Library

Helen Williamson
Librarian
Horniman Museum
and Gardens
hwilliamson@horniman.ac.uk

The Horniman Museum and Gardens is one of those places that either you know and love or you've never heard of. If you're part of the second group, the museum is in south-east London, in Forest Hill, and was founded by the Victorian tea trader Frederick Horniman.

The collections cover anthropology, natural history and musical instruments and we also have an aquarium and sixteen acres of gardens. As a result, the library collection is very diverse. When Horniman gave his collections to London to be a free museum, there were around 10,000 objects and 2,000 books, and there has been a librarian at the museum since it first opened in 1901.

As in all sectors, museum libraries have been seen as easy targets for budget cuts over the last five years.

In November 2010, I had been working as library assistant at the Horniman Museum library for a year when the library manager left for a new job. I went into a meeting with the Assistant Director for Curatorial and Public Services prepared to offer my services as an acting librarian while a replacement could be found, only to be told that, in fact, I was to be made redundant and the library would be closed.

Following the formation of the Coalition Government that year, the Horniman Museum was one of the 'non-nationals' that the Department of Culture, Media and Sport (DCMS) announced they wanted to cease funding altogether. Although this has not actually happened, we continue to receive year-on-year cuts to our funding.

The library had not seen a need for advocacy up to that point. A long-serving librarian had run it from the 1980s until his retirement in 2004 and I think the vacuum he left resulted in a lack of understanding which left the library vulnerable to a closure attempt like this one. As it was, I was pregnant when the library closure was first announced so I figured I had nothing to lose and took on the role of Library Project Manager.

Library access

From the beginning, I knew I was trying to save the library from closure but I also knew that I wasn't going to achieve that by doggedly opposing the aims of senior management (namely, saving money). The library was already operating on an appointment booking system, but we did also accept a high number of drop-in visitors. (The library is very visible, in a large building with a grass roof and huge windows right beside the main museum entrance.) The very local population are regular visitors to the museum (although not necessarily to the library). Following consultation with other museum libraries in similar situations, I suggested that we stop advertising opening hours but carry on accepting visitors by appointment. I emphasised that this would avoid any 'closure' announcements, which were likely to be unpopular and provocative, whilst also allowing us to retain the option of increasing access in the future, if or when the climate was right. At one point, the idea of being a 'library of last resort' was mooted but was never actually put into practice – so long as the researcher was willing and able to visit on one of the library's staffed days, it seemed curmudgeonly to insist they went elsewhere.

This access policy has served us well and, although visitor figures have remained expectedly low, it does allow me to experiment: for the last few years I have run Sunday open days several times a year and last year that was extended to include opening during our 'late' events too. This year the library will be open on the first Sunday of every month, no appointment needed, alongside our usual opening hours of Mondays and Tuesdays.

Saving the Horniman Library

Journal subscriptions

During the year I had already spent at the museum, I had worked hard to build relationships within the organisation, and particularly with curators, by assisting them with their research and mediating their use of the library collection. I had recognised that the library was not easy to navigate, so I would always offer to retrieve books and, often, deliver them to the curator's office.

As a result, the curators were very supportive when it came to the library project and particularly with the reduction of our journal subscriptions. They were taken aback by our spending (then c. £9000 per year) and were very co-operative in identifying the titles they really needed and those they could live without. This led to a 50% reduction in our subscriptions with relative ease.

The library manager under whom I initially worked at the museum was very keen to make the library more 'academic' in the university mould and increase our online offering. However, our institution has fewer than twenty staff members at any given time who would make use of e-journals, and they have varied subject interests, so I felt it would not be financially worthwhile to increase our online offering. In the early days of the closure project, I had a conversation with the assistant director who was managing me; it went along the lines of 'well, of course, we'll have more online resources'. I did not agree with this proposal because the workload involved in administering multiple e-resources is not feasible for a solo librarian, and I thought it would be unwise to try to replicate services that were available to our staff all over London via our membership of the M25 Consortium.

Historic library collection

Much more interesting to me than digital collections was the nature of our physical library collections and how they were uniquely placed to tell the stories of our museum objects.

Museum object collections are revered for their uniqueness and are protected by various codes of conduct, and archives seem to be seen as holding the key to an institution. Museum libraries, on the other hand, are often misunderstood and seen only as discrete (and under-performing) public services. This misunderstanding is often perpetuated even in their home institutions, which necessitates almost constant internal advocacy reiterating the fact that library collections are as unique as the objects and archives.

Library collections are an important information source: they have been built up specifically to unlock the stories of the object collection, and have been collected as widely as the objects themselves. These library collections could never be fully replicated digitally. The library (and its accession registers) can tell you the story of a museum much more clearly, often, than even the objects can.

The Horniman is an excellent example of that – we have complete accession registers all the way back to 1901, so it is possible to check what was being acquired when. Everything in the library represents curatorial and museum practice at a given time. This is particularly interesting – and complicated – at the museum, because the specialisms of the curatorial departments frequently change with staff changes. For example, our current keeper of anthropology specialises in the Americas, whereas the previous one focused on Africa and the African diaspora; the current deputy keeper of musical instruments specialises in keyboards while the previous one's specialism was brass. And it has been like this throughout the museum's history.

The presence of this important historic material was another thing that helped 'save' the library, along with some extraordinary and fortuitous discoveries in the collection.

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These included a previously unknown copy of Anna Atkins's Photographs of British algae, of which there are only around twelve copies in the world. Atkins is considered by many to be the first ever female photographer, and the book the first published book of photographs. Atkins produced the work over a period of ten years, between 1843 and 1853 and distributed it in parts to a number of recipients who then bound the work themselves. Because the binding was down to the individual (and not overseen by the author), all copies are unique, and ours contains one of the highest numbers of plates of all the extant copies. It is therefore enormously valuable, a fact that was helpful to me when it came to advocating for the library and its collection.

Future librarian role

During the project, along with trying to save the library, I was also trying to save the role of librarian, either for myself or for someone else!

From the beginning, I pointed out that closing the library in its entirety and disposing of the collections would be an enormous job, costing far more money than it would save, in the short term anyway. Once it was established that the collection would be kept, I set about demonstrating the need to have a librarian in post, even just for the management and facilitation of staff use of the library.

As the library is not easy to navigate, a staff presence is essential in keeping the collection available, organised and usable. I highlighted the further money-saving initiatives a librarian would be able to deploy to make up for the reduction in our acquisitions budget. These include the increased use of inter-library loans and the exploitation of our M25 membership, which allow staff to access material that we cannot afford to buy ourselves. I think this is one area where I have achieved particular success: the library budget is a fraction of what it was, but I feel there has been no drop in the level of support provided for staff and, in fact, there's probably even been an improvement. The added involvement I have in the research work of the curators also helps to embed the library collections in the work of the museum and strengthens my relationships throughout the organisation.

This is not to say that it has been all success and glory. When I was making suggestions for a future librarian role (and writing what would form a large part of my own job description – a strange experience), I put a considerable focus on carrying out further research into our own collections, saying that this had the potential to benefit the museum by identifying unique and important items (such as the Anna Atkins). This suggestion was not taken up, and although I have had some small successes in getting books into exhibitions, I have not been able to make progress towards incorporating library material into our museum 'offer'.

The outcome

The outcome of my work was a 0.4 full-time equivalent librarian position, which I have filled since my maternity leave ended in January 2012. The library budget went down from around £28,000 to £10,000 and the staffing costs have gone down by around 80% too. I like to think that the library will be safe from further cuts as we now cost so little as to make any saving negligible. However, my challenge now is to find a way to slowly start to 'grow' the library again. The new Sunday opening hours are a positive step forwards but I feel there is a lot of work to do. The ongoing struggle is the limitation of my working week, my budgetary constraints and getting recognition of the need for a strategic plan for the library within the institution.

Leadership for museum libraries needs to come from senior management. We need them to understand what museum libraries do and recognise the value that they bring to their institutions. We need them to value libraries themselves

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and advocate for them to funding bodies. If the Horniman Library needs saving again, I need them on my side.

To be writing around the subject of 'leadership' feels very strange to me as I in no way feel like a leader in the usual sense of the word, but if I manage to guide the Horniman Library to a more secure, more appreciated place during my time as librarian, I shall be happy.

Brunel bands
A social history project

John West
Information Assistant
Customer Services
Brunel University Library
john.west@brunel.ac.uk

As part of our 50th anniversary celebrations, Brunel University Library has begun a project aimed at documenting all the bands that have played at the university over the last fifty years. Using eye-witness accounts, music press adverts and reviews and back issues of the student magazine, *Le Nurb*, we want to create an exciting and informative work; an accurate document but also, perhaps more importantly, an enduring and interactive social resource. One of the newest of the 'traditional' universities, Brunel has always championed innovation and creativity. In honour of that spirit, we felt that this project was a great opportunity not only to celebrate our amazing pedigree as a music venue, but also to bring together former students and local residents in creating something fresh and exciting that will still be of value long after this special year has drawn to a close.

The Sex Pistols performance at Brunel in December 1977 – this is probably the most notorious and well-documented Brunel gig. But they are just one of an incredibly impressive roster of artists and bands we know to have played either at Brunel or at events organised by students of the university. Here's a short list plucked from the top of my head:

> Genesis (who played many of their earliest gigs on the emerging Uxbridge campus)
>
> Fleetwood Mac
>
> Howlin' Wolf
>
> The Who
>
> Elton John (who also turned up to deputise when the scheduled band failed to show up at what became the Runnymede campus in 1978)
>
> The Kinks
>
> Fairport Convention
>
> Suzi Quattro
>
> The Stranglers
>
> Joy Division
>
> The Undertones
>
> The Pretenders
>
> UB40
>
> The Stone Roses

As you can see even from this small sample, the list of artists is wonderfully diverse, and these are just some of the better-known bands and artists that we know about.

The full scale of this undertaking didn't really hit us until my colleague, Tim Harris, and I began the work of compiling a simple working chronology of the gigs last autumn. Barring a few random gigs documented online, anything pre-1978 was a complete blank to us at the outset. Despite Brunel having received its Royal Charter in June 1966, the university's main Uxbridge campus was still very much a work in progress going into the 1970s, so we were doubtful that we'd ever get much information on what, if anything, went on in that exciting musical period.

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DANCES

7.30—11.30 in the refectory building, UXBRIDGE site, except where otherwise stated.

Fri. Oct. 4th NICE & STRAWBERRY JAM

Fri. night Oct. 18th/19th All-Niter (12-30a.m-7.00a.m) at Lyceum Ballroom, Strand, W.C.2.
WHO; CRAZY WORLD OF ARTHUR BROWN; ALAN BOWN; ELMER GANTRY; JETHRO TULL;

Fri. Nov. 1st
HALLOWE'EN SCENE
CHRIS FARLOWE and the THUNDERBIRDS & JEEP WRONGLE

Fri. Nov 15th at ACTON site.
TIMEBOX & EPISODE (6)

Fri. Nov. 29th
SIMON DUPREE and the BIG SOUND & THE KOOL

Fri. Dec 13th   XMAS PARTY.
BONZO DOG DOO DAH BAND (Provisionally) & NASHVILLE TEENS & A. N. OTHER.

. . .

CLUB NIGHTS

8.00 to 11.00, in the ACTON bar, in conjunction with the Bar Committee.
(admission cheap!)

Fri. Oct 11th
BLUES NIGHT with
DUSTER BENNETT — the incredible one man band & DISCS.

Fri. Nov 8th   TONY CHARLES and the CARIBBEAN ALL STARS STEEL BAND.

Fri. DEC 6th
AN EVENING WITH JOHN PEEL

U = Uxbridge;   A = Acton;   L = Lyceum;   See Back of Card.

Fri. Oct 3rd. (U)
NOEL REDDING'S FAT MATTRESS; MANDRAKE;   WELCOME.

Fri. Oct 10th. (A)
JIMMY REED & BAND;   JADE.

Sat. Oct 18th. (U)
ALAN PRICE;   EVOLUTION; WALTER SLADE.

Fri. Oct 24th. (L) (All Night)
FLEETWOOD MAC;   HOWLING WOLF; DEEP PURPLE;   KEITH RELF'S RENNAISANCE;   AARDVARK; ANDROMEDA.

Sat. Nov 1st. (U)
CARAVAN;   IDLE RACE;   SCREW.

Fri. Nov 7th. (A)
ALAN ELSDON JAZZ BAND.

Sat. Nov 15th. (U)
GRAHAM BOND INITIATION;   JOHN LEE HOOKER;   FAILED HERITAGE.
LEE HOOKER;   STACK.

Fri. Nov 21st. (A)
THIRD EAR BAND;   MAGNA CARTA.

Fri. Nov 28th. (U)
PINK FLOYD;   OPUS 31 by GRACIOUS.

RAG WEEK INCLUDES:-

Fri. Dec 5th. (L) (All Night)
FAMILY;   YES;   MARSHA HUNT; ATOMIC ROOSTER;   SPIRIT OF JOHN MORGAN;   EDGAR BROUGHTON. STEAMHAMMER.

Sat. Dec 13th. (U)
JON HISEMAN'S COLLOSEUM; JIGSAW;   CLASSICS.

EVERY TUESDAY AT ACTON BAR FREE AUDITION NIGHTS.

ALTERNATE WEDNESDAYS DISCOS AT UXBRIDGE – PHONE UNION FOR DATES.

Detail of Brunel student union gig card. Late 1960s

But as we were later to discover, a lot of student activity continued at the Brunel College in Acton and even in the absence of their own campus facilities the ever-resourceful Union of Brunel Students was not afraid to book such prestigious (and potentially hard-to-fill) London venues as The Roundhouse, The Lyceum Ballroom and The Royal Albert Hall. At these almost mythical-sounding 'midnight raves', students enjoyed eye-wateringly tempting line-ups for those with the reserves of energy to stay up until the early hours. It was not uncommon for the last act to go on at 7 am! As just one example, if you'd been lucky enough to get a ticket to the Midnight Rave at the Lyceum on 24 October 1969, you'd have been able to see Peter Green's Fleetwood Mac, Deep Purple and legendary blues artist Howlin' Wolf… plus three other pretty decent bands and a light show!

The initial scarcity of research information at our disposal led to a somewhat scattergun approach to documenting the gigs, with each of us working our way through a box of student magazines which between them spanned about just one decade of Brunel's half-century. Consequently, we decided to present the data in a blog format in the first instance, rather than chronologically. This has allowed us to write and publish the research immediately and from across the whole half-century we were concerned with documenting. Using tags, we could effectively index the posts according to artist and year so that, over time, we would have a searchable resource that could be cross-referenced as needed.

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But perhaps more importantly, blogs and wikis are the perfect media for an inherently collaborative exercise such as this. We've not only been able to allocate administrative privileges to all the main contributors who've subsequently come forward, meaning we can all add to or correct each other's work, but also the comments section has allowed us to incorporate contributions from… well, anyone who has something to say! So the project is being undertaken in a really good spirit of openness and inclusion that we hope will embolden even more people who were at some of the gigs to take part, even if it's only through the comments. So in terms of outreach and community engagement, the project has already been a greater success than we'd ever have dared to dream.

Thanks to the various social media channels we've opened we're now beginning to build up a substantial network of sources. As we'd suspected, the university's gigs were an important contribution to the social life of the local as well as the student community and through publicising the project on local residents' groups on Facebook as well as through the alumni office and Friends Reunited and our own Brunel bands Facebook page, we've been positively inundated with memories. People have also taken the time to send us important research materials such as scans of concert tickets and so on. It's taken a while to get to this stage, but we now have a growing audience for the project and our blog posts outside the university. It's been really rewarding to see so many people coming forward with such a wonderful store of memories.

Such is the volume of material to which we now have access, we hope to be able to present a fairly complete timeline of the history of live bands at Brunel when the university formally celebrates its half-century this July. To this end, we've been asked by the organisers to host a presentation of our findings at Brunel Rocks, a celebration of 50 years of live music at the university. Our presentation, followed by what promises to be a lively and entertaining audience discussion and the possibility of a live performance by one of the artists who graced the stage here, should make for a really exciting conclusion to the Brunel bands project.

In conclusion, a few words of thanks. We've been incredibly lucky to have enjoyed the co-operation of, or contributions from, the following people and organisations: Becky Collins and her colleagues at the Union of Brunel Students, who have allowed us unlimited access to their archive of back issues of the Brunel student newspaper, Le Nurb. John Bates, a former student at Brunel and now a member of staff, has painstakingly pieced together an incredible timeline of gigs and has his own photographic collection covering much of the period in which there's been live music at Brunel. We are enormously grateful for his generosity in allowing us access to his incredible knowledge and research. Andy Furlong, Graham Matthews and Bryan McAlley, are all former Brunel students who have contributed fantastic first-hand accounts, insights and corrections for which we are, again, hugely thankful. Bryan has furnished us with one of the most remarkable stories we've published so far. In 1973, whilst he was president of the students' union, Bryan was able to secure the services of legendary jazz violinist Stephane Grappelli. Andy Furlong's contribution – when he's been able to drag himself away from the small matter of organising the affairs of the Institute of Chemical Engineers – has been hugely important. Andy has not only devoted tremendous energy to devising the Brunel Rocks event but also selflessly volunteered to spend a day at the British library poring over the classified sections in their back runs of New musical express and *Melody maker* – well, it's a tough job, but someone's got to do it… We'd also like to thank Professor Dany Nobus for inviting us to participate in the Brunel Rocks event, Rob Wannerton, Sarah Gardner (Customer Services) and Katie Flanagan (Special Collections) in the library here at Brunel and everyone at the Brunel50 webpage for all their continuing enthusiasm and support for what we're doing.

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To find out what progress we're making on the project, please visit the Brunel bands blog at https://brunelbands.wordpress.com/ We also have a Facebook page which is proving a valuable source of information from and a social space for former students of the university and local residents at https://www.facebook.com/brunelbands/

Guidance for authors

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