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The Mission statement of Harvard College aptly reflects the objectives one gains from attending the ACRL/Harvard Institute. An excerpt of the Mission Statement follows… "Education at Harvard should liberate students to explore, to create, to challenge, and to lead. The support the College provides to students is a foundation upon which self-reliance and habits of lifelong learning are built: Harvard expects that the scholarship and collegiality it fosters in its students will lead them in their later lives to advance knowledge, to promote understanding, and to serve society." (Harry R. Lewis, Dean of Harvard College, February 23, 1997.) The Institute succeeded in setting an agenda that accomplishes the College's goals.

Being immersed in the Harvard environment, if only for a few days, afforded academic librarians from organizations as diverse as the geographic areas they call home an opportunity to come together and share in an educational and scholarly leadership training experience. While the majority of the participants came from within the fifty United States, there was an attendee from as far away as Australia. Canada was especially well represented, as were the British West Indies. The institutions represented were equally diverse, ranging from academic organizations as small as a few hundred to larger institutions with tens of thousands of students. Both specialized and general academic librarians were attended. Despite our diversity, one common goal brought the group of almost 100 participants together. All hoped to hone our leadership skills in order to become more effective in interactions with administrators and staff at home.

The 2003 course, held August 3-8th, was the fifth time the program was offered, and judging from the comments of the instructors, each year the program keeps getting better. This is hard to believe, as the content and organization of the program appeared to be very cohesive and well thought through. Most participants said their decision to attend the Institute was based on comments of past attendees.

The course is rigorous. The typical day began at 8:00 am and runs until almost 5:00 pm. Each night there were reading assignment that related to the next day's presentation and discussion. Readings consisted mainly of case studies and articles in support of program content.

In order to maximize the Harvard experience and contain costs, most of the participants elected to room in a dormitory reserved for summer guests. The librarians represented only one of many groups residing in the dorm, so it was always a-buzz with activity. This experience was truly reminiscent of college dorm life as the rooms were spartan, the beds hard and the bathroom facilities shared. At the end of the week, just before we were scheduled to leave the dorm, the elevator stopped working. This was not much of a problem until we had to carry suitcases filled with a weeks worth of clothes and bags of printed material down from the third and fourth floors. I shudder to think how the next group was going to feel, having to carry suitcases UP the four flights of stairs.

Of the 97 participants, only two of us represented health sciences libraries. At the conclusion of the Institute the two of us hoped that in future years more of our colleagues would elect to participate. The Institute provides a unique opportunity for librarians to assess their leadership skills; an opportunity that other health sciences librarians might want to consider. It was a wonderful chance to exchange theories and ideas about leadership with others who share our experiences and interests.

The Leadership Institute enables one to examine their own leadership styles and "deepen insights and broaden [ones] repertoire of useful approaches to leadership." Through exercises, discussion and case-based learning, participants can test new ideas and share new strategies that will help to better position organizations for the future. The flow of the institute in terms of content and presentations is carefully arranged to provide a continuum and progression in development of concepts. By the end of the week, participants have learned a new series of tools to assist them in making leadership decisions.

Faculty of the institute are an impressive group. They are extremely eager and willing to share their knowledge. Many are authors or significant contributors to the books or ideas used by the Institute.

Joseph Zolner, director, Harvard Institutes for Higher Education and Educational Chair of the Leadership Institute for Academic Librarians, Harvard Graduate School of Education, set the tone of the institute with his introductory remarks and invitation to be an active participant. Zolner attributed a great deal of the success of each Institute to the willingness of attendees to contribute to the program.

Joan Gallos, professor and former Dean of the School of Education at the University of Missouri-Kansas City, works as a consultant and educator focusing on the design and management of collaborative workplaces. Using the publication *Reframing Organizations: Artistry, Choice and Leadership* by Lee G. Bolman and Terrence E. Deal, Dr. Gallos presented the concept that leaders need to examine organizations by applying multiple lenses. Organizations are complex, and in order for a leader to be effective s/he has to be able to reframe an issue applying several, if not all, of the frames. According to Bolman and Deal these frames encompass the Structural, Human Resource, Political and Symbolic perspectives.

Jim Honan, faculty member at the Harvard Graduate School of Education and co-chair of Harvard's Institute for Educational Management focused on concerns of financial management and organizational planning. In order to plan and develop strategies in which to effectively manage our organizations it is essential that we be mindful of and responsive to the importance of aligning external institutional concerns with internal priorities and goals.

Maureen Sullivan, organizational development consultant and past president of the Association of College and Research Libraries, used a case-based approach to present material on leadership styles. She believes that leaders function as change agents in an organization. However, the ability to successfully implement change is linked closely with one's approach to and understanding of the organization. Change requires preparation, development of trust, a shared vision and defined work responsibilities in order for restructuring to be successful. It is important to note that change is an ongoing process for all organizations.

Robert Kegan, also a faculty member at the Harvard Graduate of Education, conducts research in human development. He co-authored with Lisa Laskow Lahey, *How the Way We Talk Can Change the Way We Work.* This book suggests that in order to better understand change, it is essential to understand the ways in which we as individuals tend to prevent change. This wais a dynamic, lively session which enabled us to apply knowledge gained about ourselves to the understanding of how others view change. By gaining this insight about change, librarians will be better positioned to provide leadership for their operations.

Many opportunities to network and share revolved around small group discussions. It was clear that by the end of the Institute, each person would leave having gained significant personal benefits and insights into leadership styles and opportunities.

The 6th annual ACRL/Harvard Leadership Institute for Academic Librarians is scheduled for August 8 - 13, 2004 at Harvard University.

ROZ MCCONNAUGHY
CENTER FOR DISABILITY RESOURCES LIBRARY
UNIVERSITY OF SOUTH CAROLINA SCHOOL OF MEDICINE LIBRARY

I used the AAHSL Leadership scholarship that I received to participate in the Library Leadership for New Managers Program, an Association of Research Libraries Office of Leadership and Management Services training program. This program consisted of three parts. The first part of the program was an in-person Leadership Institute in Washington, DC. The second part of the program was a web-based course, "Motivation, Performance, and Commitment." The last portion of the program was a facilitated project that required using some of the information gained from the New Managers Program at my home institution. I selected this program for many reasons. The program was geared toward new managers, it covered a wide assortment of leadership topics, and the course material was presented in varying formats.

The Leadership Institute consisted of two full days and two half days. The major concepts discussed were career management, collaboration, and communication. A variety of methods, such as lecture, discussion panels, and group work were utilized to cover the course material. All of the material was new to me; it was very thought-provoking. The instructors distributed useful reading lists and brought some of those texts to the Institute for us to look through. The most interesting part of the Institute was the panel discussion on influencing. Two of the panel members, inspiring academic library directors from the DC area, shared their thoughts on leadership and described what some of their employees did that made them stand out. The session on group structure was also intriguing. We discussed two theories of the development stages that groups move through to become highly effective.

It did not take me very long to complete the web-based course, "Motivation, Performance, and Commitment." The course provided a good overview of these subjects, but I wish it had been more in-depth. I was surprised to learn how rewards can be ineffective and the many conditions required to make money an effective reward. I found the information on the core job dimensions and steps for building commitment useful.

My facilitated project focused on improving the effectiveness of the Collection Development Committee at my library. This committee had been fairly inactive over the past year, and there was some confusion about our mission. We met twice for the project. Before the first meeting, I sent out a pre-survey about our strengths and weaknesses. At our first meeting, the committee discussed the survey responses and suggested ways to improve our weaknesses. Next, I created a survey about collection development committee activities, procedures, and goals to identify best practices for collection development. I posted the survey on four collection development-related listservs. I received 51 responses from academic libraries. I compiled the survey results, and the Collection Development Committee met to discuss the findings and implement relevant methods. Finally, I distributed a post-survey to the committee members to evaluate the project.

At the first Collection Development Meeting, we made the following decisions:

- Keep the composition of the committee the same.
- Meet every two months.
- Use the monthly staff meeting to update entire staff on the Collection Development Committee activities.
- Reply to "all addresses" on emails sent out that require a comment.
- Be more conscious of using faculty meetings to discuss collection development issues.

At the second Collection Development Meeting, we made the following decisions:

- Send out agenda for meeting in advance.
- Determine the charge of the Collection Development Committee.
- Revisit the Collection Development Policy Draft.

I think the project reinvigorated the committee. Some of the members had a more positive attitude about the meetings and were more vocal during the meetings. It is difficult to create enthusiasm for issues that are commonly believed by some of the committee members to be irrelevant to their job or just really boring. Participating in this program has given me an appreciation of the goals and services of the organization that are not immediately related to my position and duties.

I was a little disappointed about the survey results I received from other libraries. Many of the responses were from large academic libraries, so they were not very relevant for our structure. It was difficult coming up with a survey that would give me the feedback I wanted. On the other hand, it was interesting to hear from libraries that were just starting a collection development committee or were frustrated with their situations.

Overall, the Library Leadership for New Managers Program was a great experience. It introduced me to many new ideas and made me contemplate how I supervise others. I really enjoyed the facilitated project because it gave me the chance to share some of the things I learned with colleagues and enabled me to have a positive effect on my institution.

"POWER AND DYNAMICS AND INFLUENCING SKILLS"
BARBARA MCNAMEE
RAYMON H. MULFORD LIBRARY
MEDICAL COLLEGE OF OHIO

Content Overview.
Registrants in this course have up to three weeks to complete the course. Overall, the course takes between 6-10 hours to complete, including two assignments and two activities. The course software is flexible and intuitive. The facilitator is available for questions and discussion and provides feedback on assignments in a reasonable period.

The content covered in the course includes:
- Types of power and best practice for using each
- How individuals acquire power
- Unethical use of power and why individuals may use power inappropriately
- The individual as part of an organizational system
- Leadership Capacity

The activities include self-analysis on (1) types of power the registrant possesses and (2) unethical use of power. There are two assignments. The first is a case study that requires one to demonstrate understanding of power types. It reinforces the content of the first section and requires problem solving.
The second assignment requires the participant to look at a local campus issue and apply knowledge regarding how power comes into play in an organization.

One of my favorite parts of the course was an ARL document on Directors and Campus Advocacy. The information was useful and provided some insights into how four library directors developed their power base on campus. I shared the article with my director and used it as a tool to gain his perspective about advocacy techniques that he employs here on campus. Additionally, the course ended with fourteen questions for self-reflection. These have been useful for self-development and as a periodic mini-appraisal reminding me to ask myself, "Am I on the right track? What do I need to do next?" It was a fitting ending to the class.

Leadership Development Benefits.

Leaders need to understand the types of power they and others possess and how best to utilize it. This course helps one to recognize power and work with it.

Learning Rosabeth Moss-Kanter's theories on acquiring power provided me with some immediate things I can do to start improving my status in the organization and to change some relationships that are not working well. These are traits that one can always self-check against in both new and long-term positions.

Similarly, a segment on Leadership Competencies (Management of Attention, Meaning, Trust and Self) provided yet another concrete path of development that I could incorporate into my appraisal process with my director to measure my growth.

Assessment/Evaluation.
Via a concise, online package this online course is filled with useful core information that provides a starting point from which to begin thinking about power. The delivery style is extremely convenient for busy professionals. If one is looking for an in-depth education on power and dealing with campus politics, this course provides only a very basic start. One of the most useful aspects for both the novice and the initiated is the self-assessment portion. Absent from the content is anything related to power and gender. This is a good place to start for a novice or for someone with good intuition and observation powers who needs some insight

on theory. It may be too basic for those who have been well mentored or are in the mid-experience range in dealing with internal and campus politics.

ACRL / HARVARD: LEADERSHIP INSTITUTE FOR ACADEMIC LIBRARIANS   AUGUST 2004
DEBORAH H. CHARBONNEAU
SHIFFMAN MEDICAL LIBRARY
WAYNE STATE UNIVERSITY

I am pleased to submit my report from the ACRL/Harvard Leadership Institute which was held August 8-13, 2004 at Harvard University. The ACRL/Harvard Leadership Institute for Academic Librarians presented unique opportunities to enhance my leadership skills. Specifically, this opportunity offered me an engaging environment to learn valuable strategies and techniques for implementing change.

The six-day course was rigorous. While a majority of the participants were from the United States, a few attendees were also from Egypt, Germany, and Canada. Of the 98 participants, only four of us represented health sciences libraries. Most of the participants stayed in University housing for the duration of the program.

The institute agenda included fascinating topics such as: Reframing Leadership and Diagnosing Organizations; Leadership, Vision, Voice, and Influence; and New Languages for Transformation. The book *Reframing Organizations: Artistry, Choice, and Leadership* by Lee G. Bolman and Terrence E. Deal was sent in advance of the institute and was integrated throughout the program. Our week also consisted of nightly reading assignments; mostly including case studies and but also other supporting materials that reflected the program's core content. The closing sessions on *Becoming an Agent of Change* exemplified the quality and creativity of the institute faculty.

Faculty of the institute established a collaborative learning environment while also providing their individual expertise to the overall program. Faculty members included: Joseph Zolner, Director of the Harvard Institutes for Higher Education; Joan Gallos, Professor and Director of Higher Education Graduate Programs for the School of Education at the University of Missouri-Kansas City; James Honan, faculty member at the Harvard Graduate School of Education; Lisa Lahey, Associate Director for the Change Leadership Group at the Harvard Graduate School of Education; and Maureen Sullivan, organizational development consultant and past president of ACRL. These faculty members were excellent and contributed significantly to the success of the institute.

Another important aspect of the institute was the formation of new relationships with colleagues from a diverse range of institutions. We were encouraged to share and further explore issues in small group discussions. For our small group, the lively discussions led to the development of a listserv so that our group could continue to share and support each other beyond the week-long program.

In summary, I learned new insights about how to accomplish my mission in a changing environment and examined the roles and responsibilities of library leaders in planning initiatives. As a result, I believe that I am in a better position to apply and contribute valuable strategies and information learned to enhance my current work and research activities, to expand my contributions to regional and national medical library organizations, and to assume increasingly greater levels of responsibility.

BETH LAYTON
HEALTH SCIENCE CENTER LIBRARY
UNIVERSITY OF FLORIDA

I attended the ACRL/Harvard Leadership Institute for Academic Librarians from August 8 to 13, 2004. This was one of the most meaningful educational events I've ever attended. I am attaching the "personal" write up I shared with professional staff in the Health Science Center Library at the University of Florida. However, to fulfill the requirements of the scholarship, additional comments are below.

At the Medical Library Association meetings, I find that much of our programming is about medical/health science libraries. Appropriately, the emphasis is on medical librarianship; there is little about leadership, management, or planning. In contrast, the Harvard Institute focused on these areas. The absolute immersion of the students in the Institute for a long period—six days—was one of the reasons I think the Institute is successful. I was able to step away from the day-to-day operations of my library. Students were expected to focus on the Institute, to think about management issues and identify alternate approaches to problems. It was useful to get perspectives on problems from people in different types of libraries and with varied responsibilities—the problems are all, after all, management problems. Ironically, the group was self selected—all you had to do was pay in order to attend. These students were committed to improving leadership and management skills. I was truly impressed with the quality of the attendees and I learned from my colleagues.

The Institute was well organized. Each session built on previous sessions. The objective of this Institute was to think about the difficult issues we, as managers, often face. For instance, initially we met in our small groups and then were introduced to the "case study" method. The coordinator, Joe Zolner (Director, Harvard Institutes for Higher Education), lead this first talk. In preparation for the Institute, we were sent a book entitled Reframing Organizations (Goleman and Deal, 2003). The next day, Joan Gallos (the best instructor I've ever had) presented a lecture about the "frames" and then we discussed another case based on what we had learned. The topics were not limited to the frames; we also had sessions on planning and change during the Institute.

The speakers were excellent. All instructors engaged their audience; they listened to and respected all responses. They were experienced in teaching using the case study method; they moved these sessions along, managing 98 opinionated librarians in discussion. They were knowledgeable about teaching adults in high-level positions; this office at Harvard coordinates five institutes in academic leadership.

What did I get from the experience? It was amazing. I learned how to approach management issues from the "four frames". Now I automatically view issues from the four frames, structural, human relations, political and symbolic. I am making a conscious effort to step back and take things more slowly and cautiously while I am more aware of the long-term consequences of decisions. Also, I now have a group of "experts" that I can consult; I can communicate with any of the 98 students in the class or with the entire group. Our class is already working on doing a journal club on a management book.

On a practical level, information about housing and other local issues was sent well in advance. Breaks and meals were well coordinated. The "roughest" part of the Institute was living in a dorm (I'm not used to living in a 8' x 10' room) but the meals, especially the breakfasts, more than made up for that.

In conclusion, I think that the Institute would be useful for any library manager. It is unique because of the in-depth coverage of the topics essential to thoughtful leadership and management, the total immersion of the attendees for six days, and the quality of the instructors. I suggest that directors attend first, then the next level of management. The concentrated focus on leadership, management, planning and change was exactly what I needed when I took the class. I think and feel that all academic medical library managers would greatly benefit from the Institute.

JULIA K. KOCHI
LIBRARY AND CENTER FOR KNOWLEDGE MANAGEMENT
UNIVERSITY OF CALIFORNIA, SAN FRANCISCO

The AAHSL Leadership Scholarship partially funded my participation in the ARL/OLMS Library Leadership for New Mangers program. The program consisted of 3 components: an in-person symposium; an online assessment tool that determined my leadership profile; and a facilitated project. Although this was the second year the program was held, I understand that it was significantly reworked after the offering last year.

The first competent of the program, the in-person symposium, took place in Washington, D.C. from September 28 – October 1, 2004. It was an intensive symposium that covered subjects such as emotional intelligence, the roles and responsibilities of a leader versus a manager, how to influence both above and below, and recognizing and avoiding career derailment. The instructors, Melanie Hawks and Kathryn Deiss, did an excellent job of keeping the program interactive and relevant to the participants.

While the other components were interesting, I found the in-person symposium to be the most useful portion of the program. The group of people assembled was small (16 students) but were from all types and sizes of libraries. The instructors did an excellent job introducing new topics as well as giving participants the opportunity to work in small groups and share problems and solutions. One of the most valuable aspects of the symposium was the simple act of being able to step away from the office and devote time and energy on a topic like leadership. I found that I was able to spend time assessing my skills in various areas and reflect on how what I'd learned would impact how I handles similar situations in the future.

The second component of the program was a newly developed online assessment tool. The Peopleassets/ARL Leadership Profile compares "an individual respondent's scores on a range of critical leadership behaviors against a benchmark established by a group of "exemplars" in ARL libraries." Based on my responses to a series of questions, the program identified strengths of my leadership style and also offered ways to improve my effectiveness in areas such as defining goals, innovation, communication, independence and influence. It also graphed my responses against the "exemplars." Previous to taking this course, I had taken a DISC assessment, which looks at behavioral and communication styles. I found comparing the two sets of results very informative, and having both of them helped me recognize areas of strengths as well as weaknesses and identify areas for future development.

The third and last component for the program was a facilitated project. For my project I chose to develop a program that would engage the library's webmasters in developing goals and objectives for the website. For me personally, the facilitated project was not very successful, but this was due to my own commitment, not lack of support. Once I returned to the library, I was immediately swept up into day-to-day management issues, and the project I selected to do did not have immediate benefits. While I completed the assignment, I never fully followed through with the entire project. I believe I would have been more successful if I had chosen a project that had more impact on a pressing problem. The facilitated project was a good activity, and it gave me the opportunity to immediately use some of the skills we had discussed in the symposium. In one discussion with the webmasters, I used techniques such as appreciative inquiry and brainstorming, and they helped me lead a more engaged discussion than I'd had before with that group. I also learned how important it is to set time aside when you return from training so you have time to absorb and implement what you've learned. It is all too easy to slide back into past behavior.

My participation in the program happened to coincide with several other management/ leadership learning opportunities, and I found the confluence to be especially helpful. All the opportunities built on each other to help me develop a better understanding of the management and leadership issues and skills needed to succeed. Through what I've learned in the ARL/OLMS program as well as my other classes, I feel I have a better understanding of what skills I need to develop and where my strengths and weaknesses lie. The classes have certainly made me more aware of what leadership/management choices I am making and given me a larger toolbox with which to work.

I would recommend this program to other managers. Because it offered an excellent basic introduction to management/leadership issues, I even would recommend it to managers with some experience who have

had no exposure to these concepts. The symposium especially provides you the luxury to focus on issues that are often ignored yet vital to the success of an individual career as well as the success of a library and its staff, and I appreciate the opportunity the AAHSL Leadership Scholarship provided me to participate in the program.

JEFF WILLIAMS
BIOMEDICAL LIBRARY
UNIVERSITY OF CALIFORNIA, SAN DIEGO

I attended the ARL/OLMS Library Leadership for New Managers program in Washington DC from September 28th through October 1st of last year, thanks in part to the generous scholarship I received from AAHSL. The program was a wonderful opportunity to learn about many important leadership and management skills and topics. Some of the main areas of learning included emotional intelligence, how to influence an organization, and challenges related to being a middle manager. The instructors, Kathryn Deiss and Melanie Hawks, were well qualified, and did a great job of keeping the program focused and moving forward.

The final component of the course was the preparation of facilitated project plan and proposal, to be completed upon return to the participants' individual institutions. The planning of this facilitated project gave me the chance to immediately apply many of the skills the session covered as I worked with my direct supervisor and department head. This facilitated project has formed the basis for a large project I am leading in my library to develop an information commons in our soon-to-be renovated and expanded library. I feel lucky that the instructors worked so hard to make the content of the program immediately relevant to my work environment.

I would recommend this program to other new managers, and appreciate the financial assistance AASHL provided that helped me attend this program.

In a word, I thought this experience was *excellent*. Part of what contributed to that excellence was the presentation of both Melanie Hawks and Kathryn Deiss.

The class began with the instructor putting adult learning in context and reminding us that people lean when they feel a need to know, and when in a safe comfortable learning environment. They then proceed to provide for both those needs.

The class participants were asked to articulate the reason they were taking the class which we shared in an unusual, creative way of making a sign indicating our reason and walking around the class sharing motivations. We then heard a brief talk about theories regarding the principles of influencing others. This was followed by everyone in the class taking the DiSC Classic Personal Profile. The purpose of the profile is to provide a framework for looking at human behavior – both your own and others – and to learn different motivational styles. This exercise allowed us to look closely at our own style and helped determine when it was useful and effective and when it was not. The handbook accompanying the test provided guidelines which can be used for further reflection over time. I found this exercise and the self-reflection to be very helpful in realizing other ways of approaching people when my natural style was ineffective.

The second day focused on influencing skills, time management issues, differentiating between *solving* a problem and *managing* a dilemma, and the helping relationship. Again we took a personal inventory – this one of our influencing strategies using the Influence Strategies Exercise (ISE). This gave us a profile of our own style of influencing others, typical behaviors employed, when the strategy is effective and when it is less effective. This too comes with a booklet that will be useful for continued use.

The last day focused mainly on motivation and coaching for performance. Working in dyads we practiced the coaching method with each other to help articulate an issue and talk it through with the partner using reflective listening techniques.

I especially found this workshop useful in that it provided me tools and guidelines to articulate problems in a way they could be more easily addressed. For example, we learned to describe problem behavior in explicit detail, separate it from the person and supplement our own natural style of influencing when it was less effective. I think this workshop would be helpful to seasoned managers who could use it as a refresher for more effective leadership strategies and for new managers as an orientation for leadership styles. The experience was so rich that the materials need to be consulted over a period of time. An excellent book, with other recommended readings, was provided. We were also encouraged to keep a diary during the class. Consulting these over the weeks and months to come will help reinforce what was learned. In sum, an excellent opportunity for professional development.

To my estimation the Institute provided the participants with one of the most productive and interesting opportunities for exposure to issues, concerns, strategies and theories relevant to management in general and library management in particular. The structure of the workshop which was divided into theoretical as well as practical sessions was planned with a view to increasing the learning possibilities as much as possible. I consider the discussions, materials and interactive techniques of the Institute extremely productive and helpful in allowing the participants not only active involvement in the discussions but individual input as well.

What made the workshop even more productive was the possibility of exchanging views with colleagues who faced more or less similar conditions, problems, issues and challenges in their respective institutions. The presence of an atmosphere of trust made it possible for participants to express their views regarding library developments, changes and concerns regarding the latter. It was interesting for me to find out that my colleagues in other libraries shared some of the same concerns and faced some of the same challenges as we are dealing with in our library.

The three days of the workshop were organized into different units. The following are a few of the major areas of discussion during this period:

- **Management In Context**

This section of the workshop was devoted to a discussion of the context of management in organizations and libraries. The two main approaches in management that we considered represented cooperative versus top-down models. It was argued that the cooperative style has better chance of creating a more efficient and participatory culture among the library staff.

- **Behavior Styles**

What are the general behavior styles influencing the ways that individuals interact with each other? The discussions in this unit focused on attributes of each behavior style and the significance of understanding them in developing more effective communication and interaction with others in the context of organizational work.

- **Power Dynamics**

Here was another area of great importance for librarians and library operations. The dynamics of power relationships in any organization has important consequences for the productive nature of the organization. How to navigate and work through the power dynamics in any organization can be a serious problem for libraries as well.

- **Influencing Skills**

How do we influence others in order to make group interactions more effective? Such issues and others related to the dynamics of inter-organizational relationships are of special importance in structures that require more flexibility in dealings with others.

- **Working with Groups**

Developing effective groups, building teams capable of performing specific tasks, attributes of successful teams and groups were among issues we discussed in this section.

Working with Groups

The unit that I found to be of particular relevance and helpful in the changing atmosphere of libraries, where working within and through groups and teams is becoming increasingly indispensable for future improvements and developments in libraries, was the unit devoted to Working in Groups. This unit was especially of interest to me as our library has been experiencing major changes recently at many levels. It seems to me now that increasingly the library work will require team approach in developing and implementing projects as well as resolving problems in the library operations. Hence, the ability to develop effective teams in this context becomes crucial in our ability to deal with many changes that the library is experiencing.

This unit was devoted to analyzing the formation, working models, roles, and elements that make an effective team or group. To this end the discussions of the Institute in this unit were devoted in analyzing the different aspects of team building and functions.

The discussions started with the Tuckman Model of the four stages of Team development that represents the following overview of the internal dynamics of team development in its different stages. It represents what happens in the process of team development and what internal changes the members usually go through in the formation of such working groups:

Stage one : *Form*- testing and dependence
At this stage the team members discover what behaviors are acceptable to the group. For newly established groups, this stage is the transition from individual to member status. For teams with new leadership, mission, or members, this stage is a period of testing behavior and dependence on formal or informal group leadership for guidance in a newly unstructured environment.

Stage two: *Storm*-internal conflict
Team members become hostile or overzealous as a way to express their individuality and resist group formation. Members recognize the extent of the task demands and respond emotionally to the perceived requirements for self-change and self-denial.

Stage three: *Norm*- development of team cohesion
Members accept the team, team norms, their own roles, and idiosyncrasies of fellow members. Emotional conflict is reduced by patching up previously conflicting relationships.

Stage four: *Perform*- functional role relatedness
Team has established its interpersonal norms; it becomes an entity capable of diagnosing and solving problems and making decisions. This stage is not always reached by management teams.

This general psychological perspective on the dynamics of interpersonal relationships within a group allows one to predict some general patterns in team developments. However, before even considering such general overviews of individuals in group contexts it is important to pose the question of whether or not a group is the proper and effective tool for dealing with problems and issues. The following guidelines might supply some general criteria as to when it is appropriate to use team and group models. According to the discussions in the institute:

1. The groups should be used when there is not one person who already has the necessary information, responsibility, etc

2. They should be used to deal with matters of significance and substance

3. Groups are not effective in administering or controlling something
4. Groups should be given assignments within limits of their knowledge and authority

5. A group consisting of bosses and subordinates is inappropriate when the results of group efforts will be acted upon by the bosses.

Once it is determined that a group or team is indeed the proper tool for developing and implementing a project or resolving a problem then we need to consider the proper steps that need to be taken in organizing an effective team. The discussions on this topic pointed to the following steps that could help in developing an effective team:

1. Team purpose and mission:
   This stage includes discussions about the focus of the team, some realistic goals that could be formulated in brief and understandable format. This should be the stage where the individual members are inspired and energized to participate in the given project.

2. Team stakeholders:
    It is important to determine what skills and talents are needed, who can be selected as team member, who could be a leader, what are the standards of accountability, etc.

3. Limits and expectations:
    The team should determine the scope of the decision making power it has and the extent of its responsibility for the project.

4. Team roles:
    What are the expectations of the role of the team in the overall organizational structure? Will change/ fixed?

5. Internal mechanisms and ground rules:
    There is a need to clarify the mechanics of how the different aspects of team's work will actually get done. There is also a need to clarify the mechanisms to be used in determining the internal behavioral expectations of the group and conflict resolution steps. How will the logistics of the team activity such as meetings be determined, what are the internal and external feedback mechanisms, how will the performance valuations be conducted according to what methodologies?

One of the interesting discussions in this unit had to do with what are the features and qualities of successful teams. While these qualities are not by themselves guarantees for success they do seem to increase the success rate for team performance and should be kept in mind when developing a working group. The following are some of the attributes of successful teams:

1. Appropriate leadership
    Team approach of the leadership, its ability to allocate time to team -building activities and to share functions with others as leaders in their own respect increases the leadership authority in the group

2. Suitable membership
    Qualified individuals are needed to perform the given tasks with appropriate balance between individual skills and talents. The members also should develop commitment to the aims and goals of the team, be willing to devote personal energy to its activities and feel that they belong to the team
3. Constructive climate
    The team should create a climate that encourages members to be relaxed but also to be direct and open in their dealings within the group and in raising issues, complaints and in proposing suggestions.
4. Desire to achieve
5. Critique without rancor
6. Positive inter-group relations

Many librarians admit that they find themselves in supervisory and administrative positions in libraries without proper previous training and practice. This situation could be remedied to some extent with their attendance at such helpful workshops and institutes as the one that was organized. I know in my own case that the attendance in the workshop allowed me to reflect on my own approach to internal library relationships and issues and provided an opportunity for gaining some very valuable tools and skills in dealing with the rapidly changing environments in libraries that we are facing at the present time. I would recommend the workshop to all librarians whether they are in supervisory positions or not as it provides skills and knowledge that are relevant to library work to all librarians.

"LIBRARY CONFLICT MANAGEMENT"
"POWER DYNAMICS AND INFLUENCING SKILLS"
RICK WALLACE
OUTREACH AND PUBLIC SERVICES LIBRARIAN
EAST TENNESSEE STATE UNIVERSITY

I enjoyed the ARL classes I took through the AAHSL Leadership Scholarship program. I did not plan it, but the classes I took "Library Conflict Management" and "Power Dynamics and Influencing" perfectly dovetailed with the Ed.D. in Educational Leadership and Policy Analysis class I was taking in the summer of 2004, "Organizational Development".

The things that really wear you down in library management are people problems. These two classes gave me a better philosophical understanding of conflict and power distribution in a social group. I recommend health sciences librarians who manage people (and who doesn't) to take advantage of this AAHSL scholarship program.

These classes were Web-based, so I could work on my own schedule. ARL gives excellent support. There are online forums for discussion. I hope I have the opportunity to take more ARL classes in the future. This type of information is not only intellectually stimulating, but is also a boost to the spirit. I would like to thank AAHSL for the opportunity.

The class "Library and Conflict Management" defined conflict management, gave the reasons why conflict management skills are important, explained different forms of conflict types and outlined how to select and apply conflict tools. This course enabled me to examine my attitudes towards conflict, learn how to be a better listener (I still have work to do!), and to learn to reframe words spoken in a conflict in order to clarify the meaning and reduce negative emotions. These are all very valuable tools that in the future could be used to defuse a tense situation.

The second class that I took was "Power Dynamics and Influencing". The objectives for this class were to understand how to 1) Analyze power dynamics in organizations; 2) Build your own base of power and 3) Expand your influence and develop your leadership capacity. These three objectives were clearly in line with information I desire to learn and use appropriately.

I learned that power and position are not the same thing. Also, power is not inherently evil. Like sex, food and alcohol it is the misuse that has given these phenomena a bad name. Therefore, power must be used ethically. I learned that power is perceived differently depending on what level you are on in the organizational hierarchy. Therefore, I need to develop the ability to think so that I understand the frame of reference of people outside my own frame of reference.

Leadership and power are not the same thing but are intertwined. I learned that a coercive, power hoarding style of leadership is not effective. Power should be shared. Power can be acquired and leadership capacity can be increased. These are two areas I need to develop further in my life.

The AAHSL Leadership Scholarship funded my participation in the class, "Leading Change", offered by the USDA Graduate School. In addition to participating in the class, I read books and articles on leadership, met with my organization's ombudsman to discuss my leadership role in my organization, attended a 5-day MBA course offered by the Federal Library and Information Center Committee, and recorded a journal of the evolution of my management skills and style during this period.

The combination of formal classes, self-directed learning and self assessment proved to be very valuable to me. Had my sole activity been to attend the Leading Change class I don't think that the ideas delivered in the class would have become as integrated in work life. By supplementing the class with complementary classes and activities, I was able to reflect on the lessons learned, make discoveries of my own, and develop new goals for myself.

The three key areas where I gained the most insight were: the responsibilities of leadership, the nature of change and individuals' relationship with change, and the power and importance of effective communication. Of these three, gaining an understanding of the responsibilities of leadership had the biggest impact on me and was a theme that I followed up on in my journal, my readings, and my additional classes.

During the Leading Change course, we spent a substantial amount if time discussing leadership styles and the qualities embodied by effective leaders of change. During our discussions and exercises, we were able to move beyond the nuts and bolts of managing a project and explore the qualities that make a leader successful. We looked at issues of honesty, fairness, vision, communication skills, systems thinking, and emotional intelligence, among other things, and were challenged to assess ourselves in these areas.

After the class, I considered my strengths and weaknesses as a leader and I thought of examples where these strengths and weaknesses had been displayed. I then took ideas from the class and my readings and attempted to apply them in workplace situations. Being able to think about my workplace challenges in the context of leadership principles and techniques and with the added perspective of learning from others' experiences was extremely helpful to me. I was able to remove myself from the narrow view of the problem at hand and consider the issue from a broader and more reasonable perspective. Additionally, taking time to reflect on my behavior and evaluate my progress gave me the opportunity to discover what techniques worked for me, pinpoint areas for future development, and consider approaches that I may take if presented with a similar problem in the future.

I would encourage future scholarship applicants to take the opportunity to think about how the concepts presented in the educational activity apply to their real life experience. Requiring myself to do this increased the benefit that I gained from the course and helped me to develop self-assessment skills that I can continue to employ throughout my career.

HONGJIE WANG
LYMAN MAYNARD STOWE LIBRARY
UNIVERSITY OF CONNECTICUT HEALTH CENTER

With the support of an AAHSL Leadership Scholarship, I participated in the continuing education course, "Library Directors: Knowledge, Skills, and Career Paths," taught by three library directors at MLA Conference in 2004. I went there with the expectations of expanding my knowledge and learning some practical skills that I can use. My expectations were met. I learnt a lot. One of the things that struck me is the concept that it requires sacrifice to be a leader. As is pointed out by Peter Drucker, the world's leading business thinker, one has to give up to move up. It takes courage to be a leader, and leaders have to lead themselves before they can lead others. This concept is important, because without such a mind-set, potential leaders would not take the steps to show their leadership characteristics. From the success stories of the three instructors of the course, one common thread emerged: they became successful because they challenged the so-called "forces that encourage complacency," a term used by John Maxwell, America's expert on leadership. To get where I want to be professionally, I should do the same: challenge the status quo, make sacrifices when necessary and see beyond the horizon that is universally shared by everyone with good eyesight. I'm grateful to AAHSL to have the opportunity to attend such a great course and learn first hand from those who "have done that and been there."

The Leadership Institute for Academic Librarians, sponsored by the Association of College and Research Libraries (ACRL) and the Harvard Institutes for Higher Education, was an extraordinary learning experience. The institute faculty were outstanding. They included Lee Bolman, Marin Bloch Professor of Leadership at the Block School of Business and Public Administration at the University of Missouri – Kansas City; James Honan, Senior Lecturer on Education at the Harvard University Graduate School of Education; Lisa Lashey, Research Director in the Change Leadership Group at the Harvard University Graduate School of Education; Maureen Sullivan, Library Organizational Development Consultant; and Joseph Zolner, Director of the Harvard Institutes for Higher Education. These instructors are among the brightest I have ever encountered. They are also truly committed to developing library leaders to advance the mission and goals of higher education.

I also learned a great deal from my peers attending the institute. Librarians from institutions large and small, public and private, came from across the United States. The institute attracted librarians from other nations as well. Countries represented included Canada, Switzerland, Singapore, and the Unites Arab Emirates. This international diversity greatly enhanced the intellectual environment.

True to the institute's philosophy that every student teaches and every teacher learns, the discussion pedagogy contributed to the learning process. Ninety-five librarians attended this year's institute. The amphitheater was a rich educational laboratory. We also explored leadership issues each day in small discussion groups. Sharing breakfast, lunch, and dinner gave us other venues to learn from colleagues.

During the institute I was able to get to know the four other medical librarians attending the institute. Jeanene Light is a Health Sciences Librarian at the Dana Medical Center at the University of Vermont. Gail Persily is the Director of Education and Public Services and Associate Director of the Center for Knowledge Management at the University of California – San Francisco. Julia Sollenberger is the Director of the Edward G. Minner Health Sciences Library and Technologies at the University of Rochester Medical Center. Daniel Wilson is the Assistant Director of Collection Management and Accrual Services and the Director of Service Measurement at the Claude Moore Health Sciences Library at the University of Virginia. We shared common goals for improving academic medical libraries.

This institute gave me new perspectives for understanding the complex organizational culture of the university, the academic medical center, and the health sciences library. Structural, human resource, political, and symbolic framing is an effective way of interpreting and responding to challenges and opportunities. I was inspired by the leaders we studied who were able to employ multiple frames to motivate others to strive for a common vision.

I will apply what I have learned to leading public services more successfully at the Duke University Medical Center Library. Several sessions at the leadership institute focused on planning. A new initiative to coordinate strategic planning among Duke libraries will create a forum for discussing the integration of library and university goals. I will also advocate for aligning the Medical Center Library public services planning with Duke Medicine's short and long range plans.

This institute has renewed my desire to seek higher level leadership positions. My ultimate goal is to direct an academic research library. I also look forward to working with colleagues in state, regional, national, and international library associations to improve information services and resources in the United States and abroad.

I am very grateful to the Association of Academic Health Sciences Libraries for selecting me for a Leadership Scholarship to attend this program.   This institute has improved my capacity to provide effective leadership. I encourage other medical librarians to apply to the ACRL/Harvard Leadership Institute for Academic Librarians and the AAHSL Leadership Scholarship.

The Leadership Institute for Academic Librarians, sponsored by ACRL and the Harvard Institutes for Higher Education, was, quite simply, the best educational experience I have had since entering the profession over twenty years ago.

It is hard to say which individual part of the whole Institute contributed most to its overall success, since every detail was so well-planned and executed. The faculty were pros and in terms of pedagogy definitely knew how adult learners "work". Faculty at this session were: Joe Zolner, Director of the Harvard Institutes for Higher Education; Lee Bolman, School of Administration of the University of Missouri-Kansas City; James Honan, Harvard University Graduate School of Education; Lisa Lashey, Harvard University Graduate School of Education; Maureen Sullivan, Harvard Institutes for Higher Education. For me, James Honan was the standout, although all faculty was excellent.

The pedagogy consisted of large group discussions and lectures, based on case studies. This was an extremely effective way of teaching, since we were immediately, literally"on the same page". The supplemental readings were well-chosen. In addition to the large group discussions, there were two smaller groups that each participant was assigned to. This increased the likelihood one would meet different people, and increased exposure to differing opinions and viewpoints.

The overall structure of the Institute was based on Lee Bolman's book "Reframing Organizations", and each case study was examined through his four frames-structural, human resource, symbolic and political. This was an interesting way to study an organizational problem. It became apparent that most of us were inclined to re-visit the identical frames each time. This method forced you to look at problems from other frames, and look for opportunities you might otherwise miss. I learned a lot about my own management style, and to my surprise, discovered I was more political than I thought.

The schedule for each day was quite rigorous, with hours of homework in the form of reading to do each evening. Still, we were comfortable and provided with good food and opportunities for solitude and reflection when desired. Joe Zolner was an excellent organizer, and had the knack of knowing exactly what we needed, and when. His humor got us all through some tough spots!

Of all faculty, I found the presentation and discussion led by James Honan to be the strongest. He lectured on financial models, logic models, and budgets, as well as strategic planning. I learned a great deal from him. I found the weakest portions (relatively speaking, since all were valuable) to be the sessions designed to lead to self-discovery. I am not sure I think a group of 94 people is the best place to bare your deepest secrets and vulnerabilities.

The participants in the program were from various academic institutions, and the chance to meet so many different people, both in class and informally, was very enriching. Meals and breaks were opportunities to network, as was staying in the dormitory. I met several librarians from health sciences libraries, including Duke University, the University of Virginia- Charlottesville, the University of Rochester, and others. I formed friendships I hope will continue, and which I know will be helpful to all of us in the future.

Overall, the Institute was a great confidence-booster. We all discovered we had more strengths and knowledge than we realized, and left Cambridge with renewed commitment to our profession, and to seeking further leadership opportunities. I am grateful for the opportunity to have spent a week doing such important work, and thank AAHSL for the opportunity to attend. I would not hesitate to recommend this program to anyone interested in leadership.

GAIL PERSILY
LIBRARY AND CENTER FOR KNOWLEDGE MANAGEMENT
UNIVERSITY OF CALIFORNIA SAN FRANCISCO

I attended the ACRL/Harvard Leadership Institute to explore more fully how I can develop my leadership role in my institution. I was drawn to the broad scope of the program that ACRL libraries bring because I wanted to expand my exposure to other types of environments besides the health science campus. Overall, the program was a very intensive and energizing week that gave me many ideas for pursuing different aspects of leadership in my job and career. Attending a program at the Harvard University Graduate School of Education reminded me of eating a meal at a five-star restaurant. The faculty were incredibly engaging and somehow managed to create a connection with each of the 94 participants, making us all feel very special. The lectures and class discussions were the best I've experienced. And there was great attention to logistics and information sharing making the experience easy and low-stress. The dorm accommodations can be described as Spartan at best, but in every other way it felt like a luxury educational experience to this state university employee.

Of the 94 participants in the program, 6 of us were from health science libraries. Small college libraries, large public institutions, and prestigious private institutions were all represented. We were a geographically diverse group coming from all parts of the U.S. and Canada as well as from Singapore, Switzerland, and the United Arab Emirates. Initially, some of us were disarmed by the differences in our organizations, but I found that when it comes to discussions of leadership strategies and concepts, it really doesn't matter what type of organization you are in. For example, much of the class discussion was based on case studies and I found the non-library cases to be the most compelling and instructive.

The content of the program focused in several areas. One main focus was on the different perspectives or "frames" that come into play in any organizational problem requiring leadership. Participants read *Reframing Organizations: Artistry, Choice, and Leadership* by Lee Bolman and Terrence Deal[1] before attending the program. The book laid out four frames – structural, human resources, political, and symbolic – that can be used to describe all aspects of organizations. In class discussions, we looked at several case studies to explore how over-emphasis in one frame can cause problems and how introducing another frame can improve a situation. A quick self-analysis tool graphed our personal orientation for each frame. Through this tool and our discussion of cases I recognized my own abilities to operate in the symbolic and political frames and the need to appreciate all four frames in any situation.

While the frames were a consistent theme throughout the program, other topics were effectively dovetailed such as understanding the context of the organization in which you lead and plan, creating and communicating a vision, and becoming an agent of change. In small group discussions, we tried to apply these concepts to real life situations that participants outlined in advance of the program. This process proved a challenging task for my group. But I still found value in our discussions and getting a closer look at the leadership challenges of these participants.

As other AAHSL scholarship recipients have reported, the program is demanding and leaves little time for sightseeing and socializing. There was reading every night – primarily case studies – but somehow I managed to visit the Boston Museum of Fine Arts, have dinner with the other health science librarians, and enjoy a cold beer on most every hot and humid evening. And yes, I still got my reading done. Getting to know fascinating colleagues from all kinds of institutions was an added bonus. Friendships were forged and new resources for guidance and encouragement were developed.

I confess that since I returned to work it has been difficult to take the time to return to the material from this course and apply it to my job. However, writing up this report just as the first month of the new school year is winding down has been perfect timing for me. I am currently facing some immediate leadership challenges and I see where I can use this material to assist me. One takeaway from the program was that I needed to get outside the Library more and develop and strengthen relationships with others on my campus. This important message is important as I work on Library space planning issues and campus e-learning initiatives. I am currently participating in a campus-sponsored leadership course called "Leading Through Influence" which reinforces this strategy and is helping me take steps to build new connections. Another basic lesson is

the need to step back and view situations from a distance in order to discover solutions. I am determined to put this into practice as I tackle our organization's need to find a way to move forward on new initiatives as we maintain core services in the library.

As an associate director, I find myself discouraged when I get bogged down in management minutiae or when I can't motivate my staff to try something new or when I find myself unable to effectively answer an operational question from my director. The ACRL/Harvard Leadership Institute inspired me to develop myself as a leader and gave me confidence that I can be effective in that role for our Library. I can see that there is another level to my job that is beyond the day-to-day successes and failures and that if I carve out time to focus on the bigger picture I can have an impact on the day-to-day in the long term. Looking beyond my current position to my overall career, I am beginning to recognize that I am less driven by the intellectual content of a project or initiative or service than I am by the process of fostering successful innovations. I still have a lot to learn, but I hope I can develop a track record as a leader in libraries and perhaps other academic organizations as well.

DANIEL T. WILSON
CLAUDE MOORE HEALTH SCIENCES LIBRARY
UNIVERSITY OF VIRGINIA

The 2005 ACRL/Harvard Leadership Institute ended thirty days ago. On this 30th day I reflect on that week at Harvard, the days since the Institute ended, and upon my future professional aspirations.

Most conferences or workshops that I attend have a very short half-life. I return to my workplace filled with new ideas, only to see them dissipate within a week or two, as old habits and routines win out over new ideas and structures. Often, these workshops and seminars even instill strategies to prevent this backsliding from happening, but always to no avail. The ACRL/Harvard Leadership Institute, on the other hand, has lasting power. It pulls you, compels you to take a complete inventory of your leadership skills, and then presents a framework within which you can implement new strategies.

I must admit that right up to the beginning of the Institute, I was quite apprehensive. My comfort level ends with groups larger than about 10 people, and I find large classroom settings very intimidating, as my processing time often lags behind real time. However, my qualms were soon relieved when the director of the Harvard Leadership Institutes announced that the Institute was a "safe" learning environment, i.e., no "cold calling." Hearing this I immediately relaxed, sat back and opened myself to an entertaining week of provocative thought and reflection.

Because I feel the element of surprise is important to the program, this report will focus on how my leadership qualities have changed having gone through the Institute, rather than on the content.

Although I entered the Institute feeling I had leadership qualities, the Institute instilled in me greater confidence in those capabilities. That greater confidence can be attributed directly to the framework that participants learn at the Institute. For instance, my leadership strengths are in designing workflow structures as well as in human resources. My weaknesses lie in the political aspects of leadership as well as in the use symbolism. Now, instead of approaching issues from the structural and human resources side, I can add two new components to my repertory. A baseball metaphor would be a pitcher who went from throwing just a fastball and curveball to a slider and split-finger fast ball.

As I look around my office, I see signs of my transformation. Thirty days ago my office was cluttered with papers; filling cabinets were depositories filled with neglected items. The filing cabinets are gone and my desk surface is once again collecting dust; I can see my phone. A white board now hangs on my office wall and is covered with notes for projects and goals. The weight of disorganization has lifted and in its place is a keen sense of purpose, direction, and focus.

As for the affect the Institute has had on my future aspirations, I now have a desire for greater scope, or, to use a metaphor frequently used at the Institute, I need a greater view from my balcony. Fortunately, the Library where I work recognizes and rewards the need for greater responsibility, so I am satisfied without seeking employment elsewhere. However, someday I can see myself moving on to a position of greater responsibility, hopefully in a health sciences library.

Can all this transformation be attributed to just six days in August in Cambridge, Massachusetts? Yes.

The four days of the institute feature, roughly, one model per day: the Ladder of Inference, the Adult Learning Model, Visioning Model, and Systems Thinking. Much of the content is based on the research of Chris Argyris, a Harvard Business School theorist of renown. The presenters, Melanie Hawkes of OLMS and Barclay Ogden of UC, Berkley, tie these models together as a leadership and organizational "tool box." The class offered many opportunities to practice the skills presented through small and large group discussions and exercises, and, because of the varied titles and institutional circumstances of the 28 attendees, it offered opportunities to hypothesize the use of these "tools" in real work environments. The goal is to use these tools to transform our libraries into "learning organizations." Below are descriptions of the tools followed by an evaluation of the institute.

The Ladder of Inference

This model uses a ladder to symbolize the disconnect between thought and action. At the lowest rung of the ladder are concrete observable facts, at the highest rung there exists observable action, and in between are non-observable mental processes. For instance, if after I pump gas at the gas station, the pump says "See cashier for receipt" (lowest rung), I go in and tell the attendant that they need to refill the receipt paper (highest rung).   In between lie my mental processes: *the "Pay at the Pump" machine is out of receipt paper. I assume that maybe the clerk has been busy and has been unable to fill the receipt paper, and I am providing those that follow me at the station a service. I will insure there is paper in the receipt printer.*

The above example relies on a non-observable assumption I've made. Namely, I assume the clerk is to keep the receipt printer filled with paper. Perhaps the clerk has been told by his manager not to fill the receipt printer so that customers will have to enter the gas station so they'll spend money on other goods than gas.

The Ladder of Inference is an analytical tool one can use to help determine thought processes behind action. It is useful when considering the non-observable motivations and stimuli that underlie any culture, in this case library culture. It is useful when measuring the current state of an organizations culture.

The Adult Learning Model

This model, represented graphically as a circle Experience > Reflect > Connect > Decide > Act > Experience, etc, encourages analytical thought as it supports learning. Inherent in this model are the ideas of dialogue (advocacy and inquiry) and careful reflection. The tool differentiates debate from dialogue. In the Adult Learning Model, when we meet in groups the ideal is a dialogue about the issues at hand. This will feature a careful consideration of all stated sides of the issue in an environment where each member of the group feels free to state their own carefully considered opinions. The successful outcome of this interaction will be a group decision that is fully supported by the group as a whole.

The Visioning Model

The visioning model looks something like the following:

            Creative Tension   Emotional Tension

      Vision ---------------------------Current Reality ---------------------------------Fear

            Energizing   *Draining*
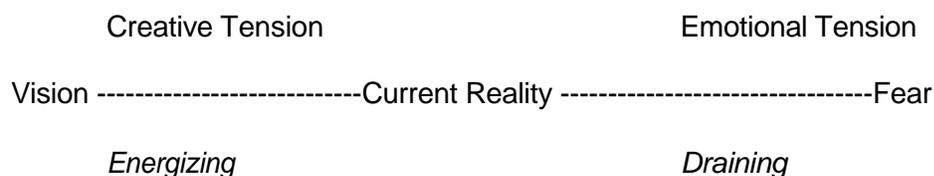
There are generally two motivations for change. The most common motivation is fear (Among Librarians a common fear in the internet age is that of becoming irrelevant). This model posits that change conducted for fear's sake is less fulfilling than the other motivator for change, Vision.

Visioning is the process of planning a positive future for the library that is sufficiently challenging and engaging enough to propagate Creative Tension. Creative Tension as a force for change will provide superior motivation for the group to reach goals. The emotional tension generated by fear, on the other hand, will begin to flag as soon as the perceived fear begins to subside.

Systems Thinking

In almost any organization there are human systems at play. In libraries, for example, there are systems to acquire books, catalog books, process books, circulate books, and weed books. Systems thinking encourages a bird's-eye-view of these systems to look for Compounding events and Resistance-to-Change events.

Compounding events lead to either a growth or collapse curve. For instance, you add lime to a tree's soil, this causes the tree to grow larger, the larger tree leaches more lime from the soil, you add even more lime, the tree grows even larger, etc. This is an example of a growth curve. These curves have classic antidotes. The classic intervention for a growth curve is to introduce a new variable. In the Tree example for instance, if you introduce careful pruning, you can control the growth curve.

Resistance-to-Change curves alternate around a "set point." For instance, for most of the year traffic demands that there be three staffers at the Circulation desk to maintain a waiting time of no more than 5 minutes per patron. However, at the end of the semester traffic increases causing a push upwards in Circulation Business and therefore staffing needs to insure the same quality of service. As final exams finish, traffic begins to decrease meaning that less staffers are needed to maintain acceptable service. This Resistance-to-Change curve revolves around the set point of the five minute wait. One classic intervention for this type of system is to change the set point. In this case, if the administration determines that a ten minute wait is acceptable, then perhaps there will be no need for additional staff at the end of the semester.

Systems thinking can be valuable when looking for, or trying to fix, deep-seeded problems within an organization.

Institute Evaluation

Interpreting business models into library settings is a bit like the comparing apples and oranges. On the surface, the idea of turning a library into a Learning Organization seems entirely natural. However, many of the ideas and situations covered in the Institutes materials are relevant only to for-profit sector. A Learning Organization, as described by Argyris, is afloat on the tides of the economy and can survive over the long haul only by being resourceful, innovative, and motivated. He cites companies such as GM who have long track records of prosperity.

My problem with this comparison centers on Libraries' positions within larger organizations. We are not independent players able to shift course of our on volition. The institute's "tool kit" approach I think is more valuable than the overarching ideas presented. The models described above have value for the individual much more so than for the group (as they are presented in the institute). They would require a great deal of "buy in" from fellow workers to institute in our non-profit cultures.

On the whole, the institute was personally fulfilling. Interaction with colleagues and sharing ideas from differing perspectives are powerful sources for stimulation and motivation. My time at UCLA was well spent, and the resources I've acquired will aid me greatly in my coming endeavors.

The AAHSL scholarship funded my attendance at the Summer Institute for Library Leadership at Vanderbilt University's Peabody College. I have to admit that I boarded the plane for Nashville with decidedly mixed feelings: anticipation at the prospect of embarking on a new adventure, and outright dread that I might have to face four and a half days of dull lectures. The Institute was nothing I expected and everything I could have wanted. In a short period of time, I was able to acquire a veritable stockpile of ammunition for my current position and for future positions of leadership in an academic library setting.

Who would have thought that spending five days with a group of twenty strangers, from morning until night (through breakfast, lunch, and dinner) could be so rewarding? Strangely, it was. The participants, leaders, and speakers were from a variety of academic libraries and institutions across the country with diverse levels of administrative experience. Personalities ran the gamut, but it only took less than half a day before everyone felt comfortable enough to open up and share relevant experiences and ideas. The program was well-planned and consisted of a careful balance of guest lectures, panel discussions, large group sessions, and small group sessions. Discussion topics included the following:

- The future of higher education
- The role of libraries in higher education
- The role of libraries in information literacy
- Institutional strategic planning
- Planning for the library in the higher education context
- Workforce issues for academic libraries
- Fundraising and public relations
- Assessment and accreditation as tools for library management

The program was unique in that it focused on how leaders of academic libraries might make use of the institutional environment (setting, culture, politics, etc.) to promote programs and services, and how libraries might position themselves to become essential information hubs within academic institutions. I feel that what I learned can be applied to my current job and that I can actively participate in the marketing of our library to the School of Medicine and the University of South Carolina as a whole. I have learned strategies for: communicating with university leaders, publicizing library services, becoming a respected member of the university faculty, strategic planning, advocating information literacy, managing a diverse staff, working with budgets, fundraising, and managing special events. The institute changed my perspective. Instead of asking, "How can I do my job better?" I am now asking, "How can I help position our Library so that it is recognized as being a tremendous asset to the University?"

The most valuable aspect of the program, however, was the formation of lasting professional contacts. I feel confident that I will be turning to my Peabody Summer Institute peers frequently throughout my career for advice and guidance. This will be facilitated by a listserv and the Blackboard system established by the Peabody Institute for all fellows of the Library Leadership program.

I would enthusiastically recommend this Institute to anyone interested in the leadership of academic libraries.

ELIZABETH R. LORBEER
LISTER HILL LIBRARY OF THE HEALTH SCIENCES
UNIVERSITY OF ALABAMA AT BIRMINGHAM

I attended the ACRL/Harvard Leadership Institute for Academic Librarians from August 5 to 10, 2007. For me personally, this was the most powerful learning experience to date in my professional career. The Institute was recommended by Mary Jane Petrowski, ACRL associate director, as a way for me to gain introspection on my professional future.

I consider myself fortunate. I have had a successful career in health sciences librarianship primarily due to wonderful mentors and encouraging peers who have shaped my professional life. I've only worked for outstanding directors, deans and provosts who have provided opportunities for me to expand my potential. I've won awards and scholarships for my leadership abilities. Yet, I've always been curious; do I have what it takes to be a director? The week I spent at the Institute answered that question for me in the affirmative.

Assigned course materials assigned included Bolman's *Reframing Organization*, Harvard Graduate School of Education case studies, and management articles. The overall theme of the readings was how leaders dealt with adversity in their organization and demonstrated the ability to recover, learn from, and grow stronger. They all illustrated how acts of courage and personal convictions can be used wisely on what matters most even when risks are high. Interpretation of adversity was based on the four frames outlined in *Reframing Organization*. The class was given a Leadership Orientation questionnaire in which to gauge ones strengths and weakness in the frames. http://www.leebolman.com/Leadership%20Orientations.pdf. I am happy to report that my results have a well-rounded balance in all four frames.

The Institute also provided an afternoon to take personal inventory of one's management skills. This in particular focused on what underlining issues in our psyche hindered us from being effective leaders. Though shared jokingly, many blamed their mother for their troubles. Yet, the underlining emphasis of the exercise was that a good leader inventories his or her assets, acknowledges his or her weaknesses, and compensates by surrounding him or herself with those who possess those skills.

Time is built in to the Institute to socialize and share experiences. From my cohort, I made lifelong friends who I can share my thoughts and feelings as well as my struggles. I've already made plans to meet up my classmates at ALA Mid-Winter in Philadelphia.

For me, the most important aspect of the Institute was confirming to myself that I had the resilience and skills necessary to be an effective leader. The self-doubt that sometimes slipped into my mind was replaced with a strong sense of personal efficacy. Leaving the Institute, I felt comfortable with my ability to lead and my eyes are opened to future opportunities.

The Harvard Leadership Institute for Academic Librarians provided an unexpected learning experience. Instead of focusing on the elements of good leadership the course is designed around the discussion of case studies. There were five busy days of course work. Each morning began with a small group session where the topics of the day were discussed. Next, a large class session was held where an instructor guided a discussion or held a lecture. Often, my opinion of a case study had changed by the end of the day. The reading assignments were heavy and each night there was homework.

The case studies presented a variety of perspectives, as well as the way in which users navigate organizational politics. In all cases, there is no clear correct decision. Instead, the case studies provide a deeper understanding of people and how they respond to a given situation. Some of the cases were very unique and provided fresh insight. For example, one case study presented an issue that was not completely resolved. For this case we called the Library Director spoke with him as a class. Since the case was ongoing he spoke as someone still involved in the situation. For another case we watched an interview that was conducted several years after the event.

The course presumes that people respond to situations based on their management frame. The four frames are "structural, human resources, political, and symbolic." These provide the basis for our thinking. Each individual has strengths and weaknesses in each frame. The compilation of the four frames provides insight into our management style. Instructors in the course helped the students evaluate their frames as well as to recognize the frames of others.

The material for the course is well organized and is appropriate for anyone in management. As a middle manager, I often try to predict what my director may think or say about a given situation before discussing it with her. This allows me to try and visualize issues from her perspective. I consider this part of the learning process as one day people will come to me with similar issues and requests. How I react to them will affect people both above and below me on the organizational chart. This speaks to the 'balcony' concept from the course that resonated strongly with me. Understanding where everyone sits in the organization is essential to successful leadership. My Library Director reports to the Dean of the School of Medicine and the Dean reports to the Executive Vice President and Provost of the University, etc. Each of these positions has a different perspective based on where they sit in the organization. This type of 'balcony' thinking can help one step away from a situation and gain a better understanding of what is important to a Dean versus what is important to a Library Director.

The course provided numerous insights, by and large it is difficult to speak to any specifics learned. Rather, the experience has shifted my thinking so that I can approach an issue or problem from a variety of perspectives. Having multiple vantage points and an understanding of the dominate frames of those around me will enable me to better position myself and my organization to the challenges of the future.

ARL's Library Management Skills Institute I: The Manager is a three day institute designed to provide supervisors, team leaders, and managers the opportunity to sharpen their skills to work in distributed decision-making environments. The Institute focused on facilitative leadership, influencing others, effective decision- making, behavioral styles, working in groups and teams, and coaching employees.
http://library.albany.edu/services/arl/index.htm

Facilitative vs. Control Leadership

This session focused on the movement from controlling to facilitating leadership in our work environments. Facilitative leaders share their power and actively involve their staff in the decision-making process. Their staff has the opportunity to be heard by providing their input instead of just simply being directed to "follow the orders". On the other side of the continuum are the controlling leaders. These traditional authoritarian leaders normally do not share their power; instead they keep full responsibility and decision-making for themselves. Although both leadership styles can be effective, facilitative leaders tend to generate better results because their staff is involved in the decision-making process and therefore more committed to the outcomes. Leaders who desire to become more facilitative should consider using the L.E.A.D. Model to assist them in involving their staff in decision-making. L.E.A.D. consists of: **L**eading with a clear purpose, **E**mpowering to participate, **A**iming for consensus, and **D**irecting the process (Rees, 1992).

Influencing Others

During the influencing section of the Institute, participants were given an *Influence Strategies Exercise* from the HayGroup. This exercise led the participants through a self- rating profile to determine their influencing strategy type. The tool identifies nine strategies, (empowerment, interpersonal awareness, bargaining, relationship building, organizational awareness, common vision, impact management, logical persuasion, and coercion) defines, describes and gives examples of each strategy. The participant is then given tips to make the most of their strategy type. Finally, the participant has the opportunity to set goals to develop or improve their strategy.

Effective Decision-Making

When making decisions, leaders need to take into account the type of decision that needs to be made, who it will impact and the time available to make the decision. During this session, the Decision Making Diamond Model was introduced. The model groups activities together in "zones" to move efficiently through the decision-making process. Members work together to understand and agree on the problem and move through the "zones" to a final outcome. In the *Divergent Zone* members generate alternatives and engage in free and open discussion where diverse points of view are communicated and heard. When new ideas have been exhausted the group then moves into the *Convergent Zone* where the alternatives are evaluated, key points summarized, ideas sorted, and conclusions made. Towards the end of this decision-making process the group moves into the *Closure Zone* where the end of the discussions take place. Here is where proposals are clarified and members may be polled, but no voting takes place. Finally, at the end of this process is the *decision point* where thinking and action are separated to arrive at a specific action. (Kaner & Lind, 1996).

Behavioral Styles and Preferences

The DiSC Classic Personal Profile System® 2800 was used to determine the participants' behavioral styles. The four DiSC Styles are: Dominance, Influence, Steadiness, and Conscientiousness. The profile included a description of each behavioral style, the desired environment for that style to work in, and an action plan that identified areas where the participant could be more effective. The purpose of the behavioral analysis was to develop self awareness of how one behaves, what factors are involved, and how the behavior is impacted and can impact others. By understanding one's strengths as well as limitations an individual can adapt or adjust their style as needed.

Working in Groups and Teams

Working with groups and teams can certainly be challenging; however, if you are aware of group dynamics and how to manage them, the overall experience can be a rewarding one for the members and the institution. The statement that "two heads are better than one" can be one of the advantages of working with others.

During this session the following key points where discussed to ensure success when working in groups and teams:

- Decide on a team purpose/mission
  Make sure the mission is clear and that the team understands the purpose
- Identify who will be impacted
  Who should be on the team, who should be the leader, who does the team report to, and who are the customers
- Identify limits and expectations
  What is the extent of the team's decision-making power, what is the team expected to produce and by when
- Define team roles
  Who will take the lead, facilitate, etc. What authority does each role have
- Set ground rules
  Ground rules should be set by the group as a whole. It is important that all team members contribute to the discussion and that issues such as respect for others is discussed.
- Deal with the logistics
  What will be the frequency, length, location, etc of the meetings
- How will feedback from the patrons/user be obtained
  Surveys? Focus groups? Suggestion boxes?
- How will the team and/or individuals be evaluated?

Coaching Employees

One of the areas that many of the participants agreed can be difficult is that of coaching employees; however, with the right tools a manager can support an employee to become successful. The first step in coaching an employee is to analyze the problem. In this session a *Problem Behaviors Analysis Worksheet* was introduced to demonstrate how to describe a behavior, decide whether to confront it, and explain on how it negatively impacts others. This worksheet is designed for use in the pre-planning before meeting with an employee and includes prompts for describing the behavior and its impact on patrons/customers, coworkers, supervisors/managers, and the work. When coaching an employee it is important to be timely in giving feedback as soon as possible after an undesired behavior, to remain focused and specific about the behavior, non-evaluative
(Motives, attitudes, or intentions), and purposeful in giving the employee useful information to deal with behavior and future-oriented opportunities for growth and/or change.

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I would strongly recommend ARL's Library Management Skills Institute I: The Manager to others who are managing staff. This three day intensive experience provides a solid framework to build leadership skills and create a pathway for future success.

I found all of the Institute sessions to be informative and filled with practical resources that will be very valuable to me, but of all the sessions, I found the behavioral styles and coaching employees sessions to be the most enriching areas for me. The behavioral styles session provided me with a self awareness that I had not realized before. I had the opportunity to not only learn about my behavioral style, but also to explore and focus on it. I feel that understanding more about myself and how I interact with others will help me to be more successful. In the coaching employees session I found that many of the participants had experience similar to mine and that we needed guidance and practice in how to coach employees. Several participants had been promoted to leadership positions, but did not receive formal training in leading others including how to coach them. In group discussions we talked about our abilities to recognize problem behaviors, but it was also discussed how it can be uncomfortable to talk to an individual about their poor work performance. The right tools and experience can certainly provide a positive experience for both parties as well as the institution that they serve.

Overall, the ARL Management Institute has given me a wealth of tools to practice and utilize to become a more effective leader. It also provided me with the chance to network and discuss ideas with other librarians from all over the country which contributed to the positive experience. It is always reassuring to know that

your peers are concerned with similar issues and are willing to share their thoughts and experiences. I appreciate the opportunity that AAHSL provided for me to attend this Institute and I look forward to implementing the skills I have gained as a result of my participation.

References

Kaner, S., & Lind, L. (1996). *Facilitator's guide to participatory decision-making*. Philadelphia, PA: New Society Publishers.

Rees, F. (1992). From controlling to facilitating: How to L.E.A.D. In J. W. Pfeiffer (Ed.), *The 1992 annual: Developing human resources* (21st ed., pp. 213-222). San Diego: Pfeiffer & Company.

The Frye Leadership Institute is an intensive, two-week residential program at Emory University, held this year from June 3-14, 2007. Each day is filled with sessions that begin at 9:00 a.m. and end anywhere from 5pm to 9pm depending on the day. Through assigned readings, presentations by recognized leaders in higher education, seminars, and group projects, the Institute offers participants the opportunity to explore and analyze the leadership challenges stemming from the changing context and complexity of higher education. The program pays special attention to the implications of the growing power of information technology to transform the means of research, teaching, and scholarly communication.

The Frye experience is designed to "shape a new generation of campus leaders who will motivate, inspire, and demonstrate the ability to transform information resources in the twenty-first century." A distinguishing characteristic of the Institute is the "requirement of a year-long practicum for all participants to explore, within their own institutional environment, the issues and questions raised during the Institute.

The 2007 class included forty-six individuals, selected from 178 applicants, from across the United States and Canada, including three participants from Australia, Beirut, and South Africa. Participants represented perspectives from library and information technology units, at all organizational levels, across a broad spectrum, including schools of health sciences, HBCU's, independent liberal arts colleges, R1 universities, public land-grant colleges, private institutions, and community colleges.

A major benefit of the Institute is the opportunity for extensive interaction among colleagues. This interaction both enriches participants' experiences and provides the occasion to discuss leadership concepts and challenges in the context of the participants' home institutions. Perhaps more importantly, the Frye experience fosters the development of lasting relationship among a cohort of extremely bright, talented men and women.

The curriculum consisted of short presentations by higher education leaders followed by extended question and answer discussions. The format also included a case-study group project to construct a hypothetical institution (HI), including an analysis of its financial viability over a five-year period using a financial model characteristic of business considerations specific to higher education (typical earnings on endowments & spending rates, auxiliary revenue, return on investments, etc). The curriculum also provided ample time for informal discussion with colleagues over meals and during break sessions. The 2007 session was the eighth annual offering. The Institute is heavily subsidized by grants and support from several sponsors including the Council on Library and Information Resources, EDUCAUSE, and Emory University. The Institute was led by two Deans: Brian Hawkins, President, EDUCAUSE, and Susan Perry, Director of Programs, CLIR and Senior Advisor, The Andrew W. Mellon Foundation. More information is available at: (http://www.fryeinstitute.org/program.asp).

The Faculty and Curriculum

In general the two-week curriculum covered leadership perspectives over the first week and specific leadership challenges over the second week. However, it soon became clear that a complex of dynamic variables - often in play - shape postsecondary institutions. For example, we listened to a CFO and a Provost who largely described their work from an institutional perspective and from two Presidents who described their institutional vision as well, but they also detailed examples of how they used personal perspectives on leadership to change institutional processes and thus to shape institutional culture. Likewise, we heard from a faculty member whose interests are directly tied to discipline-based concerns and whose expectations are driven by individually defined scholarship needs.

External factors often beyond the direct influence of institutions were also explored. We discussed current topics such as the Higher Education Act, the role and lobbying power of the American Council on Education, and were given a preview of the Volunteer System of Accountability proposed by the National Association of State Universities and Land-Grant Colleges (NASALGC) in response to federal attempts to legislate accountability through accreditation oversight. Other conversations focused on:

- The role of policy in coordinating and facilitating an institution's adoption and effective use of information resources and technologies,
- How security and privacy concerns are often in conflict, and solutions often hindered by legislation that has not yet caught up with new technological capabilities,
- How digital technologies are challenging forms of scholarship and the ways that digital natives are expecting to use technology and information resources for learning,
- How digital technologies are reshaping business models traditionally used by university presses and in turn, affecting young scholars seeking tenure through processes that are changing at a far slower rate

My Experience

I have to confess that the experience that I had at Frye and its impact on me as an information professional are extremely personal. The two weeks in Atlanta was a time of reflection, self-assessment and pondering the alignment between both personal and professional values and actions – all towards a better understanding of my capacity to "lead from where I am." I learned that much of the time spent in our institutions is devoted to considering operational issues and challenges rather than on strategic planning and setting a course. I also adopted a catch phrase from the Institute, to always have your "chin up" – both in terms of looking to the horizon and affect – to have your "toes up" to be able to push off the rocks that are in the "rapids," and to always attempt to "execute crisply."

Practicum Prospectus

My practicum prospectus intends to capitalize on the Senior Vice President for the Academic Health Center's request that each collegiate unit re-examine and ultimately re-write their tenure and promotion documentation to reflect an emphasis on the "scholarship of teaching." The AHC Associate Deans for Education are the body that will guide this process through the activities of the Associate Deans Council, and are already working to develop a framework for providing the necessary infrastructure to build teaching excellence through faculty development, facilitate inter-professional education, and defining measurements for assessing teaching and learning outcomes. With my involvement with the Associate Deans Council, and our Director's membership on the Deans Council, the Health Sciences Libraries are well positioned to partner with the AHC to insinuate the HSL into the transformation of health care education

During the coming year these are objectives that I expect to have in place following my participation in the Frye Leadership Institute. These outcomes will lay the ground work for my vision of librarian engagement which will ultimately serve as model for other library and collegiate units within the University and for health sciences libraries nationally.

- Defining core information seeking and knowledge management capacities that all health professional students should demonstrate
- Creating in partnership with the AHC Learning Commons and the Associate Deans Council a comprehensive faculty development curriculum around information fluency and knowledge management in support of the scholarship of teaching
- Integrating collections and services, and librarian expertise into enterprise-wide applications like, WebCT, E-Portfolio, and the MyU Portal
- Seeking opportunities for librarians to be named to collegiate and department level curriculum committees
- Position a staff librarian to be accepted to an 18-month AHC Teaching Fellows cohort
- Finding occasion for librarians to actively participate as members of the MED 2010 working groups

I will evaluate my success in implementing each of these objectives and will use both available and newly developed metrics to assess the impact these initiatives have had in fulfilling the AHC vision of creating a culture of scholarship and teaching, as well as my vision of a sustainable model of librarian engagement.

ALEXANDRA GOMES
GEORGE WASHINGTON UNIVERSITY

The AAHSL Leadership Scholarship provided funding to enable me to visit three medical libraries in two cities: University of Texas Southwestern Medical Library in Dallas, and Mount Sinai and New York University medical libraries in New York City. The funds covered travel, lodging, and meals for the trips which spanned a total of nine days.

In preparation for the visits, I determined my objectives for the visits. I identified several areas of interest which I felt were gaps in my knowledge base or topics on which I had done a lot of reading, but had little practical knowledge. My primary goals were to learn more about:
- Differences between public and private institutions and their libraries
- Budget models and other funding opportunities
- Outreach options, especially curricular integration
- Varied library organizational structures and management styles
- Responses to the changing library environment (multigenerational workforce, varied learning styles, anticipating future needs)

In mid-February, I spent four days at the University of Texas Southwestern Medical Library. I was given the opportunity to learn about all aspects of the library and its services. I attended multiple meetings with individual staff members, various library task forces and committees, as well as participated in informal discussions over meals. I also received mini-tutorials on strategic planning, the budget process, and staff development from the library director and others in key administrative positions.

In late March, I traveled to New York City for a week, and divided my time between Mount Sinai Medical Library and New York University Medical Library. The first part of the week was spent at Mount Sinai where I shadowed the Library Director, met with various individuals on the library staff, and attended several staff meetings. The main topics of this visit centered on the importance and centralization of IT infrastructure, the library renovation, and discussions on the Net Generation and ways that libraries can strive to meet their needs and preferences. Among the highlights were attending a presentation by the NYU Bobst Library director on the results and implications of a study of user behavior and preferences, and attending a renovation meeting with the architects planning the renovation of the Mount Sinai Library.

The second part of the week was spent at New York University Medical Library where I also had the opportunity to attend staff meetings, talk to various staff members and meet with the Library Director. The subjects of several of these sessions were the budget process, changing job descriptions for library staff, and the interdependence of library resources and services with IT. I also enjoyed an opportunity to meet with staff in the educational technology division in the medical school to discuss current and future projects.

All three of these site visits provided important information and an opportunity to see how another library addresses current issues and challenges in the academic medical library environment. It was also a valuable chance to talk to several library directors about their leadership and management styles, strategic planning, and initiatives for addressing the changing environment. The information I learned from all three of these visits filled in many of the gaps in my knowledge base and will provide a firm foundation for meeting new challenges. I have also met many new colleagues with whom I plan to continue sharing information and ideas as we strive to provide resources and services in a constantly changing environment. In addition, I now have a much greater understanding of the variety of roles played by a library director in an academic medical environment. I greatly appreciate the time and effort spent by all of the library staff members, but especially the three library directors. Their thoughtfulness and planning resulted in a series of wonderful experiences.

I am pleased to provide a report on my attendance at the inaugural TRLN Management Academy: The Business of Libraries. AAHSL generously funded my attendance at the week-long event, and I am happy to report that the Triangle Research Libraries Network did an outstanding job of developing and providing a superb leadership event that presented vital information for the entire academic library community. There were thirty-three participants selected from a pool of fifty-one applications. More information on the academy is available at http://www.trln.org/events/academy.htm

As implied by the name of the event, the primary focus was to explore the benefits of more aggressively using approaches and strategies common to the business community in the academic library setting. One example of this would be to move away from a model of providing outreach, where the value of the resources and services the library provides are assumed, to a marketing focus, where it is acknowledged that library resources and services exist in a competitive environment where we must make a strong case for the value of our resources and services, and aggressively sell ourselves.

As you might imagine, we returned again and again to this central question as we were presented with the content of the course. Some of this content included:

- The Business of Libraries
  DeEtta Jones

  Ms Jones laid out a conceptual overview of what the program planners hoped to achieve with this event, and challenged us to think about what the traditional "business" of libraries has been, and how this might be changing. We also discussed how important it is to understand the organizational culture of each of our institutions, and how challenging this can be as much of this culture is unspoken.

- The Business Case for Diversity
  Jose Picart, Vice Provost for Diversity and African-American Affairs, North Carolina State University

  Professor Picart helped us to explore if a business case could be made for diversity. We went farther than a typical discussion of diversity in the library setting, and faced up to difficult truths like abandoning the idea that diversity is all about everyone getting along, rather, acknowledging that there can be a lot of pain involved.

- Strategy and Leading Change
  Ted Baker, Assistant Professor, Management, Innovation & Entrepreneurship, College of Management, North Carolina State University

  Of the many topics that Professor Baker presented to us, there was wide spread agreement that one of the most interesting and useful was the need to create a Value Proposition when developing or proposing a new program or initiative. The Value Proposition allows important considerations like who will benefit from the new project, what it could do for them, and to what benefit.   Especially important is the need to identify competitors and/or alternatives to our product. All of this was very helpful for us in strengthening our thinking around new projects.

- Resource Planning for Library Managers
  Lynda Aiman-Smith, Associate Professor, Management, Innovation & Entrepreneurship, College of Management, North Carolina State University

Before the start of the event, Professor Aiman-Smith asked each student at the academy to send a description of a current or future project where we would each have primary responsibility. She then grouped us into teams based in similarities in our various projects. We made a case for each of our projects based on what we had learned so far, then voted on the one case where we would devote the rest of the day to developing a project plan. This was a terrific way for each of to apply many of the concepts we had been exposed to up until this point. This was definitely one of the high-points of the event.

- Influence and Communication
  Wendy Hamilton Hoelscher, Senior Practice Leader - Learning & Organizational Development, Duke University

  Communication styles, both individual, and organizational were the focus of Professor Hamilton-Hoelscher's session. This was the most day-to-day relevant session for many of us, with its focus on management and supervision, with a backdrop of discussion in differences based around the Meyers-Briggs Type Indicator. We all worked to consider how to develop SMART (Specific, Measurable, Achievable, Results Focused, Time Bound) Performance Standards for those that work for us.

- Through the Looking Glass: Future Business Challenges for the Academic Library
  James G. Neal, Vice President for Information Services, Columbia University

  Mr. Neal presented the final session of the academy, presenting us with a list of 27 business challenges he had identified that academic libraries currently face. Although the list was wide-ranging, and extensive, I think we all felt better prepared to accept these challenges based on what we had learned during the week.

  I would encourage anyone that finds my description of the TRLN Management Academy intriguing to consider applying for a future iteration of the event.

DOREEN R. BRADLEY
HEALTH SCIENCES LIBRARIES
UNIVERSITY OF MICHIGAN

The opportunity to attend the 2008 ACRL/Harvard Leadership Institute for Academic Librarians was the most rewarding professional development experience I have had in my sixteen-year career. It was a very engaging and challenging week, and one that achieved its goal of immersing participants in a supportive environment for learning leadership strategies and principles.

The structure and content of the Institute is simply outstanding – from the instructors and large group discussions to the readings and small group activities. Being in its tenth year, it is evident that time has allowed the Institute staff to weave together everything seamlessly. Each participant was assigned to a small group of ten that met daily at 8am to discussion assigned readings as well as leadership opportunities at their home institutions. These small groups gave each participant a cohort within which they could share experiences and new ideas in an encouraging environment. In-depth discussions also reminded us that regardless of the size or type of institution we represent, our leadership challenges and opportunities are more often similar than not.

The faculty were tremendously knowledgeable and engaging. In addition to learning about leadership issues, I also came away with new ideas for my own teaching and presentation techniques. The faculty included: Joan Gallos, Professor and former Dean of the School of Education at the University of Missouri-Kansas City; James Honan, Senior Lecturer on Education, Harvard Graduate School of Education and Educational Co-Chair, Harvard's Institute for Educational Management; Lisa Lahey, Research Director of the Change Leadership Group, Harvard Graduate School of Education; Maureen Sullivan, former President of the Association of College and Research Libraries and now an organizational development consultant; and Joseph Zolner, the Director of Harvard Institutes for Higher Education, Harvard Graduate School of Education.

Even with the opportunities for networking, outstanding faculty, case study discussions, and small group activities, the Institute could not achieve the level of success that it does without the dedicated, uninterrupted time for reflection that participants are granted. Being removed from day-to-day responsibilities and distractions of our institutions is essential to creating a situation that wholly engages participants and renders them receptive to personal change and growth. This time for self-reflection is truly a luxury for many managers and administrators. It allows one to absorb new ideas, contemplate options, and plan strategies for moving change forward upon return from the Institute.

Personally, I have gained substantial knowledge of leadership strategies and planning that will enable me to increase my leadership and influence within my role as liaison services coordinator, our health sciences libraries oversight planning group, and responsibilities within the university library system as well. I have new ideas on motivating staff and successfully leading future planning and change initiatives. I think there would be great value in sending two people from an institution so that participants have a peer with which they can share experiences and integrate the ideas learned into their home institution more fully.

My experience at the Institute is one that I will remember, and from which I will benefit, for the rest of my career. I am very thankful for the AAHSL leadership scholarship that helped to make this opportunity possible.

JANE FAMA
LAMAR SOUTTER LIBRARY
UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL

I attended Harvard's Leadership Institute for Academic Librarians August 3-8, 2008. The experience was everything I had hoped for.   As I move forward in my career, my goal is to become more involved in university wide projects with an eye toward expanded leadership opportunities. With this as a goal, I am trying to hone my leadership skills with hands on as well as formal educational opportunities. Harvard University's Leadership Institute for Academic Librarians is an innovative program specifically for library leaders seeking to expand their skills. The program is geared toward directors, associate directors, and mid-career professionals. I found that the program delivered on all its promises.

Ninety-nine librarians from all over the world, including Pakistan, Denmark, Switzerland, the Marshall Islands, Kuwait, Jamaica, India, Canada, and 28 U.S. states, attended the Institute. The mere fact of being exposed to the diversity of so many people of different backgrounds and types of schools was an education in itself. Librarians from four health science libraries were among the mix, giving me a perfect networking opportunity.

The presenters employed the case method of instruction, a teaching approach which involved the whole class in an active learning process. The instructors were knowledgeable and very effective teachers – one might say the classroom was their stage, and they were very good at playing their parts. They kept the class engaged throughout the six days of instruction.

We were asked to prepare for the institute by reading the book, *Reframing Organizations: Artistry, Choice, and Leadership* by Lee G. Bolman and Terrence E. Deal. The book introduced us to the concept of looking at situations through different frames – structural, human resource, political, and symbolic frames. As pre-course homework we were also asked to write a mini-case describing a real problem situation we had encountered in our own libraries. The program itself was rigorous and included a hefty amount of reading - cases and articles - every night.

Each day started at 8:00 am with a 1¼ hour meeting with an assigned small group of 10 attendees. This was one of my favorite parts of the program. Breaking into small groups worked well because it enabled us to start to bond with members of the class and was much easier than trying to bond with 99 people. Each morning we had assigned topics to discuss and could use the time to review our own personal cases as well. It was a wonderful way to start each day. We had two other chances to work in small groups – one three person group to analyze our mini cases in detail and one two person group when we had a session about personal change. The combination of small and large group work provided a well balanced range of experiences for the class.

The large group sessions concentrated on the frames and strategies. Through the cases, we identified management problems and explored solutions. One of the highlights was an online face to face meeting with the main character of one of the cases. We spoke to him after spending several hours dissecting the case about him and his company. The experience was fascinating.

I have come away from the Harvard Institute for Academic Librarians with a stronger sense of my leadership strengths and weaknesses, and with strategies to improve and/or compensate for weaknesses. The Institute provided the tools with which to strategize and deal effectively with issues by viewing them through new eyes or "frames." I am energized to move forward as I strive to achieve my goals.

KAREN STANLEY GRIGG
DUKE MEDICAL CENTER LIBRARY & ARCHIVES
DUKE UNIVERSITY

I participated in the ACRL/Harvard Leadership Institute for Academic Librarians from August 3-8 of 2008.   I have attended many workshops and classes that focus on the concept of "management" and "leadership"; however, unfortunately, the lessons learned at such workshops have often receded into my most distant memory bank after a few weeks. This was not the case with the ACRL/Harvard Leadership Institute for Academic Librarians. Thirty days later, I am still reflecting and still feeling transformed by what I learned.

Before the course began, all participants were mailed a copy of the book, "Reframing Organizations : Artistry, Choice, and Leadership" by Lee G. Bolman and Terrence E. Deal, and asked to read the entire book before attending the course. Though I expected this title to be dry reading, I actually found my interest whetted long before I arrived in Cambridge. This book focuses on the concept of "reframing" in an organization, or rather, learning to view situations in the workplace from four different angles, or frames. The Structural Human Resources frame focuses on organizational and structural issues, such as workflows and systems. The Human Resources frame focuses on issues such as interpersonal dynamics, team building and morale. The Political frame focuses on power dynamics. The fourth frame, Symbolic, is concerned with symbolism, the theater of work, and organizational culture. These themes would be the backbone of our institute throughout the week. In addition to reading our textbook, we were also asked to create a "case study" of a problem at our workplace. The class used a tool to graph our strength areas. I found that I was strongest in Human Resources and Structural frames, though I found as the week continued that I had most likely underrated my abilities in the Political frame as a reaction against my assumption of what it means to be "political". One lesson I learned was that "politics" is not a dirty word, nor does it make one scheming or manipulative to learn how to bargain or negotiate.

When I arrived, I was one of 99 eager participants. There were several other medical librarians who attended, and we had librarians from as far away as Pakistan, the Marshall Islands, and Switzerland. Most of us were currently in positions that would be best described as "middle management". We were divided into groups of roughly 10 people per group, and we distributed our case studies to the rest of the group. Throughout the week, we spent the first hour of each day looking at each others' case studies and trying to craft solutions, using the four frames model and other models we learned at the institute.

Our instructors were superb. Dr. Joseph Zolner, the Director of Harvard Institutes for Higher Education, and Joan Gallos, visiting from University of Missouri-Kansas City, both focused on the four frames. Both had a sense of humor and diplomacy that put us all at ease. We were also instructed by Jim Honan, faculty member at the Harvard Graduate School of Education and co-chair of Harvard's Institute for Educational Management, who led discussions on monitoring institutional performance and planning with constrained financial resources, Maureen Sullivan, past president of the Association of College and Research Libraries, who focused on leadership & strategy for library leaders, and Lisa Lahey, Associate Director of the Change Leadership Group at the Harvard Graduate School of Education, who led an interesting session on diagnosing and overcoming immunity to change in oneself.

The instructors took care to ensure that all learning styles were satisfied. In addition to our group of ten, we also had a break out session with a smaller group of three, large group lectures, and interactive breakout sessions with those seated around us throughout the day. The staff as a whole took care of our every need during our stay in Cambridge. We all were provided breakfast, a mid-morning snack, and lunch each day, and we were treated on the final evening of our institute to a clambake. One day, we had to walk across campus in the rain, and the institute staff managed to locate 99 Harvard umbrellas, which they allowed us to keep!

The Leadership Institute for Academic Librarians is intended to be an intense, transformative experience, and as such, there is little time for sightseeing. We began each day at 8 am, and usually wrapped up around 5 pm. I tended to eat dinner with folks from my case study group, and after a relaxed dinner and a glass of wine or a beer, it was back to our dorm rooms for hours of reading and homework. However, most of us somehow managed to squeeze in a moment or two for shopping at Harvard Square, taking pictures on the

campus, or even visiting a museum or two. I briefly visited Harvard's Peabody Museum of Archaeology and Ethnology, and enjoyed the current "Day of the Dead" exhibit. I also managed to buy a few Harvard trinkets for the folks back home at Harvard Coop. Most of all, I was able to spend time becoming acquainted with so many bright, enthusiastic, wonderful librarians who were trying to make the most of their time at the Leadership Institute. I have created a Google Group for our case study group to continue the conversations we started this summer, and I hope to keep up with many of the people I met at the Leadership Institute.

I was especially thankful to the many Harvard librarians who participated in the Institute, as they went above and beyond the call of duty to be our Cambridge hosts. One librarian arranged and led several tours of Harvard's Widener Library on her own time, and obtained us all passes to access this library for several days. Another local librarian joined my dinner group several nights that week and shepherded us around Cambridge.

This was truly a transformative and enlightening experience for me. I have been thinking about the four frames for the past thirty days and trying to see how I can fit these frames into my day-to-day work and my strategic planning.

KATHERINE V. CHEW
HEALTH SCIENCES LIBRARIES
UNIVERSITY OF MINNESOTA

I attended the ACRL/Harvard Leadership Institute for Academic Librarians from August 3 to 8, 2008 and to be quite frank, I really didn't know what to expect. I went on the recommendation of my director, who had heard about the Institute from colleagues. I had just taken on an Associate Directorship and so felt the need to expand my knowledge of such things as strategic planning, organizational change, goal setting and other "leadership" functions. The Institute fulfilled those needs and much more.

The pre-Institute preparations were a bit daunting. Having to come up with my own mini-case study as well as thumbing through the copy of *Reframing Organizations: Artistry, Choice & Leadership* by Lee Bolman and Terrence Deal that was the textbook for the course, promised that this would be a very intense six days. Rain-delayed flights and an unexpected hand injury added to the pre-institute jitters. All of that was swept away in the opening session, as Joe Zolner, Director of the Harvard Institute for Higher Education, Harvard School of Education and the Institute's "Camp Director" made a group of 99 librarians, which included participants from Denmark, Switzerland, Pakistan, Jamaica and India, at ease with assurances that the Institute was a "safe" place. There would be no "cold-calling", no wrong answers and if your learning style was just to sit and take it all in, that was fine; however, everyone was highly encouraged to participate to their fullest extent. And, it was extremely difficult not to participate. Joe Zolner and the other instructors were masters at directing discussion and making sure that everyone that wanted to participate had a chance to do so.

During the first session, participants were divided into 10 small discussion groups. These groups met first thing in the morning everyday to discuss a variety of topics. Initial discussions revolved around introducing each other and getting to know their institutions. It was amazing (or not) to realize how universal problems or issues were. Later discussions focused on the current class case-study or one of the group's mini-case studies. The major content of the program came from the text *Reframing Organizations*, which looks at organizational and management situations from within different "frames" – structural, human resource, political and symbolic. How a manager/leader solves problems, attempts change or plans strategically can be examined using these frames. Each frame has its strengths and weaknesses and leaders who recognize these and understand how they themselves use frames, can be successful.

Each day's class room sessions followed upon the previous day's discussion, along with supplemental readings and a case-study assigned for that session. The case-studies generally showcased some aspect of the concepts from the text as a basis for the discussion. The instructors, Joe Zolner, Joan Gallos, Professor and former Dean, School of Education, University of Missouri-Kansas City, James Honan, Senior Lecturer on Education, Harvard Graduate School of Education, Lisa Lahey, Research Director, Change Leadership Group, Harvard Graduate School of Education and Maureen Sullivan, organizational development consultant and former president, ACRL, all used a wide variety of teaching methods that was conducive to all sorts of learning styles. I think everyone will always remember the sing-a-long to Bette Midler's "The Rose" or the Morgan Freeman video clip. These and other tactics, such as winning a T-shirt when a participant uttered a particularly profound or right on the mark comment, kept the sessions lively, the participants engaged and the atmosphere light.

Parts of the sessions involved self-assessment. These are never easy to do, but is it always amazing what one can learn about ones self. Early in the sessions, I was sure I orientated toward the human resources and structural frames, with little in the political or symbolic frames. After our sessions on those frames, I realized that what I had considered human resources actions, were really political and symbolic, such as working out compromises between two groups or individuals or using vision and goals as rallying points to pull diverse interests together. I learned and understood more about how I manage and lead. Realizing those insights will help me strengthen those aspects and put them to better use than I have before.

The organization of the Institute was fantastic. Though dorm living was not something I would like to repeat, the accommodations were adequate, the breakfasts plentiful and I found the free coffee that helped keep me awake through twenty to forty pages of nightly reading. There were plenty of snack breaks, buffet lunches

and when it looked like it was going to be a rainy week, umbrellas were provided for everyone. The Institute also arranged tours of Harvard, facilitated the shipping home of all the heavy reading materials and set up a class listserv so that all the participants could keep in touch.

I could continue on, but suffice to say, this was a learning experience that will not fade any time soon. I plan to re-read my textbook, look at situations from a frames point of view and see how the frames can better help me be a change agent within my organization that benefits the whole.

This was the tenth anniversary of the Institute and it was announced that in about two years, there will be available a Phase Two of the Institute for those who have already taken the first. This phase two will start where the other left off. I am already planning on how I can attend.

I recently attended the week-long Leadership Training Institute sponsored by the Group on Information Resources (GIR), a professional development group of the AAMC. My attendance at the Leadership Institute was made possible in large part due to the award of the AAHSL Leadership Scholarship sponsored by the AAHSL Future Leadership Committee. The Leadership Scholarship provided support for my participation in the GIR Leadership Institute.

The Leadership Institute provided a dynamic, interactive setting for discussion of a broad range of topics relating to information technology initiatives in an Academic Medical Center. Topics covered included planning for technology initiatives contrasted with the "campaign" strategy for project implementation, best practices for development of strategic alliances / partnerships and methodologies used to formulate opportunity portfolios to map strategic initiatives. In addition, Institute Faculty facilitated in-depth discussion among participants of the structure, function and mission of an Academic Medical Center including the role of information technology in strategic planning, governance models, legal and compliance issues and responsibilities of the Academic Medical Center Dean.

The GIR Leadership Institute provided an opportunity to significantly enhance my knowledge and skill-set in the development, evaluation and implementation of technology advances available to support the clinical, research and teaching mission of my organization. I envision that strategic planning initiatives conducted at my institution will incorporate the portfolio mapping methodology demonstrated at the Institute. In addition, the Institute enhanced my ability to develop "elevator pitches" which I plan to deliver in a variety of informal settings. I will continue to build upon the skills I learned at the GIR Leadership Institute in negotiation, consensus building and leadership traits and have a basis for contributing to a long-term learning community established with my peers who participated with me in the Institute.

MARY PIORUN
UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL

With the AAHSL Leadership Scholarship funding, I participated in the class "Leadership, Ethics and Corporate Responsibilities" offered by the McCollum Graduate School of Business at Bentley College.

The focus of the course was to examine the many roles and best practices of a leader. The class was divided into four main areas of concentration: the leader as a person, strategist, moral being and change agent.

To encourage the class to open up to each other and learn about each other as individuals, everyone was asked to give a five minute presentation describing a heroic moment in their lives and reflect on how they felt and acted at that moment and how they think and feel about that same situation today. Everyone in the class thought this was a very effective exercise in understanding who we were as individuals and believed it gave insight into what type of leader we would be. Many students wished they could repeat this assignment in their own work environment.

Throughout the course we were required to take 25 self assessments. The assessments measured a wide range of areas, such as listening skills, team leadership ability, charisma, cultural preference, creativity, moral courage and servant leadership, etc. These tests would be used in a final presentation in which each student was required to present their leadership profile to the class highlighting their strengths and weaknesses. We were also charged with developing an improvement plan to address the identified weaknesses.

What I took away from the class is an understanding of the differences between management and leadership, that being a good manager does equate to being a good leader. The responsibilities of a manager include planning, budgeting, staffing, gaining expertise, and maintaining stability. Leaders focus on creating a vision, shared culture, values, setting strategy, inspiring and motivating, being open minded, and creating change.

This knowledge, coupled with the self assessments I took, has allowed me to have a better understanding of what skills I need to develop in order to facilitate my transition from a management role to a leadership role.

The AAHSL Leadership Scholarship funding partially funded my attendance to the Frye Leadership Institute sponsored by EDUCAUSE and the Council on Library and Information Resources (CLIR). This two-week intensive immersion in higher education leadership issues, particularly those related to libraries, information technology and teaching and learning was hosted by Emory University in Atlanta, GA during May 31 through June 11, 2009. The Frye Fellow Class of 2009 was the tenth class made up of 47 fellows chosen out of a pool of 250 applications. The majority of the fellows were from across the United States with only two from Australia and England. The fellows each had diverse backgrounds and came from diverse higher education institutions but the diversity ended there. We quickly realized that each of us were emerging leaders within our institutions with some of the following qualities, only to mention a few: innovators, technological advanced, global perspective, mobile.

The Frye Leadership Institute curriculum was multifaceted and the Frye experience began before I arrived in Atlanta. The first assignment, aside from virtual introductions to the FRYE 2009 listserv, was to review our institution's strategic plan and if they existed review the "state of the university address" or an annual report. This was in preparation to interview three to five leaders on campus. These interviews would provide insight into their roles in the institution, their leadership philosophy, lessons-learned or toughest decisions. I completed this assignment which took me out of my library perspective and opened up the academic medical center perspective. The president of UT Southwestern clearly outlined seven strategic priorities that would enable us to proceed or build excellence and innovation in clinical care, discovery through research and training and educating those who will carry these missions in the future. During the first few days at Frye, the fellows discussed our experiences which built a basic perspective of the leaders and trends at each of our institutions.

Two other aspects of the curriculum were Shared Interests and Guest Attaches. For Shared Interests, each morning and afternoon individuals or groups volunteered to informally share interests with others. The topics were:

- Project Bamboo (humanities cyber infrastructure community and collaboration)
- Starting from Scratch (if we let the past be the past and started anew, with no preconceptions, how we might envision our work and our institutions?)
- Information Commons (experiences at University of Kentucky, Loyola, Augsburg, Georgia Tech)
- Gender and higher education leadership
- 360 Degree Leader (based on John C. Maxwell book for learning to lead up, down and across the organization)
- Multimedia Digital Scholarship and Digital Publishing (Vectors Journal, Open Access digital publishing, Libraries as Publishers)
- You're Welcome: Plumbing the User Experience for changing Libraries
- Metrics and Data gathering (initiatives and challenges for decision making in academic institutions).

I presented with Chris Palazzolo, Emory University, on Metrics and Data gathering sharing how UT Southwestern Medical Center Library has two dedicated Program Evaluation and Assessment Specialists and our progress in creating a culture of assessment for the Library.

Cultivating relationships with people who have influence is an ongoing responsibility of campus leaders. When VIPs visit it is important that they are engaged with the community, therefore we were assigned as guest attaches to the guest faculty of the Frye Leadership Institute. In small groups of 3 or 4 fellows, we engaged with the faculty member at breakfast, lunch or dinner as well as introduction responsibilities prior to their session. I was assigned with two others to James Hilton, Vice President and Chief Information Officer, University of Virginia. Our dialogue with Dr. Hilton was intriguing as he is responsible for planning and coordinating academic and administrative information technology, voice communications, and network operations on a university-wide basis. He is also and professor in the Department of Psychology as he holds a Ph.D. from the social psychology program at Princeton University. Dr. Hilton's session was entitled "Disruptive Technologies and Leadership". A real emphasis on changing how research and technology are

achieved through computation, visualization, simulation and technology enabled collaboration. He was careful to advise leaders to recognize the difference between "essential" and "strategic".

The 2009 Frye faculty brought perspectives from Presidents, Provosts, Chief Financial Officer, Communications, Policy, Scholarly Communication, Chief Information Officer, e-Scholarship and Marketing (more information on the faculty http://www.fryeinstitute.org/curriculum.asp). The institute began with discussing our interview assignments and what does it mean to be a leader with Diana Oblinger, President and CEO of EDUCAUSE. The following day discussed the notion of leading change with Deanna Marcum, Associate Librarian for Library Services at the Library of Congress. Each perspective was presented open and honestly which led to open dialogue throughout the institute. Along with traditional Q&A, the fellows used Backnoise to create conversations on the fly during the sessions. Backnoise enabled us to take the discussion one step further by allowing the fellows to provide personal experiences or ask slightly off topic questions. We used Blackboard to access the readings and presentation materials. We also used Zoho wiki to organize Shared Interests, keep the Backnoise archives, post bibliographies of articles and books suggested throughout the sessions, organize Team Projects and weekend activities. Each fellow was physically and virtually present in each session. A complete emersion, which each of us was skeptical, would be possible.

My experience at Frye was transformational. I had a change in leadership perspective before attending the Frye Leadership Institute when I was promoted to Deputy Director. Six months later I attend Frye and heard about what a transformational experience it would be. Now that I have graduated from Frye, my leadership perspective has change even more and I really understand campus leadership and the qualities, skills, desire and values that are necessary to successfully lead. On the last day of Frye, we each developed a Post-Frye Blueprint that we mailed to ourselves. Here is mine:

The first three things I'll do when I return to campus:
1. Make an impact and help change those in pain
2. Utilize the Leader Perspective to create vision and strategic goals
3. Come up with a plan to globalize the Library to support UT Southwestern health providers

What I'll do differently:
1. Challenge the norm
2. Create community inside and outside the Library

What I'll pass on to others:
1. Key concepts to broaden perspective of others
2. Encourage others to find/define their journey

I have found that I am following this Post-Frye Blueprint as I continue to actively engage in the library and campus IT strategic planning and other leadership activities. Attending Frye has provided me with a leadership philosophy that has enabled me to further collaborate with my director, Laurie Thompson, Frye Fellow Class of 2002, and confidence to provide a library leadership perspective on my campus.

The 2008 AAHSL Leadership Scholarship funded my participation in the 2008 AAMC Group on Information Resources' Leadership Institute. This was a fantastic learning experience that gave a realistic view into the inner workings of many academic medical centers across the country. The Institutes' tag line is true; they are preparing IT leaders for the future of academic medicine!

On day one, armed with our pre-institute assignments and readings, the 30 GIR fellows were ready to get to work! After a brief welcome, we began to discuss our results from the Disc Classic 2.0 and Leadership Practices Inventory measurements. The discussion was valuable in that we found assets in each type of leadership style and how to best match responsibilities with strengths.   As many know, leadership is not just completing projects and meeting deadlines but dealing with distinct personalities and work styles to achieve common goals. Knowing how best to manage the people within your team or department is a strong predictor of overall success.

Over the course of four days, sessions such as the clinical, educational and research structures of Academic Health Centers were discussed, as well as ideas on building consensus and long term partnerships. The small group work was a valuable part of each session. As one out of two participants from medical libraries, we added library based issues and concerns into the context of the larger discussions. With the diverse backgrounds and experiences of our peers, I believe that we had valuable and practical insights into the questions posed to us by the faculty and the subsequent problem solving activities. In the end, we were helping one another become well rounded and strong leaders in our fields.

Having both practical hands on work with our small groups coupled with interesting lectures from the faculty created a unique learning experience. As a result, I now approach leadership situations within my library with a fresh perspective and alternative points of view.

BOB ENGESZER
BERNARD BECKER MEDICAL LIBRARY
WASHINGTON UNIVERSITY IN ST. LOUIS SCHOOL OF MEDICINE

The Leadership Institute for Academic Librarians sponsored by the ACRL and the Harvard Institutes for Higher Education was without question one of the best professional education experiences I have had during my career. I was attracted to this program because I felt I was at a point in my career when the scope of the decisions and problems I was facing required a set of skills and a framework of thinking that went beyond my current experience. In this regard, the program not only met my expectations but far exceeded them by delivering relevant and timely content, creating a learning environment that was well-suited to the needs of the adult learner, and fostering a sense of community among the participants that greatly expanded my point of view and added enormous value to what I was able to take away.

The content of the program focused on several areas. At the core was the concept that there are four "frames" that can be used for viewing the workings of organizations and making leadership decisions. Based on the book *Reframing Organizations: Artistry, Choice, and Leadership* by Lee Bolman and Terrance Deal , a good deal of class time was spent on discussing how the four frames (structural, human resources, political, and symbolic) can be applied in the analysis of organizational behaviors and processes. Other areas that were explored included the relationship between leadership and change, organizational planning in times of financial constraint, leadership and strategy for library leaders, and the unique issues surrounding leadership in an academic environment.

Since the instructors at the institute consisted of either current Harvard faculty or individuals with strong ties to the Harvard Graduate School of Education I was expecting the quality of the material to be exceptional and I was not disappointed. The faculty was outstanding. Not only was the material relevant and thought provoking but each person delivered their material in an engaging and, in many instances, entertaining way.

The week long institute is structured as a combination of lectures and small group discussions with many opportunities to learn from other participants sprinkled in along the way. Discussion and comments were always encouraged by the faculty and the environment was specifically designed to foster collegial interaction with faculty and other participants. There is an incredible amount of reading that supplements the lectures with an emphasis on case studies – including individual case studies required of each participant that must be written and submitted before their arrival at the institute.

While I expected the material and the faculty to be outstanding, what I didn't anticipate was the incredible value I received from interacting and getting to know the other 75 participants who shared the experience with me. The librarians who attended the institute represented a wide and varied range of settings and experiences. There were librarians from the U.S., Canada, Europe, and even places as far off as Trinidad and Qatar. I was really impressed with how quickly the group came together and how willing everyone was to share their experiences and challenges and to offer constructive opinions. By the end of the week our group had already made plans to keep in touch through email, Linked-In, and even Facebook. I definitely credit the institute with creating a format and an environment that made those kinds of connections possible.

One of the concepts that was emphasized by the faculty was the fundamental need for leaders to be capable of "looking down from the balcony" – meaning the ability to see an organization and its inherent problems and issues from a larger perspective and to understand all of its facets. I feel my week at the Leadership Institute has definitely given me the tools to do that more effectively and I would whole heartedly recommend this program to any librarian who recognizes the importance of leadership in today's libraries and sees the need to enhance their leadership skills.

DONGMING ZHANG
WELCH MEDICAL LIBRARY
JOHNS HOPKINS UNIVERSITY

In August 2-7, 2009, I attended ACRL/Harvard Leadership Institute for Academic Librarians. This six-day course was quite intense and rigorous and it gave me very unique experience in leadership training and was one of best short courses that I have ever attended.

The textbook for the course was "Reframing Organizations" by Lee G. Bolman and Terrence E. Deal, and each lecturer also provided their own course materials in their individual lecture. This textbook was in its fifth version and many new information and material were added and the contents were up to date. While reading the textbook gave me a refresh views and knowledge in general theory and practice about leadership and four different views of the organization, individual lecture gave me more in-depth analysis on how leadership should be played inside the organization, and how individual should fit in, connect, and lead the organization through many case studies.

One lecture that was held by Maureen Sullivan (consultant) and Professor Palfrey the director of Harvard Law Library) seemed particular interesting. It presented a real life case currently was ongoing in Harvard Law library, i.e. improving library services through re-organizing the library units and using new technologies. They presented specific analytic process and unique approaches to attain these difficult goals in short timelines. I was impressed by Maureen's knowledge and experience in handling difficult tasks and step-by-step approach to lead the team to accomplish the work.

Dr. James Honan had several lectures and these lectures were full of case studies. Those case studies included leadership crisis at the college, department and individual levels, and how people in these cases either to lead organization to achieve their goals or fail and lose the battle due to different reasons, e.g. inappropriate approach and strategies, selection of wrong stakeholders, or, personality conflicts.

Dr. Joan Gallos presented her lecture on how to lead from the middle, a quite different way to develop leadership skills. She encouraged students to participate in many exercises and group discussions. I was first time to check my own leadership skills myself and with the group to find out the strength and weakness. It was great practice to look into your staff, supervisors and myself through four frames and got many refresh thoughts and ideas on how to improve the skills.

My background is a combination of both IT and librarianship. I found several colleagues with similar background and responsibilities. We discussed our gain from the courses in terms of how IT plays technical leadership to improve the library services, in particular, how to work with and convince librarian to take advantage of new technologies. This course offered me many opportunities to connect colleagues around USA and other countries both socially and professionally. It was great life experience.

In general, through this course, I have learned the knowledge about leadership and organizations, the effective strategies to play leadership roles inside organizations, and the skills to continue to improve the leadership. It prepared me with more confidence and capability to make more valuable contribution to my organization and take bigger responsibilities when opportunities present in my career.

Finally, I am thankful to the Association of Academic Health Science Libraries for selecting and awarding me the Leadership Scholarship and supporting me to attend this course.

The Association of Academic Health Sciences Libraries (AAHSL) sponsored the 2009 Independent Site Visits for the Leadership Fellowship to three universities: University of Medicine and Dentistry of New Jersey (UMDNJ) in Newark, Mount Sinai School of Medicine and New York University (NYU) Medical Center. Each visit lasted three days and in all, a total of nine days.

Prior to embarking on the visits, I had contacted the Library Director in each of the institutions and we laid the ground work for the take-off. These directors together with their Administrative Secretaries were very instrumental to the success of the site visits. They suggested hotels and eating places around the campuses. In my preparation towards the visits, I had as an objective: to complement my existing experience to other Health Sciences Libraries and Directors in order to acquire a firm background necessary for a future career as a Health Sciences Library Director. This meant that through the initiative, I would interact with these three outstanding directors and learn aspects that will improve on my leadership skills.

In light of the goal, I considered the rapid changes occurring in libraries and since the most dramatic change has been in the area of technology, I identified technology as one of my areas of concentration during the site visits. Moreover, I considered the importance of staff in an organization and decided to be interested in the recruitment strategies, managing change and succession planning. Additionally, being aware of the budget process and fund raising activities in other institutions would be helpful during this time of austerity measures.

On July 6, 2009, I visited the University of Medicine and Dentistry of New Jersey (UMDNJ) and spent three days with the library leadership and senior university administration. I had the opportunity to visit the New Brunswick Campus Library which is fully an electronic library. During the three days, I participated in meetings that involved library technology, the budgeting process and fund raising. Further, the relationship between the library and the other university units, particularly the central information technology unit was outstanding. Being an area of interest, I met with the Chief Information Officer to understand the level of collaboration that is producing the incredible advanced technology in the library. In effect, the module is worth duplicating in other institutions. Fabulous! Thanks to all for helping out during the visit to this site.

On July 14, 2009, I traveled to New York City for the second visit to the next chosen site. This time, it was the Gustave L. and Janet W. Levy Library Mount Sinai School of Medicine. Enthusiastically received by the Library Director, I was given a briefing of the events and activities that I would be participating in during the visit. As I actively participated in the designated activities, my observation was that the collaborative efforts between the library and other units are well grounded. The Library Director holds a pivotal position in the Technology infrastructure of the Center and is making great things happen in the library. She is represented in several campus committees and through her representation she easily succeeds in appealing for assistance when assistance from other units is needed. An interesting activity was the library renovation project that was going on at the time of my visit. It was a useful learning experience as I observed how the stacks were being moved around.

The Director was well organized for this site visit which included a range of meetings like the Program Directors meeting, web steering committee meeting, Medical Center Safety Committee Meeting and the IBEX Construction Meeting. Again, these are powerful campus-wide committees where the parties are very supportive of the library.

The last site visit occurred from July 18 through July 20. I was now at New York University Medical Library. With a warm reception from the Director, I interacted with the staff and had an extended tour of the facility. Presented with a detailed agenda, I participated in RML Meeting, Development Meeting, Psychiatry rounds, Medical Center Administrative Leadership Meeting, Communications Team Meeting, Senior Management Team Meeting, Teams Development Meeting and the DEI-Library Monthly Meeting. Most staff members are information technology knowledgeable and extend their reach by undertaking several information technology projects in the attempt to distribute information through computer networks. The third day here brought the independent site visits to an end.

My overall impression of this program (Independent Site Visits) is quite positive. The experience was quite rewarding and I believe it was mutually beneficial. The three directors diligently worked with me and our discussions pointed me to productive directions and now the "bag of tricks" exposed to me is helping me to apply effective approaches as I work with library patrons to identify problems and take steps toward success. Furthermore, the program has helped me develop my own abilities and do my own work in my institution. My sudden realization is that this cadre of selected directors delivered the goods; I consider them effective mentors who have the desire to participate in the program. They touched key points that I really wanted to know about and provided vital information needed to perform daily tasks of a director. In them, I could see that elusive ability to motivate, counsel and influence acceptable behavior of an aspiring leader. I saw the genuine concern to help aspiring directors with the skills and contacts they need to prepare themselves for library leadership positions as they arise. I strongly recommend that continuing the Independent Site Visits program, AAHSL hopes to build a solid cadre of new directors.

Purpose: To increase my knowledge for future leadership positions through independent library site visits.

The AAHSL Leadership scholarship provided funding to support my site visits of two medical libraries: Duke University's Medical Center Library in Durham, North Carolina and the Medical University of South Carolina's Medical Library, Charleston, South Carolina.

This experience would not have been possible without the leadership support of AAHSL and these libraries. My thanks to all those at AAHSL who made this opportunity possible, especially Louise Miller and Carolyn Lipscomb. Many thanks to Pat Thibodeau, Associate Dean for Library Services and Tom Basler Director, MUSC Library and Professor & Chairman, Department of Library Science and Informatics for the opportunity to immerse myself in their organizations. Their generosity, openness, and willingness to share their time and experience was invaluable to me. I also appreciate the access to their staff, all of whom welcomed me so warmly.

The site visit schedule consisted of visiting Duke University's Medical Center Library, July 13th – 16th and the Medical University of South Carolina's Medical Library, July 20th – 24th.

My entire eighteen year library career has been with the same institution and leadership and I felt the need to expand my leadership experience by examining other institutions to view how they are led and managed. Although I stay current with the profession through participation in conferences, networking, reading the literature, and attending continuing education courses I felt I was lacking from direct exposure to different environments.

Learning Goals:
Overall, my goal was to observe library leadership and learn about different leadership styles and organizations. I also decided this would be an excellent opportunity to view library operations for areas in which I am responsible.

To prepare for my site visits I reviewed *Attributes for the Next Generation of Library Directors* (AP Young, RR Powell, P Hernon 2003). The authors interviewed over 60 library directors to identify the attributes (traits, skills, and knowledge) that new library directors should have. Using this study, I identified areas where I needed growth and designed a personal development plan to concentrate on those areas. My plan consisted of focusing on fiscal management, especially external funding, strategic planning, and organizational structures including aligning the library with the parent institution. In addition to these focus areas I welcomed the opportunity to observe other library operations and interact with library directors and staff specifically to view management and organizational styles.

- **External Funding**
  I wanted to learn what other libraries were doing to increase their external funding.
  I learned that while aligning the library with the parent institution's mission there are opportunities to obtain additional funding. For example, library staff can become co-directors or faculty of college programs with part of their salary covered by the college and not just the library budget. Another example I saw during my visits were grant funded projects that provided services to the patrons while expanding the library's role beyond the traditional library. One grant project funded the purchase of various technology devices that were available for checkout.

- **Strategic Planning**
  In learning about strategic planning I wanted to understand how other institutions develop and implement their strategic plans. One of the things I learned is to assign specific strategic plan goals and objectives in staff members' job assignments and evaluations. This ensures that someone is responsible for overseeing specific parts of the strategic plan and gives staff members the opportunity to contribute to its successful implementation. I also learned that if we are overly focused on carrying out a strategic plan that we might restrict ourselves from seeing potential opportunities to be involved in that could allow us closer alignment to our institution. In other words, don't be so rigid in carrying

out the "plan" that you aren't flexible enough to adjust to a changing flow in your institution and your ability to support it.

In aligning our library with the parent institution it's important to look and think outside the box and to be open to any services or support you might be able to provide even if it's considered a non-traditional library service. Purposely look for opportunities where your library may be able to contribute to the institution's mission. Serve on various institution committees, be aware of institutional partnerships and engage where you can to meet the changing needs and overall mission.

- **Organizational Structures**

The chance to immerse myself in two other libraries allowed me an opportunity to closely observe their organizational structures. It was helpful to see how the departments were organized and the interrelationships between various areas. Both libraries I visited have larger staff than my own library so it was helpful to me to see how they were organized and work together.

Impressions

What made my visit successful was the chance for me to integrate myself in the libraries by attending staff meetings, visiting all the departments, and having the chance to observe the operations. It was interesting to see first hand how an organization's environment and culture reflects its leadership. I am more aware of how essential it is that leaders be aware of their actions and communication within the organization and how the overall tone of the workplace can be established. Staff at both libraries communicated to me that they work in supportive and "open door" policy environments which I believe is a contributing factor to their success.

Just as in my own library I saw budget issues, especially in terms of staffing. The technical services areas especially are decreasing in staff size as a result of the changes in the jobs and budgets, something many of us appear to be experiencing.

Even though my visits spanned just two weeks, I now feel as though I have had a good opportunity to experience other library settings and seen how other libraries work. This has been an opportunity for me to confirm some things that I have believed while giving me a chance to examine new thoughts and ideas. It also has helped me to see that so many of us are facing the same issues and by working with others in our profession we can support each other to create solutions and in turn successful library environments.

For anyone else considering a site visit for leadership development I recommend you:
- Conduct a self-assessment to identify areas for focus
- Talk with your director and review articles such as the *Attributes for the Next Generation of Library Directors*
- Review your goals before making a site visit and share those with your host
- Allow plenty of time to conduct the site visit and immerse yourself
- If possible, and with permission, capture your meetings/interviews at least in audio format in addition to taking notes

The experience of applying for the AAHSL Scholarship, working with AAHSL staff by phone and email, and working with Harvard GSE was very good. Staff at both organizations were prompt and personal in delivering help.

The Academy itself is not like any seminar, conference or CE class one may be accustomed to in our profession; and it most certainly is not a vacation. In addition to the assignment of reading Bolman and Deal's book in its entirety prior to arrival at Harvard, we also had daily case studies to read carefully for discussion. Class sessions centered chiefly on picking apart case studies and applying Bolman and Deal's reframing theories, or "the Four Frames".

There are a number of elements of the LIAL program that made it a truly great experience. The assembled faculty for the program was exceptional in presenting large amounts of information effectively, and in an engaging and hands-on environment. The program also required each of participants to interact and work in teams with nearly all other participants throughout the week. Although there definitely was a strong emphasis put on team work, class interaction and participation, and engagement in discussions, the atmosphere of the lectures was relaxed and not intimidating. There were no "cold call" questions. As a result, participation was not forced, resulting in thoughtful reflection and application of the subject material to each of our professional situations. Finally, the support materials provided before and during the LIAL program will clearly continue to be valuable resources for leading change in my library.

The Academy instructors made thoughtful use of group activities throughout the week to encourage discussion and thinking about the case studies and how the reframing principles could be applied in our own libraries. Director of the LIAL Academy, Joe Zolner also created a classroom atmosphere free of anxiety by promising no "cold call" questions would be asked, and that participation in discussions would not be mandatory; although by the end of the week every person in the group of roughly 100 had contributed. The instructors are shining examples of the best pedagogical practices today. Dr. Zolner and Dr. Bolman were outstanding at leading case study discussions about leadership and change. The required text for the program, Reframing

Organizations was co-authored by Dr. Bolman, so having him lead discussions from his own text was invaluable. His "four frames" concept of providing leadership for change permeated discussions throughout the week. The case study discussions and team exercises helped me find tangible application for these concepts in my library.

The atmosphere of the LIAL program is highly energized and encouraging. Instructors are engaging but not intimidating. Class discussions were left up to those who wished to participate. By the end of the week, scant few people had not joined in at least some part of a case discussion. This atmosphere of collegiality helped me create a network of classmates with whom I can, and do continue to talk with about leadership and change.

Upon returning to my library, the instructional materials that were provided during the LIAL experience continue to be excellent references for me as a leader in my library. Dr. Bolma's book on the "four frames" is an excellent resource. In addition, LIAL participants received extensive notebook binders full of case studies, group and independent exercises, and speaker presentations. Each participant also benefited from networking and making contacts with other leaders in library settings from around the world. Two weeks ago, a fellow LIAL classmate who works in Memphis, TN was visiting Eastern North Carolina and made a point to visit my library at East Carolina University.

The Bolman and Deal book played such a prominent role in the LIAL experience that I have provided below a more detailed summary of the material it covers. For those interested in a brief summary of Bolman and Deal's frameworks, try the following synopsis.

Most educational administration graduate students can tell you about Bolman & Deal's leadership frameworks. The frames help change agents conceptualize different approaches to an issue. Depending on the circumstances, one approach may be more appropriate than another. Or, most likely, several approaches in combination will be most successful. Bolman & Deal's four frames are as follows:

1. Structural. Leaders who make change using this approach focus on structural elements within the organization as well as strategy, implementation, and adaptation. Changing institutional structures works well when goals are clear, when cause-and-effect relationships are well understood, and when there is little conflict, uncertainty, or ambiguity.

2. Human resource. Leaders who approach change from a human resource frame focus on people. This approach emphasizes support, empowerment (perhaps through distributed leadership mechanisms), staff development, and responsiveness to employee needs. A focus on people works well when employee morale is a consideration and when there is relatively little conflict.

3. Political. Leaders who use a political approach to facilitate change focus on the political realities that exist within and outside organizations. This approach emphasizes dealing with interest groups (and their varying agendas), building power bases, coalition-building, negotiating conflicts over limited resources, and creating compromises. The political approach is appropriate when resources are scarce or diminishing as well as when goals or values are in conflict.

4. Symbolic. Leaders who make change using a symbolic approach focus on vision and inspiration. Symbolic leaders feel that people need to believe that their personal work, and the work of the organization, is important and meaningful. Traditions, ceremonies, and rituals are very important to the symbolic approach, which is most appropriate when goals and/or cause-and-effect relationships are unclear.
[see more on Bolman & Deal's four frames]

Bolman & Deal's frames can be used at the planning stage of a change initiative to help diagnose organizational needs, to identify institutional challenges and contexts, and to devise appropriate actions (e.g., 'For this initiative, we need to be sure to address the political aspects because…'). The frames also can be used to rethink and reframe unsuccessful change initiatives (e.g., 'This initiative failed because we didn't appropriately address the human resource frame.').

A combination of the four perspectives is nearly always warranted when implementing a change initiative. Unfortunately, I think most educators would agree that the structural aspects of change initiatives tend to be emphasized quite strongly (e.g., 'We'll create a new program' or 'we'll reorganize ourselves' or 'we'll buy some technology to help') with a concurrent neglect of the other three frames. Because school leaders often may be strong in one or two of these frames but not all four, it is important to get others on board to adequately conceptualize and address all needed aspects of the change initiative.

I'm sure most of you can identify a situation where an emphasis, or lack of emphasis, on one of these frames led to a change initiative's success or failure.

From website: http://dangerouslyirrelevant.org/2007/06/bolman_deal_fra.html

DEBORAH LAUSENG
TAUBMAN HEALTH SCIENCE LIBRARY
UNIVERSITY OF MICHIGAN

My recent participation in Harvard's Leadership Institute for Academic Librarians (LIAL) has altered my perspectives on leadership and given me a stronger foundation for being a successful leader. While I was uncertain what it would be like to be "back in the classroom" as full-time student, I came away excited about all that I had experienced and challenged to integrate what I had learned into my work. The Leadership Institute faculty were excellent at presenting the organizational and management content while engaging us in active learning of the new perspectives ("frames") for leadership. The LIAL program also incorporates formal and informal networking opportunities with the classroom learning for a rich educational experience in a short amount of time.

The bases for the full week Institute (August 1-6, 2010) was Lee G. Bolman's and Terrance E. Deal's book "Reframing Organizations: Artistry, Choice, and Leadership." The four frames—structural, human resource, political, and symbolic were taught by Lee Bolman himself through three sessions on reframing leadership, flexibility and change and vision, and leading from the middle. Joe Zolner, Senior Director of the Harvard Institutes for Higher Education, and James Honan, Harvard School of Graduate Education, expertly lead us through a series of case studies, each reinforcing and strengthening our understanding of the frames model and our roles as leaders. Maureen Sullivan, an organizational development consultant, and John Palfrey, Director of the Harvard Law Library, poignantly illustrated the challenges of library reorganization through a 'live case study'. Maureen also brought the week's discussions to focus on the library environment and the need to be strategic and adaptive. Chris Dede, Harvard Graduate School of Education, shared new ways technology is being used in education and encouraged us to be flexible in thinking about our educational roles. Lisa Lahey, Harvard Graduate School of Education, highlighted the difficulties of moving through change and transformation with a personal 'big assumptions' exercise. While not an instructor, John Collins, Director of the Guttman Library at the Harvard Graduate School of Education, was instrumental in connecting LIAL participants with the Harvard Library system and served as informal host.

One aspect of LIAL that I found especially beneficial was the small groups. Each day began with the small groups gathering to discuss topics from the sessions and contribute to a frames-based assessment of our mini-case studies. The opportunity to spend regular time with eight other people (in the midst of 108 LIAL participants) was valuable. Through the course of presenting and "reframing" our individual mini-cases, we learned more about the diversity of our situations and academic settings, as well as the common ground we shared with each other. Additionally, the small group experience helped reinforce the practical application side of the Leadership Institute. The professional networking bonds started during the LIAL will hopefully continue well beyond our week together.

I am very appreciative of the opportunity to participate in LIAL. This very intentionally focused week, with professional work set aside, allowed me to gain new insights and knowledge to apply to my current leadership position and apply to future opportunities. I am already reassessing my personal leadership methods and considering better 'framing' options for the teams within the department I manage. As Joe Zolner stated so well in our closing session, 'completion of the Leadership Institute is not an end in itself.' I see this LIAL experience, in total, as a major professional milestone in my journey as a leader with academic health sciences librarianship.

KEITH W. COGDILL
HEALTH SCIENCE LIBRARIES
UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO

Held during the first week of August 2010, the Leadership Institute for Academic Librarians brought together approximately 100 librarians from 30 states and eight foreign countries. Organized by ACRL and Harvard's Graduate School of Education (GSE), the institute provided a rich environment for learning more about leadership in higher education, with a focus on academic libraries. My participation in this year's Institute was made possible by a scholarship from the Association of Academic Health Sciences Libraries (AAHSL) as well as a professional development award from the National Network of Libraries of Medicine – South Central Region (NN/LM-SCR). I'm grateful to AAHSL and NN/LM-SCR for their support, and would recommend the institute highly to anyone interested in academic library leadership.

Among the required readings for the Institute was *Reframing Organizations: Artistry, Choice and Leadership*, by Lee Bolman and Terrence Deal. This text provides numerous examples illustrating the importance of understanding situations from multiple perspectives or "frames." The book includes separate chapters on four frames: structural, human resources, political and symbolic.

We were fortunate to have outstanding faculty at this year's institute. Lee Bolman, formerly a faculty member at Harvard and now at the University of Missouri - Kansas City, led multiple sessions throughout the week. Joe Zolner and Jim Honan, faculty members at Harvard's GSE, also facilitated several sessions. Former ACRL president Maureen Sullivan also led two sessions. One of these included John Palfrey, director of Harvard's Law School Library and author of *Born Digital: Understanding the First Generation of Digital Natives*.

The institute was well designed, with each day starting at 8:00 with small group discussions. The staff at the institute arranged for participants to have lunch together each day, another opportunity for discussion and sharing. The sessions concluded each day by 5:00, and we were given case studies and related literature to review prior to the next day's meeting.

Future participants in the Institute should be aware that it is an immersive experience, with very little time available during the week to check email or otherwise be in contact with colleagues at home. However, the caliber of the institute justifies the investment of time and professional development resources.

MICHELLE FRISQUE
GALTER HEALTH SCIENCES LIBRARY
NORTHWESTERN UNIVERSITY

I used the AAHSL Leadership Scholarship to defray the costs of a class called *Designing Sustainable Strategic Change* that I participated in this summer. The class was offered by the Master of Science in Learning and Organizational Change program in the School of Education and Social Policy at Northwestern University. The class was held from June 21st, 2010-August 23rd, 2010.

This was an alternate delivery course which mixed meeting online using Adobe Connect, discussing and sharing documents via Blackboard and Google Sites, as well as meeting on-site during a 3-day intensive session half-way through the quarter. Even though I did not meet the majority of the students until the on-site session, I already felt connected to them because the instructor and students had done a great job of creating a sense of community virtually.

The class focused on how to design, implement and sustain strategic change within organizations. I took this class because I wanted to learn more about how to implement and sustain the changes outlined in a library's strategic plan. This class did not specifically focus on how to implement strategic plans per se but instead focused on how to design, implement and sustain any type of organizational change with a specific focus on guiding the people impacted by the change through the entire process.

The class was an interesting mix of students who worked in higher education, not-for-profits, small private companies, and large multinational corporations. The students and instructor willingly shared examples from their organizations, which provided a wide range of experiences for the class to draw upon and learn from. It was comforting to discover that regardless of the organizational type, we had all experienced organizational changes that had gone well or had not succeeded at all.

Like most classes, each week was structured around a theme. Before each class, we had to read the related articles and book chapters. The textbook for the class was "Managing transitions: making the most of change" by William Bridges. Discussions were conducted online via blogs, through Adobe Connect or via conference calls with small groups. Various papers asking us to explain a topic and then apply it to our organization's environment were due on a regular basis. Using my work environment as the laboratory setting helped me put the theory we learned throughout the course into practice. During the on-site component, we experienced many of the tools, like scenario planning and appreciative inquiry, that we had learned about in our readings.

One of the most helpful aspects of the class was walking step-by-step through the change process and identifying what should happen during each phase so the change strategy eventually becomes part of the normal operating procedures of the organization. The steps include:
1. Making the case for change
2. Aligning the change to the vision and mission of the organization
3. Creating the plan for change including identifying milestones, measures resources, etc.
4. Coordination and continued communication of the change initiative
5. Implementation
6. Operationalizing the changes so that it become the status quo instead of new

Throughout the process not only will creating and implementing the change in the hopes that it becomes sustained be important, but we also saw the need to help staff transition from the current structure to the new desired outcome. Bridges states, if people do not transition, they will not change. Balancing all of these various aspects of change is hard, but I have learned, and studied examples of how it can be done well.

I would strongly recommend that other potential leaders learn more about various aspects related to leadership from outside of the profession. While I believe that the library-centric leadership programs are of a great value for future leaders, there is also a lot to be learned from organizations outside of librarianship, allowing us to enrich our leadership capabilities and the profession as a whole. I know that I have benefited from taking this class, and I hope that my organization has noticed the benefits as well.

I am very happy to provide a report on my attendance at the 2011 TRLN Management Academy: The Business of Libraries. I was the fortunate recipient of an AAHSL Leadership Scholarship which funded my attendance. TRLN did a wonderful job of providing an outstanding leadership event that was designed to prepare mid-level library managers with tools, information and strategies to help manage complex and diverse resources. Held in Chapel Hill, North Carolina, the five day in-person session was timely and especially appreciated as we are working during a period of diminished resources and increased demand for accountability and sound management. There were thirty-two participants selected from a pool of fifty-seven applications.

The Academy has worked to fine tune the program bringing back some of the highly rated topics and speakers from years past while also making adjustments and additions to content to reflect changing needs. DeEtta Jones, of DeEtta Jones and Associates did a wonderful job of facilitating the entire program. Highlights of this year's session include:

The Business of Libraries

DeEtta Jones
Ms. Jones introduced the event and provided an overview of program objectives. She covered the idea of our shifting library environment. We discussed users' changing expectations, our culture, and expectations of staff as well as the leadership challenges and skills required to meet them during this period of transition.

Change and Change Management

Richard Blackburn, Associate Professor, Organizational Behavior, Kenan-Flagler Business School, University of North Carolina at Chapel Hill
An entire day was devoted to the very important topic of change and change management. Dr. Blackburn urged us to carefully consider where we are now, where we want to be, and whether the gap in the middle was big enough to worry about, especially in terms of the costs required to change. We discussed the principles of change management that will help to create and implement new visions, strategies and initiatives.

Influence and Communication

Wendy Hamilton Hoelscher, Senior Practice Leader - Learning & Organizational Development, Duke University
Dr. Hamilton focused on individual and organizational communication styles in this session. We learned about skills and strategies for the influential manager. With its focus on management, supervision, and the practical task of performance evaluation, this session was one of the most pragmatic.

Projects that Influence Change

Loren Allston, SMART Pack Consulting
Before the Academy began each participant sent Mr. Allston a description of a current or future project for which we would each have primary responsibility. Based in similarities in our various projects, we were grouped into teams where we chose one project for which we would develop a project plan. The timing of this session was cut short so we really had to scramble to remember and apply many of the concepts we had been discussing.

Drive it Like You Stole It – Part 2

Susan Nutter, Vice provost and Director of Libraries, North Carolina State University Libraries and Karin Wittenborg, University Librarian, University of Virginia
Full of practical advice, this was the most entertaining and enjoyable session of the Academy for many of us. We were advised to be bold, be fearless and take risks. Hire people with emotional intelligence, dynamic interpersonal skills, and integrity; skills can be learned. Use others' ideas (with permission); there is no need to create everything from scratch. If you lead using the democratic process, avoid analysis paralysis. Give and receive feedback honestly. Don't be afraid of failure.

I highly recommend the TRLN Management Academy. More information on the Academy is available at http://www.trln.org/academy2011/

ANDRÉ J. NAULT
VETERINARY MEDICAL LIBRARY
UNIVERSITY OF MINNESOTA

It is with great appreciation that I extend my thanks to ACRL for the recent scholarship that allowed me to attend Harvard's Leadership Institute for Academic Librarians (LIAL) in 2011.

As you have no doubt heard, their program is extremely well run, and delivers a quality experience centered on the four frames - structural, human resource, political, and symbolic. The textbook book provided was new – "Reframing Academic Leadership" and was an excellent read and promises to be a long-term resources for myself.

All the speakers – Joe Zolner, Maureen Sullivan, Joan Gallos and others were excellent, and helped to solidify concepts of leadership that often drilled down to identifying our own weaknesses and improved our self-awareness. The context within Harvard at the time was also interesting, as their libraries were in the middle of reorganization and stress was running high. Additionally, while they are such a renowned institution, it also became apparent they their history was making change difficult. Furthermore, the conversations with the current head of their law library, a non-librarian, illuminated to me the future of librarianship in having non-MLSs in director seats.

Indeed, the self-awareness piece of our weaknesses within the four frames was most insightful for me. Realizing that I'm very strong in the political and visionary or symbolic, but weak in the HR made me reconsider my current plans to pursue a director's position. Rather, I need to continue to strengthen this area first before pursuing such an upper position. Thus, I might of saved myself a lot of job stress by attending LIAL!

Small group activities were part of the daily schedule, within which we discussed topics from the sessions and assessed our mini-case studies through the concept of the 4 frames. This opportunity with eight other very different personalities was very valuable. The difference in our personalities and life experiences showed in our discussion and the varied approaches each of us would have made in the specific scenarios. Again, it was wonderful to see that there are many routes to the same destination, or as a veterinary librarian, many ways to skin a feline!

I also networked heavily with the other 100+ at the 2011 LIAL while in Boston, and am still in touch with several of these colleagues. Thus, my attendance has led to not just a one-week experience, but a lifetime of improvement and relationships.

WILL OLMSTADT
BERNARD BECKER MEDICAL LIBRARY
WASHINGTON UNIVERSITY

From August 5-10, 2012, I attended this institute in Cambridge, Massachusetts. My cohort of 99 participants included people from 28 states and several foreign countries. A handful of health science librarians (and some former health science librarians) attended.

As noted in previous reports from scholarship recipients, this institute is a week-long, case-based learning experience. Large group sessions are supplemented with diverse small group meetings. The curriculum heavily emphasizes cases from the Harvard Business School and Harvard Graduate School of Education, few of which are about academic libraries. The foundation for analyzing cases is from Bolman & Gallos, *Reframing Academic Leadership* (2011; ISBN 0787988065; available for NOOK and Kindle).

The institute runs like a well-oiled machine, thanks to the hard work of excellent faculty, like Lee Bolman, Joe Zolner, Maureen Sullivan, Jim Honan, and outstanding support staff.

Key takeaways for me included:
- Breaking out of "structural" and "human resource" styles of leading, and being cognizant of the political and symbolic dimensions of leadership
- It is not good for libraries to be "the best-kept secrets" in their environments. Not being visible to decision-makers is dangerous
- Being well-funded does not prevent disaster or closure, and the case studies are replete with examples of this
- Recognizing that there is both "managerial leadership" and "emergent leadership" in health science libraries – the former a product of having direct reports, the latter exercised in developing and executing new programs and services without necessarily having supervisory responsibility
- Powerful personalities distort the information fields around them. Tread cautiously and seek verification when interacting with them

Although this is a rigorous professional development experience, this institute may not be suitable for:
- Individualized, personal mentoring. With 99 people in the large group, and smaller groups for case discussion, this is more like the relationship between undergraduate survey courses (e.g., History 101) and undergraduate electives. People seeking individual mentoring may be better served by other AAHSL programs or local opportunities
- Dedicated introverts. This course is driven by interaction. Introverts do not draw energy from interacting with others and can leave the large group sessions exhausted each day

I am profoundly grateful to AAHSL and my institution for supporting my participation in the 2012 Leadership Institute for Academic Librarians (LIAL). I gained knowledge and perspective that will help me be a credible, persuasive, articulate advocate for my department and program needs.

The Harvard Leadership Institute for Academic Librarians is a weeklong intensive program that enables academic librarians of all stripes to hone their abilities as organizational leaders. Through a blend of lectures and peer discussion activities, the institute enables participants to not only learn theory, but to arrive at a deeper understanding of how the leadership principles presented manifest in their work and in those of their colleagues in the institute.

The theoretical underpinning of the institute is Bolman and Deal's theory of the four frames of leadership: structural, human resources, political, and symbolic. One of the first exercises assigned was a short quiz that enabled attendees to determine which of these frames they relied upon most as leaders and, conversely, which they needed to consider more in their everyday decision-making. This focus on viewing the same scenario from the perspective of each frame was immensely practical; in fact, I've already begun utilizing it in my work. The institute's case-study approach to learning was the perfect vehicle for highlighting the frame-based approach to leadership and led to lively discussion in every instance. Throughout the week, other sessions focused on managing from the middle, monitoring institutional performance, a self-diagnostic on personal barriers to success, and a discussion of learning transformation vis-à-vis rapid technological change.

Now in its 14th year, the institute runs like a well-oiled machine. I suppose that, Harvard being Harvard, I expected top-notch content and instructors going into the experience, and on this count I was not disappointed. But I was pleasantly surprised by the thoughtful and skilled execution of a robust, weeklong schedule with 99 attendees. The administrative staff of the program ensured a smooth and hassle-free experience that enabled attendees to focus on the content and peer-networking throughout the week. For example, the small peer discussion group, which met every morning and was one of my favorite aspects of the program, consisted of librarians from different types of institutions and from different geographic areas. The seminar-room seating arrangement ensured that you were not near any member of your small discussion group, thereby enabling diversity in interactions throughout the day. This is no small feat for a program of this size, and it was accomplished with finesse.

The institute was the most useful professional development experience I have had. The principles of management and leadership, especially the concept of the four frames, are of immediate relevance in my day-to-day work as an administrator, wherein I help set policy that affects diverse constituents and that requires navigating complex organization channels. The week reinforced the notion that analyzing organizations and situations from a variety of perspectives is not only helpful but essential in leadership roles. As an administrator, it can be all too easy to rely on default approaches to decision-making that have worked in the past. Time and experience inevitably proves that leadership decision-making is not a one-size-fits-all proposition, and that leaders need to add additional resources and perspectives to their toolkits in order to make the right choices. The peer learning that occurred throughout the week was invaluable: Not only have I expanded my professional network in a meaningful way, but I was humbled and encouraged by hearing about others' approaches to organizational leadership. As I grow in my current position and prepare to take on other leadership challenges in health sciences librarianship, I am confident that I will frequently call upon the insights I gained from my week at the Harvard Institute. The experience transformed my understanding of what it means to be a library leader.

I offer my sincere thanks to AAHSL for providing me with this opportunity.

I visited four academic health science libraries (UCSF's Kalmanovitz Library, Stanford's Lane Library, Mayo Clinic's Plummer Library and Knowledge Centers, and the network office of the Greater Midwest Region of NLM at the University of Illinois at Chicago Health Sciences Library) in the Spring of 2012 to gain leadership perspectives. Each library faces similar challenges with regard to collections, space and budgets. These challenges are actively addressed each year, based on the tripartite (research, clinical practice and education) mission for the library and its parent institution. Libraries take advantage of communication structures, both internal (advisory boards and committees) and external (websites, blogs, newsletters) to advi se and inform their constituents of progress towards goals and new initiatives, and each responds within a complex political climate of their institution and its associated campuses and sites. During my visit to UIC, a planned meeting with library directors from nearby health science libraries (Northwestern University's Galter Library, the Library of Rush University and Medical Center, and University of Chicago's John Crerar Library) gave me additional perspectives on issues in academic medicine and the library services and activities that are implemented to respond to them.

The focus of this report will be a summary of highlighted projects, policies and collaborations of these libraries that relate to the broad learning objectives that guided my experiences.

Gain additional insight into crucial issues in academic medicine to continue formulating effective partnerships with users
In medical education and clinical practice, each library identified the American Association of Medical College's (AAMC) competency and systems-based learning (CBL and SBL) initiatives, inter-professional education (IPE) and instituting cultures of evidence-based practice and patient safety as issues that provide opportunities for effective partnerships between academic libraries and users. Clinical and translational science and medicine and data management also present potential collaborative ventures between libraries and users in the research realm.

A partnership between the Associate Dean of Medical Education and the UCSF Library is working on a collaborative education project focused on documenting and tracking competency-based learning initiatives that will benefit faculty as well as students. The integration of three software systems combining (1) an open-source course management system, (2) a curriculum planning and oversight forum, and (3) a student profiles platform, will allow faculty to track and evaluate not only the courses that are offered through the medical school curriculum from year to year, but student progress through the curriculum. Students will benefit from the ability to self-evaluate their progress based on defined competencies and interact with faculty and learning modules to document improvement through their program.

UCSF's Clinical and Translational Science Institute (CTSI) virtual home is a one-stop web portal to enable and facilitate their bench-to-bedside-to-community research efforts from preparation for an award through post-award to its completion. The site strives to provide a standardized, transparent way to find research facilities, equipment and collaborators on the UCSF campus, and provide access to services and resources for consultation, training, pilot funding and career development.

Learn how to positively influence and promote the movement of delivering information services beyond the confines of physical space and embed them into user's environments, in both research and clinical practice settings
The evolution of librarian roles and their value beyond traditional skills and mind-set, and the impact of in-context information service delivery are evident in every library. Each library provides professional consultations and in-depth searching for research projects to varying degrees. Library staff conducts instructional sessions within their medical school curricula, offering courses in searching evidence-based medicine sources, electronic databases, navigating information management systems and methods to stay current on topics of interest. Instructional service models expand to provide tailored educational sessions to support faculty development and residency programs and specialized user groups, both in-person and in online formats.

At the UIC Library of the Health Sciences (UICHSL), librarians enjoy faculty appointments and balance the expectation of their scholarly responsibility to conduct research and publish in their fields, with daily work in the service of their users. In collaboration with the GMR network office, librarians convened a task force for information practice to develop library services that are delivered to users beyond the library building. Librarians are working as expert searchers in clinical environments by participating in morning report and rounds in the Children's Hospital of the University of Illinois (CHUI) and are actively cultivating a presence in the School of Dentistry.

At Lane Library at Stanford University, a clinical librarian participates on rounds monthly with Pediatrics and daily with the General Internal Medicine service at the Stanford University Medical Center. Answering clinical questions at the point of care assists the busy clinician, and provides librarians with experiences to gain subject knowledge to provide relevant information quickly when and where it is needed most. To compliment the services of a clinical librarian, the Lane Library web site displays an enhanced interface to perform evidence-based PICO searches. This specialized search feature is the result of a collaboration between the library's technology group and a faculty physician to retrieve relevant, evidence-based results to clinical queries.

At Mayo Clinic, the embedded librarian at the Learning Resource Center for the Mayo Medical School works closely with medical students and directly participates in the curriculum by supporting a medical humanities elective course. The library collection supporting this course includes literature, video and other materials on topics such as ethics, culture, and personal narratives as they apply to the history and the practice of medicine, emphasizing patient-centered care.

Two virtual project collaborations, *AskMayoExpert Support* and the *Mayo Authors Database,* facilitate information access and retrieval for Mayo physicians wherever they are, whether their practice is in Rochester, Florida or Arizona. *AskMayoExpert Support* is a home-grown point-of-care, information-enhanced directory of Mayo Clinical experts that Mayo physicians can access for internal specialist consultation for patient care. Physicians' contact information, locations and availability for physician-to-physician consultations is easily accessible. The directory provides summaries and FAQs of medical conditions, including guidelines and updated evidence-based resources for treatment and patient education information, all vetted by Mayo librarians and physicians.

Developed and maintained by the library and hosted on its servers, the *Mayo Authors Database* is a bibliographic searchable source of Mayo Clinic publications from 1871 to the present. It holds over 200,000 records with links to full-text. Approximately 6,000 records are added to the database each year to reflect the publishing efforts of the Clinic.

Learn more about the planning and management of an academic health science library budget, usage trends that affect services, collections and space, and criteria to define staffing patterns
Depending on how public services are defined in each library, staffing patterns are reflective of the service models, whether emphasizing reference and instruction to more embedded models. Usage trends that affect collections are based on the missions of academic health science libraries and reflect the emphasis and funding structure of their parent institutions. Factors influencing library space usage differ greatly depending on facilities budgets, the size and organization of a campus, whether centralized or decentralized, and the location of its library on the campus.

Collections appear to have shifts in emphasis: At the Mayo Clinic, collections seem to be primarily focused on clinical practice and education, whereas those at UCSF, Stanford and UIC seem to develop larger portions of their collections to support research in addition to education and clinical practice. Usage data are reviewed to determine a balance between materials that are owned versus borrowed on a regular basis. For example, a few of the libraries nearby UIC are considering "pay-per-view" models in contrast to interlibrary loan/document delivery models.

In response to budget constraints imposed by the State of California in 2011, UCSF's library has responded creatively to promote innovation in their usage of space. With state funds under the Telemedicine and PRIME-US (Program in Medical Education for the Urban Underserved) Education Facilities initiative, the

library developed their second floor (over 22,000 square feet) into a new teaching and learning facility that combines a clinical simulation center, a technology commons, and state-of-the-art classrooms. By sharing and expanding the boundaries of its space, library patrons have a fluid, seamless experience once inside the library building. A student can participate in clinical skills training in the simulation center, a faculty member can plan and design a course or teaching module in the technology commons with assistance from library staff if needed, and student and faculty members can meet in classrooms for formal instruction. A library user can access other floors of the library to continue their learning experience and receive continued information services. The collaboration opportunities between library staff and users coming from these space changes are endless.

UCSF's 2014-15 Education Plan further envisions renovations to its library space to create a learning commons, including quiet study spaces, small group and informal meeting rooms, simulation labs, faculty work spaces and technology-enhanced classrooms. The flexibility in the use of space supports the UCSF community by promoting and facilitating inter-professional education by bringing different disciplines together to share knowledge and ideas.

At Mayo Clinic, library and knowledge center spaces are distributed throughout the Clinic and its campuses in Rochester, Florida and Arizona. The collections and space accommodations reflect the users that frequent them, including Staff and Patients' Libraries at Saint Mary's Hospital and a nursing and allied health-focused library.

Grant funding plays a role in the development and maintenance of an academic library's special collections. In 2002, UCSF library released the Legacy Tobacco Documents Library, a searchable digital archive containing records of the major tobacco companies, including industry, marketing and legal documents. Library staff continues to improve the efficiency with which documents are added to the archive, the functionality of the site and indexing tools to search and mine data of the records.

Gain a better understanding of the impact of scholarly publishing on the momentum of change in our libraries and examine service evaluation strategies as part of library organization infrastructure
The leaders of libraries whose parent institutions have a primary research focus are vigilant about changes to the scholarly publishing landscape.   Given that libraries face having to cancel journal subscriptions due to rising costs of health science materials, especially those in electronic format, academic medical institutions will need to consider options that will safeguard intellectual property, address copyright and fair use, and promote open access.   Library leaders hold similar beliefs that open access initiatives on their campuses must be faculty-led, and that libraries are positioned to support these scholarly communication efforts of their authors.

In collaboration with the committee on library and scholarly communication, the faculty at UCSF recently passed an open access policy by unanimous vote to make each of their publications freely available either by depositing their work in a UC repository or a national one like PubMed Central, or through publishing in OA journals. Comprised of 10 campuses, UC is the first public and largest academic institution to pass such a policy.

In addition to their institutional repository, a proactive project at UIC, *Journals@UIC,* currently provides world-wide open access to five online journals that are published by the institution. A scholarly communications librarian has invested time and effort in learning indexing rules to find them in PubMed Central.

Gain additional perspective about the role of NLM/NNLM and new teaching/learning services
The Network Office of the Greater Midwest Region (GMR) of the National Network of Libraries of Medicine (NNLM) is based at the University of Illinois at Chicago Health Science Library. The GMR serves 10 states and includes 32 resource libraries and 17 outreach libraries across the region. Networked services and activities include exhibiting, education and outreach. Education services are increasingly being developed into online modules and webinars to reach a wide audience. The use of mobile technologies and devices to find high quality health information are the new focus for NNLM sponsored trainings. In addition to the responsibilities of the GMR, the network office enjoys a close relationship to the UICHSL, and is positioned to help shape services of this regional library, especially benefitting its educational mission and development of information service practice. The leadership of the GMR office is a complex one, having to navigate dual

reporting structures at the regional and national levels and balancing relationships between multiple stakeholders at all levels, including those local to the region. Budgets are controlled and monitored closely, with funds given to support the network office's services and activities to their region, and those given to the office to award to libraries to fulfill the NNLM's broader mission to provide health information for the purposes of improved health literacy and consumer health.

Summary
Leadership in academic libraries must remain flexible and open to adjust to the climate of their individual parent institution, and to accommodate future directions within the confines of their organizational funding structures. Every library shares similar issues relevant to its collections, services and space at their institutions and the solutions to overcome barriers and creatively plan for improvements to meet the information needs of users.

Each library regularly reviews and evaluates its space. Considerations about space revolve around whether space is used in an optimal way, how much physical space is needed and for what purposes (housing print, individual and group study, etc.) to meet user needs. Directors monitor funding sources and the degree to which the library is involved in the process of directing developments of its spaces on academic campuses. These are critical factors when reconsidering any library space, but especially so on large, decentralized campuses where integrating information services is more challenging.

Leaders actively guide the development and implementation of our spaces and services, focusing on the ways our users seek information, their needs and interests. They envision transcending our service identities that have been rooted in "library as place," and our traditional roles behind reference desks. Informationists and librarians working in context of the research and clinical environments of our users highlight our unique skills and demonstrate our value as we "sit at the table" with our partners in medical information use, and our practice to advance scientific knowledge. Shifting library service from being response-based, to being increasingly interaction-based, allows information professionals to be more proactive and engaged in scientific research, clinical practice and medical education at all levels.

For our partners and collaborators, it is natural, even easy, to associate libraries and information services with education and learning. Library leaders are continuing to illuminate awareness and benefits of a new paradigm, where the information and technological skills and talents of our professionals impact the realms of research and clinical practice. This movement requires its leaders to have academic, politically-sensitive, user-centric vision, exceptional communication and managerial skills, high levels of positive motivation and attention to diversity, in order to innovate the landscape of health information professions inside our borders, and most importantly, outside of them.

Using my AAHSL Leadership Scholarship, I visited the Galter Health Sciences Library at Northwestern University from October 12-14, 2011; the FIU Medical Library at Florida International University from January 17-19, 2012; and the Eccles Health Sciences Library at the University of Utah from February 21-23, 2012. All of my host libraries' staffs were most generous with their time and attention and I want to take this opportunity to thank them once again for all the time and effort that went into planning and hosting my visits. I know from my own modest amounts of work with less experienced librarians that mentoring and development is not only an act of generosity, but to some extent a leap of faith in which we won't always be able to measure or even see the fruits of our investment until well after we have made and completed the commitment.

In a tentative and flexible framework of study objectives that I sent to each Library ahead of my visit, I stated that I aimed to learn about each site's operations in what I termed five "domains": Governance, Personnel, Curriculum, IT relations, and Budgets. For each of these areas, I suggested several questions that I stated could be considered neither totally rigid nor completely exhaustive. Each visit planner very helpfully gave me interviews of 30-60 minutes with the staff members best qualified to address each area. In each of these discussions my general strategy was to work to establish a working rapport with each discussant, then try to steer the conversation in ways that would be likely to cover my specific questions. By taking notes on the resultant conversations, I feel I captured snapshots of each Library's thinking in each domain. Below are summaries of what I learned in terms of common themes and comparative differences by domain.

Governance:
The relationship of the Library Director with his or her immediate supervisor is a crucial element of the Director's experience of his or her job. It was typical for a Director to report to a senior administrator with a purview in the health sciences schools and programs of the institution, as opposed to a university librarian whose responsibilities and perspective went beyond the health sciences. Each of the Directors specifically stated that they were concerned to keep things that way (at least two of the three had the impression that the university librarian had some interest in changing it). Deans and VPs in the Director's chain of command had in some cases chosen to be involved in library operations to a degree of detail that surprised me.

Personnel: Directors were cautious in sharing on this point, one telling me directly that it was a very touchy subject and another using humor to end the conversation at the point where enough had been said. I learned that it is important to do regular performance reviews and to provide frequent opportunities for continuing education and professional development. As a result of things I learned in various ways, things said and unsaid about this topic, I will approach my future dealings in this area with renewed caution and sensitivity.

Budgeting:
One Director told me at the beginning of the discussion on this area that leadership trainees almost always seek more direction and guidance on this subject because it is difficult to delegate, making it relatively unusual for new managers to have much experience on which to "cut their teeth" before becoming managers. When I brought this insight up at my session with an Associate Director with budgetary responsibility at another visit, I learned that that library's Director had in recent years pioneered a system of seeking input from all levels of the staff on budgetary priorities. The third Director was the one who got into most technical detail and showed me conceptual outlines of specific budgeting methods like zero-based budgeting.

Education/Curriculum:
I think that the mindset of acting like and thinking of ourselves as faculty – not just the status/title itself – is crucial to our identity as librarians. Based upon my conversations and observations, I think that the trust of teaching, clinical and research faculty is something that is built up by a health sciences library, and an individual librarian, over time. One administrator at a library whose librarians had tenure-track faculty status told me that their librarians were generally ambitious enough that they weren't doing anything differently than they would be if they didn't have to qualify for tenure (file also under Personnel). Be that as it may, some of the most fulfilled professionals I met were those closely involved with planning and implementing the curriculum. In each library, someone from the staff was a participant in curriculum committees, but in two libraries this person was below the Director level (knowing whether this was done at Director level was one of my key learning points). One Library had an Interprofessional Education Librarian. This being an exact title I had not encountered anywhere else, I took it as a signal of increased importance on the horizon for this area, and resolved to keep my eyes open for it back at my institution.

IT Integration/Relations: Based on a previous AAHSL awardee's mentioning in a report of the interdependence of library administration and IT, I had decided to include an investigation of paradigms and patterns for including this area of institutional operations into the orbit of health science libraries. Two of the libraries I visited had staffers at the level of department head or Associate Director who had IT in their title. Both had extensive responsibility for IT services and infrastructure related to that library, while one of the two had responsibility for a large education building, requiring extensive IT maintenance, that was part of the Library organizationally and spatially in all but formal name. In this case a relationship with a campus CIO had been important (see also Governance).

At the University of Utah, my visit had been arranged by my hosts and myself to coincide with the 2012 Priscilla M. Mayden Lecture. My visit was further enriched by this opportunity to attend daylong activities about e-science, including a class, the keynote lecture, and a panel discussion.

My time in all three cities also included social lunches and/or dinners with Library staff and in one case with the Regional Medical Library representatives.

It may be a cliché to say that some of the most important lessons were things I learned about myself, but not to say that would be an incomplete account. I learned how I reacted to joining complex situations in medias res shortly after arriving in an unfamiliar city after a multi-segment long-distance plane journey. This too will help me in my future endeavors.

I think that by keeping my extensive notes close at hand, I will continue to find ways to apply my findings and insights to my daily practice. While not all of the above points are about directing and administration per se, they all contribute to a better understanding of overall library operations that would empower me as an administrator at any level. I again thank both AAHSL, and my host institutions for their confidence in me and for their generosity and hospitality.

The TALL Texans Leadership Development Institute is designed for mid-career Texas Library Association members who show strong leadership potential. TLA evenly balanced participation among divisions: 8 from college/university or special libraries, 8 from public libraries, and 7 from school libraries. Six mentors were selected and they were also evenly balanced among the divisions. Institute facilitators included Jack Siggins from George Washington University and Maureen Sullivan, an Organizational Development Consultant. Between the facilitators and mentors we had the privilege to obtain exposure to the current TLA President Sherilyn Bird, TLA President-Elect Yvonne Chandler, and ALA President-Elect Maureen Sullivan.

Held at the Montserrat Retreat Center in Lake Dallas, participants experienced continuous interaction with peers of all types of libraries and had the ability to share their experiences in a large group setting, small groups, and on an individual basis. The mentors were available constantly throughout the institute; during small groups, at meals, and were more than willing to meet individually with participants. I made personal connections from my own class locally as well as across Texas and have already been contacted by TALL Texans from prior classes since returning from the institute.

The program was condensed to three days for the first time this year. Although this made for long days packed with information, facilitators excellently planned the coverage of material during sessions combined with take-home reading. Breaks, meals, and social events were strategically scattered during the institute. Every evening featured a mentor discussion session where each of the six mentors gave their perspectives and reflections on a specific topic. These mentor discussions were not prepared speeches or PowerPoint presentations; they were simple, from the heart, and very inspirational.

The institute allowed participants time to self-assess their managerial leadership and also to determine one's management style. By the end of the institute participants developed a personal action agenda, a two year commitment that included an agenda item specific to TLA and one for individual professional growth.

I was thoroughly impressed with how the theories of leadership were covered along with practical, real-world experiences and would recommend the TALL Texans Leadership Development Institute to any librarian in Texas. I sincerely appreciate the Association of Academic Health Sciences Libraries selecting me for a Leadership Scholarship. This truly was a remarkable professional experience!

MISA MI
HARVARD MACY INSTITUTE
SCHOOL OF MEDICINE LIBRARY
OAKLAND UNIVERSITY WILLIAM BEAUMONT

I had the privilege to attend a 16 day intensive professional develop program--the Program for Educators in the Health Professions of the Harvard Macy Institute at Harvard University. The 2013 program brought together the largest cohort of participants (90 health care professionals, medical educators, and leaders) who represented 70 healthcare organizations and institutions in USA and seven other countries. I was the first faculty member from our institution to participate in the program. Being the only health information professional selected to participate in the 2013 program, I have had a learning experience that was the most regarding and transformational. I am thrilled to be part of the global community of the Macy scholars--a great resource to me for innovative ideas, thoughts, and experiences.

The Harvard Macy Institute was established with initial funding provided through the generosity of the Josiah Macy, Jr., Foundation (1994-2001). The Institute is a collaborative effort of Harvard's School of Medicine, the Harvard Graduate School of Education, and Harvard Business School. The program is directed and taught by preeminent Harvard faculty members (e.g., Elizabeth Armstrong, Robert Kegan, Thomas Aretz, and David Hirsh). The goal of the program is to improve health care education by helping physicians, nurses, allied health professionals, basic scientists, and other faculty develop the knowledge and skills to enhance their abilities as educators, leaders and managers of major curricular reforms. The program addresses the following major areas of content pertaining to health profession education:

- Learning and teaching environment
- Curriculum development for health care professionals
- Evaluation and assessment strategies
- Faculty development
- Information technology to support learning

This is a highly regarded program for professional development in health profession education that attracts participants across the country and around the world. It incorporates the science of learning, adult and social learning theories, and best education research evidence into its design. Participants are fully engaged in the experiential, interactive learning process through interactive exercises, case-based and project-based learning, reflective and panel discussions. Presentations are provided in conjunction with journal clubs, project group consultation sessions, microteaching sessions, and electives. The format of the program encourages a collegial atmosphere conducive to learning, idea sharing, and knowledge development. It promotes formal learning in a classroom setting as well as informal learning through organized social gatherings, social media (e.g., Twitter set up for the cohort), and an online community of the Macy scholars. The important message I was able to take away from the program is that we need to take action by serving as an agent of change and curricular reforms in our institution.

The learning experience will have a lasting impact on my career development and areas of focus in my teaching and scholarly endeavors. I've learned how to become a reflective practitioner and developed a better understanding of the many facets of academia and important issues in medical education. My expanded repertoire of teaching, evaluation and assessment methods will benefit me a great deal in leading efforts in developing and integrating information literacy instruction across the spectrum of medical education and in collaborating with basic sciences and clinical medicine faculty in education and scholarly endeavors.

I am deeply grateful to AAHSL and my institution for supporting my participation in the 2013 Program for Educators in the Health Professions of the Harvard Macy Institute at Harvard University.

RIKKI OGAWA
LOUISE M. DARLING BIOMEDICAL LIBRARY
UCLA

Applying for the AAHSL scholarship and the ACRL/Harvard Leadership Institute, I hoped to gain a broader understanding how I could use my position to further campus programs through library activities and to dialogue with instructors and colleagues on some of the more subtle areas of leadership skills used in change management. These personal goals were exceeded at the week-long Cambridge experience.

Much has already been reported to AAHSL through previous participants in the ACRL/Harvard Leadership Institute for Academic Librarians (LIAL). The cohort experience and case study pedagogy continue to be excellent forms of studying leadership principles in action. The case studies expanded my perception of library influence on academic mission. The main reading of "Reframing Academic Leadership" by Gallos and Bolman instructs on the four-frame dynamic permeating the case study. It was helpful to repeatedly analyze situations in multiple frames, explore different potential next steps based on a given frame and identify the frame I am most likely to ascribe to any given situation. But the true value of my program experience came in the discussions and readings of two areas, the concepts of immunity to change and candor in leadership.

The change management activities were some of the most thought provoking discussions and exercises. The session centered around the big, unconscious, common assumptions individually and collectively held that are causing an immune response to any given change being proposed. The acknowledged desire to leap from point X to point Y doesn't move us there without work to uncover these assumption road blocks in our path. While this applies both to organizational and individual movement, the session spent time focusing specifically on individual immunity to change. There was dedicated time for individual reflection and communal vulnerability. The open tone allowed me to begin to unmask assumptions around my skills in administration and my approach to influencing colleagues. The assumptions and self-inconsistencies unearthed were more unnerving than I expected. But the labor did not cease there. Instead, participants were challenged to move forward out of that space by testing those assumptions, speaking truth to self and actively addressing the false narrative. At the end of the sessions, I was both exhausted and invigorated by the possibility of continuing the process of change to move more towards a culture of candor.

Transparent, truthful and open communication is the premise for healthy work relationships. I try to establish and encourage such a tone among my colleagues, but candor is difficult to achieve. Many organizations struggle to create frank, authentic settings where colleagues speak their minds without belittling dissenting opinions or assenting to the highest ranking member of the group. The reading and discussions around creating a culture of candor acknowledge the challenges and urged the attendees to step beyond the comfortable space of accepting the normal state of contradiction. The obstacles were laid out plainly -- difficulty communicating upward, group think, abdication of responsibility, encumbering dissension. Yet after the analysis of case and readings, the most salient pieces of advice were to "practice having unpleasant conversations … admit your mistakes." Such simple phrases and such convicting areas for personal growth make me somewhat wary this solution is too easy. That wariness brings me back to my unconscious assumption of needing more complexity to make genuine progress. And yet, I have had several immediate applications of this simple lesson that proved to be both difficult and profitable.

During the week of LIAL, I would have said the most valuable part of the experience was the time dedicated to small group reflection on case studies from a diverse set of library environments. But as I write this report, I acknowledge that the most valuable part of the experience was the realization that I must continually practice this professional and personal reflection. The cohort, readings, case studies, teaching and tools examined in the week have given me a solid foundation to continue to pursue these goals.

DINA DELGADO
THE SAMUEL J WOOD LIBRARY; THE C.V. BIOMEDICAL INFORMATION CENTER
WEILL CORNELL MEDICAL COLLEGE

I attended the ACRL/Harvard Leadership Institute for Academic Librarians from July 28 –August 2 and by far it was one of the best educational experiences I have had. The cohort included 105 students from around the world. The unique curriculum and the approach to introducing leadership concepts ensured that once the program was over we would be equipped with a number of applicable skills to help navigate this complex and challenging world that is academic librarianship.

The curriculum consisted of multiple sessions presented by five faculty members: Joseph Zolner, Senior Director of the Harvard Institutes for Higher Education; Joan Gallos, Vice President for Academic Affairs and Professor of Leadership at Wheelock College; James Honan, Senior Lecturer on Education at the Harvard Graduate School of Education (HGSE); Lisa Lahey, Lecturer on Education at the HSGE and Maureen Sullivan, Organization Development Consultant. Examples of sessions offered during the five day program were: Introduction: Leadership and Change, Leading and Planning a Changing Context, Monitoring Institutional Performance, Leading From the Middle and Planning with Constrained Resources. The small group discussions and assignments had significant impact on me. Not only was I able to provide and receive practical advice on management/leadership issues during the institute I established a network of peers, accessible via listservs and social media tools such as Facebook and Linkedin to consult with afterward. The opportunity to have a group of peers weigh in on my experiences and offer their insight was invaluable. The structure of the program fostered a sense of community. This sense of community was encouraged by all the students being together on campus all day. While there was an enormous amount of reading and preparation -we were all in it together. We discussed the curriculum, the case studies, and our own experiences during lunches/breaks and when we weren't working most of us partook in tours, dinners, shopping, cocktails at the Harvard Faculty Club, and other events, that brought us closer.

Often when I am participating in leadership training I have difficulty understanding how to apply the presented concepts to real life situations, how to make use of what I learned. While I am eager to learn new strategies and effective ways to manage when I get back in the saddle the approaches seem intangible and unrealistic. This was far from the case in this instance. What I found particularly helpful was the introduction of the four frames - structural, human resource, symbolic and political. The four frames are first introduced through the assigned reading, Reframing Academic Leadership, by Lee G. Bolman and Joan V. Gallos. The frames were then illustrated and discussed in class by Joan Gallos. She used case studies and footage of individuals who epitomized each of the four frames. She explained the importance of reframing. Reframing is examining the same situation from multiple vantage points (structural, human resource, symbolic and political). Reframing allows a leader to develop a well-rounded picture. It is important to not only recognize our own default frames but the frames of others. Recognizing the default frames of our colleagues and stake holders help leaders build well balanced teams and integrate their priorities into library and campus-wide planning efforts. Thanks to AAHSL for providing me with this wonderful educational opportunity.

Some inspirational quotes from the ACRL/Harvard: Leadership Institute for Academic Librarians Faculty:

"If we change the way in which we react to others they will change the way they react to us."
"The frame you don't see will bite you."
"Environments shift and so should we."
"We have more power than we think."
"We have more power than we use."

KELLY THORMODSON
LIBRARY OF HEALTH SCIENCE
UNIVERSITY OF NORTH DAKOTA

I attended the Harvard Leadership Institute for Academic Librarians (LIAL) in the summer of 2013 with the help of an AAHSL leadership scholarship. It was inspiring, humbling and invigorating. The top notch faculty was great; using case-based learning to help us really understand the message. The message being leadership is really really hard! However, with that said, I feel so much more prepared to face it now. Upon returning to my position, I immediately started using the knowledge I had acquired. We are building a new school of medicine and with that came meetings with architects and consultants which are looking at libraries in a whole new light (and not always in the light librarians see it). The confidence and understanding of leadership from LIAL allowed me to remain calm and find ways to be enthusiastic about the change they were offering us. It allowed me to convince my department that with this change means we need to evaluate ourselves and develop a strategic plan (which we are now doing). The entire campus has now been asked to participate in a prioritization process. My colleagues are all really nervous and scared and I'm actually thinking this is good, this is a good business decision and how can I get involved and help? I never would have thought that before LIAL. It gives me a different perspective the future and change.

The biggest and best part of this institute is my cohort of LIAL attendees. I have been in touch with many of them over the last few months, sharing successes, asking for advice and commiserating. I wouldn't give this group up for anything. This group of people with a common understanding and situation is invaluable.

I recommend attending LIAL for anyone planning to follow a path into leadership in academic libraries. It is truly a great educational opportunity.

I recently attended the week-long Leadership Training Institute sponsored by the Group on Information Resources (GIR), a professional development group of the AAMC. My attendance at the Leadership Institute was made possible in large part due to the award of the AAHSL Leadership Scholarship sponsored by the AAHSL Future Leadership Committee. The Leadership Scholarship provided support for my participation in the GIR Leadership Institute.

The Leadership Institute provided a dynamic, interactive setting for discussion of a broad range of topics relating to information technology initiatives in an Academic Medical Center. Topics covered included planning for technology initiatives contrasted with the "campaign" strategy for project implementation, best practices for development of strategic alliances / partnerships and methodologies used to formulate opportunity portfolios to map strategic initiatives. In addition, Institute Faculty facilitated in-depth discussion among participants of the structure, function and mission of an Academic Medical Center including the role of information technology in strategic planning, governance models, legal and compliance issues and responsibilities of the Academic Medical Center Dean.

The GIR Leadership Institute provided an opportunity to significantly enhance my knowledge and skill-set in the development, evaluation and implementation of technology advances available to support the clinical, research and teaching mission of my organization. I envision that strategic planning initiatives conducted at my institution will incorporate the portfolio mapping methodology demonstrated at the Institute. In addition, the Institute enhanced my ability to develop "elevator pitches" which I plan to deliver in a variety of informal settings. I will continue to build upon the skills I learned at the GIR Leadership Institute in negotiation, consensus building and leadership traits and have a basis for contributing to a long-term learning community established with my peers who participated with me in the Institute.

TERRI OTTOSEN
UNIVERSITY OF MARYLAND BALTIMORE

Thanks to the Leadership Scholarship from AAHSL, I was able to use the award to attend the annual Health Literacy Leadership Institute at Tufts University School of Medicine in Boston the week of June 10-14, 2013. This is only the second year of the Institute, which is a one-week intensive program that prepares participants to: identify health literacy as an organizational/systems problem that includes the skills of health care professionals and consumers, name audience-specific health literacy competencies and the curriculum content to address those, write measureable health literacy learning objectives and an evaluation plan that includes outcome and process measures, and to outline a health literacy curriculum or educational program based on sound adult learning theory and effective teaching strategies. (http://healthliteracyleadership.com/) In my position as Consumer Health Coordinator for the Southeastern Atlantic Region of the National Network of Libraries of Medicine, I regularly teach health literacy and other consumer health classes to a variety of audiences, but I enjoyed one of the best learning experiences of my career over that week because of the interaction and sharing of ideas with my fellow participants and with the fantastic faculty and guest lecturers. As the only librarian, I found it particularly interesting to hear the perspectives and curriculum/program ideas from others in a wide variety of industries and disciplines. For example, one young woman works at an advertising agency that specializes in medical messages, orphan drugs and rare diseases. Traditionally, librarians aren't great at marketing themselves or the work we do, so many light bulbs and "aha" moments happened with regards to her input. Another participant is an anesthesiologist working in an environment with Chinese immigrants, many of whom speak Cantonese. It was encouraging and inspiring to know that health professionals are also engaged and interested in health literacy. Everyone that participated was amazing and I learned a great deal from each and every one.

The faculty and guest lecturers at the Institute were impressive and varied. I learned a great deal about adult learning theory, writing measureable objectives, and putting together a curriculum based on that work. As a culmination, all of the participants made presentations on the fourth day of the Institute and we were able to give and solicit feedback from each other, making the experience even more valuable for my future health literacy outreach efforts. The final day of the week was a Fellows Forum, in which past participants and other health literacy players were invited to discuss the creation of a health literacy association. Professionally and personally, I found the experience to be one of the best of my career. I will apply what I learned to further develop the curriculum for a class for caregivers and will explore the potential projects with a few of my fellow participants in the future as well. I appreciate the support of the Association of Academic Health Sciences Libraries (AAHSL), Dale Prince, Executive Director of the National Network of Libraries of Medicine, Southeastern Atlantic Region (NN/LM SE/A), and the Director of the NN/LM, SE/A, M.J. Tooey. I will never forget the experience and the fantastic group of people, faculty, guest lecturers and fellow participants of the program.

The AAHSL Leadership Scholarship supported the first quarter of my enrollment in the UCSF Masters of Science in Healthcare Administration and Interprofessional Leadership program (MS-HAIL).

MS-HAIL, UCSF's first online master's program, is designed to equip working professionals from clinical and non-clinical areas to become the new leaders of healthcare. The program's blended online/on-campus model includes eight online classes, two face-to-face on-campus courses, and two administrative practicum courses. The program culminates in a final Capstone project to implement and evaluate an evidence-based, interprofessional test of change in the workplace setting.

My Capstone project is to engage patients with MYSFHEALTH, which is the new patient portal for San Francisco General Hospital and the San Francisco Health Network. We're hoping that the portal will make patients' health information more accessible and understandable to them. With funding from the Pacific Southwest Regional Medical Library, and the San Francisco Heart's Foundation, I am leading an interprofessional group of physicians, researchers, health educators, and public librarians to promote computer and health literacy as it relates to the portal.

The MS-HAIL program has been an incredible opportunity to engage with a diverse cohort of students. In my cohort, we have doctors, nurses, administrative directors, HR executives, (and one librarian). I believe that the MS-HAIL program will provide me with training and opportunities to better advocate for the library's relevance in health research and healthcare. With the advent of electronic health records, patient portals, clinical decision support systems, and big data, healthcare is in need of leaders who can grapple with how complex information issues can and should intersect with both research and patient care.

The AAHSL Leadership Scholarship was used to defray the costs of attending the 2014 Educause/CLIR Leading Change Institute held in Washington, DC, May 31-June 6, 2014. The Leading Change Institute provided a unique opportunity for advanced professional development and a nuanced understanding of the issues facing all aspects of higher education.

My Institute colleagues were from a wide variety of public and private intuitions with diverse backgrounds and experiences in Library and IT leadership. We were led by Joanne Kossuth, Vice President for Operations and CIO, Olin College of Engineering; and Elliott Shore, Executive Director of the Association for Research Libraries with additional staff from both Educause and CLIR.

Each day brought a mix of activities, projects, guest speakers and new perspectives. Our first assignment, to be completed before arrival included readings on a variety of Higher Education topics which allowed us a common starting place as we began our work. An additional and incredibly beneficial pre-institute actively was completing Gallup's Strength Finders. The results of this online inventory were then used to build teams, create partnerships and allowed a better understanding of the people and traits that make teams successful and productive.

Throughout the week, group work was an incredibly important aspect of the institute. Creative projects interspersed with case studies and personal reflections created many learning opportunities. The pairing of the groups changed almost daily which allowed us to work with many of the members of the institute. More importantly, we had to successfully build and re-build our problem solving collaborations- an incredibly valuable skill set. Noteworthy activities included Adding Creativity to Collaborative Thinking and the final large group proposal where we created and presented a new learning model to address current trends in higher education.

In addition to activities and collaborative work, the Institute's speaker series was an incredible mix of people, organizations and ideas. This list includes:
•   Molly Broad, President, American Council on Education (ACE)
•   Richard Culatta, Director at the Office of Educational Technology, U.S. Department of   Education
•   Kathleen Fitzpatrick, Director of Scholarly Communication at the Modern Language Association
•   Charles Henry, President of the Council on Library and Information Resources
•   Brit Kirwan, Chancellor of the University System of Maryland
•   Nick Lee, Senior Program Officer at the Bill and Melinda Gates Foundation

The impact of attending the institute was immense. I brought back both skills and strategies on how to be a better leader, a better listener, how to build trust while leveraging external resources and to look for solutions in unlikely and novel places. The Leading Change Institute provided a unique opportunity for advanced professional development, a holistic understanding of the issues facing all aspects of higher education and the tools needed to solve issues and lead productive and positive change at our institutions.

MICHAEL GARNER
HARRIET F. GINSBURG HEALTH SCIENCES LIBRARY
UNIVERSITY OF CENTRAL FLORIDA COLLEGE OF MEDICINE

I attended an AMIA 10x10 online course offered with the University of Alabama at Birmingham. The class was taught by Eta S. Berner, Ed.D. with the assistance of Matthew C. Wyatt, MSHI. I was fortunate enough to be a recipient of an AAHSL Leadership Scholarship which provided me the opportunity to take this class.

Per the syllabus, the AMIA 10x10 at UAB course consists of 12 weeks of online training. It is a survey course that provides a broad overview of the field, highlighting the key issues and challenges for the field. The purpose of this course is to provide the student with an understanding of the characteristics, components and current state of the role of information technology within the US Health Care System. It is designed to develop student understanding of the effective use of information in clinical care, administrative services, and managerial decision-making. The course allows the student an opportunity to develop a broad understanding of the evolution of today's healthcare environment and the impact of information technology on health care delivery.

The goal of the course is to provide a foundation for thebuilding of requisite knowledge and skills to provide management oversight of information processes to ensure that information systems function effectively in support of patient care, administrative and operational functions.

The instruction consisted of PowerPoint presentations with voice overs, required and supplemental readings, threaded small groups discussions, case studies, group projects, and written papers. The readings were from the course textbook, Health Care Information Systems: A Practical Approach for Health Care Management (Third edition) by Wager, Lee, and Glaser, as well as numerous articles from a variety of sources.

The course gave a very thorough overview of medical informatics and the issues that face medicine with implementation of the Affordable Care Act and information technology. Prior to the class I realized that the part of the medical informatics with which I was familiar in my day-to-day work represented a very small portion of the overall field but this class really opened my eyes to the possibilities that lay ahead while keeping in mind the legal and ethical responsibilities that face the field in the coming years.

I feel that the information in the course was well worth my investment of time and look forward to being able to use that information to better healthcare as I move forward in the field. Thanks go to Dr. Berner and Mr. Wyatt for their excellent tutelage and to the AAHSL Scholarship Committee for presenting me with this opportunity.

DONNA O'MALLEY
DANA MEDICAL LIBRARY
UNIVERSITY OF VERMONT

The AAHSL Leadership Scholarship enabled me to attend the Leadership Institute for Academic Librarians (LIAL) of the Harvard Graduate School of Education, July 27 – August 1, 2014. About 100 librarians from all sorts of academic libraries, including many from medical and health sciences libraries, attended this program. Prior to the in-person institute, attendees prepare by reading the text for the institute, analyzing case studies, and by writing a case study drawn from their own professional experience.

LIAL was first held in 1999 and was well-received from the first. In the ensuing 15 years the quality of the formal classes, small group sessions, and instructions for individual study has certainly not declined. The instructors were well-informed, enthusiastic, and very comfortable varying their lecture time between slides, audio, video, class participation, and pairing and sharing. The lecture sessions gave me some good ideas for how to improve my own teaching, in addition to learning the content regarding leadership challenges and tools.

Within a month of returning from the program I finally completed an Annual Report for our institutional repository. Though I hadn't been asked to write one, I had always intended to. LIAL gave me the incentive and focus to get it done. Since then, the goals in that report continue to guide the institutional repository's development.

At LIAL, I was able to discuss some of the challenges within our own library system with colleagues in several small groups. They were very helpful in providing a different perspective. In particular, my discussion group introduced me to the importance of persistence, process, and patience in achieving goals. I find that I'm now able to slow down and be more patient as things work themselves out. I feel less anxiety and more curiosity as I'm waiting for the next shoe to drop.

LIAL uses a model for leadership called the four frames. These frames describe different aspects of how academic institutions function. The 'organizational frame' includes the use of reporting structures, written job descriptions, and formal decision-making bodies. The 'human frame' focusses on the fact that human beings do the work of our organizations, and need to have their interpersonal and other needs met. The 'political frame' acknowledges the fact that sometimes things are effectively accomplished through deal making. The 'symbolic frame' emphasizes the importance of ceremonies, rituals, and stories in an organization. These frames allow leaders to generate their own new perspectives on problems that they face. LIAL is excellent preparation for leadership positions in academic libraries. Thank you for the opportunity to benefit from this institute.

As a newly appointed director of a smaller academic medical library, I was in need of guidance and mentorship related to leadership. The weeklong intensive Harvard Leadership Institute for Academic Librarians (LIAL) allowed for me to identify my strengths as a leader and also allowed me to identify goals or areas where I needed to grow. The over 100 participants in LIAL were largely from non-medical academic libraries and many were either newly appointed to leadership or in interim positions. The structure of the course involved the following: small group meeting sessions, lecture, and case-based discussions. The course was also largely based on Joan Gallos' and Lee Bolman's: *Reframing Academic Leadership* and the four frames outlined in the text: structural, political, human resources, and symbolic.

Our morning small group sessions consisted of 9 LIAL participants from various types of libraries. I was the only medical librarian in the group, however the diversity of experience was certainly a benefit. Each group member was asked to prepare a case based on his or her current library or a situation that they face. While we were prompted to address certain topics each day, our group found that discussion about various issues related to our libraries was incredibly important. Each of us was varied in our knowledge and our strengths with regard to the four frames, which made for interesting discussion. Our cases were approached with varying pathways to a solution.

Various individuals presented the lectures, however, Lee Bolman's lectures resonated with me in particular. His discussion of environment, especially the idea of developing political allies was important to me upon my return from the institute. I was able to tackle issues I'd been reluctant to tackle prior to LIAL. I also enjoyed the metaphor Bolman employed regarding getting off the dance floor and viewing situations from the balcony. By slowing down and going up to the balcony, one can see the bigger picture to figure out 'what's really going on' in a situation.

The case-based learning scenarios were facilitated by various individuals. By participating in this process I am now more agile with regard to being able to flip frames and see things from different perspectives. Overall, this experience was incredibly beneficial to me and I consistently utilize concepts I learned at LIAL in the work I do currently. I cannot thank AAHSL enough for facilitating the opportunity and I encourage others to participate in this institute, especially those who are new to leadership. I now have a network of over 100 individuals to call upon should I need guidance. Many of us have stayed in touch following the institute via Twitter, personal e-mail, as well as the LIAL institute listserv.

The Harvard Leadership Institute for Academic Librarians (LIAL) was an amazing experience. Held by the Harvard Graduate School of Education, this weeklong course was a serious immersion into leadership theories with extensive readings and practical exercises. The 2016 LIAL cohort was the 18th since its inception and the program overall was well-planned and executed.

The Agenda & Instructors
Prior to our arrival, the institute's website provided links to readings and a mini-case study we were to complete. This was a predictor of the institute's intensity. Upon arrival at Harvard, we checked in at registration and were immediately divided into our small groups for our first of many discussions. Dr. Joseph Zolner, Education Chair of the LIAL, provided background on how the institute originated plus an overall introduction to Leadership and Change. Dr. Zolner also introduced the "Cone of Silence" on the first day stressing that in order for us to share problems and challenges within our libraries, everyone would take an oath of confidentiality. What was said in the institute would stay in the institute. There would be no trending, tweeting, or posts to Facebook regarding things said in the LIAL. I believe this went a long way in freeing everyone to share openly management problems in a candid way but it also allowed for honest feedback within groups and discussion sessions. Each day had required readings and exercises so I spent most nights doing homework in preparation for the next day's dialogues.

Class topics early in the week, such as The Four Frames, were built upon in following sessions. Once we learned the Four Frames, we were able to practice identifying which frame of reference an assigned reading or practicum would fall into. Early on students were encouraged to share individual perspectives and views thus "painting intellectual mosaics".

In addition to extensive readings, discussions and in-class exercises, the institute included other educational moments. We were able to visit the Gutman Library and take tours of the main Widener Library and the Harvard campus. It was fascinating to learn details about the Widener collection as well as the history of Harvard and its traditions.

As you would expect of a course at Harvard, each faculty member of the institute was incredibly knowledgeable and supportive. Their collective passion for the topics was obvious. I truly appreciated their insights and desire to help us see different challenges in a constructive way. Each had their own method for leading discussions and I learned valuable information from each.

Cohort & Groups
The 2016 LIAL Cohort was varied and international in scope. Fellow students hailed from 31 states and 6 countries (Canada, Cutter, Jamaica, Singapore, Switzerland and United Arab Emirates). During regular class sessions I was lucky to be seated next to a Library Director from Singapore. Over the course of the week, we were able to share work and life challenges plus I had the opportunity to learn much about the university structure in Singapore.

Small group work began the first day and we stayed with our groups of 10 for the entire week. I can't speak for every group but our group was fabulous. Each session we could follow the prescribed topic or we could discuss our own leadership challenges. This in effect provided us with free consulting from colleagues from various backgrounds and different viewpoints. If I had to pinpoint one aspect of the institute I found most valuable, it was these small group discussions.

During the week we were also assigned to triad groups with just 3 in each. The triads provided us with a smaller group in which we discussed mini-cases written before we arrived. This was another opportunity to discuss challenges or problems we had faced or were currently facing plus obtain input from other librarians.

IMPACT ON JOB RESPONSIBILITIES
As a faculty member on an academic health sciences campus, I often teach students, residents and faculty in various settings. One of the most immediate impacts the week had on me was from an educational point of

view. The structure of the institute, the participation of the students and the overall passion of the instructors in their topics was refreshing. It has reinvigorated my love of teaching.

As a department head and manager, the institute provided opportunities to expand my knowledge base. Introduced by Dr. Joan Gallos, I learned about the Four Frames or "lenses" through which management or campus ecosystems can be viewed. Concrete exercises allowed me to practice the art of identifying a problem within the Four Frames of Structure, Human Resources, Politics or Symbolism. We were often asked how case studies from the assigned readings were presented within these Four Frames. The frames become a diagnostic model for problems or situations within the cases or how a leader or individual's perspectives tied into the frames. For a leader to be effective, she or he needs to be able to pick the appropriate frame or lens for the situation. By the end of the institute I was much more adept at identifying my default "lens" and was able to step back and look at problems using the other frames. The recommendation to "go up to the balcony" ties into the frames nicely. A leader who can go the balcony has the ability to step back and see an issue within the big picture. This is particularly important on an academic health sciences campus where educational focus can compete against research arms and both vie against the priority of providing clinical care in a hospital environment.

USEFULLNESS IN PREPARATION FOR LEADERSHIP POSITION
There are many aspects to the LIAL that I found useful as a faculty member, as a librarian, as a manager but most importantly as a possible library leader. I feel I now have a playbook, so to speak, for viewing and addressing managerial issues in my current position. More importantly I feel better suited to asking the appropriate questions of myself and others as I prepare for more leadership responsibilities in the future. Throughout the institute it became clear that a good leader must have the ability but also the willingness to think outside the box. Flexibility and finesse can be major tools for the successful leader but it seems these tools work in tandem with a deep sense of commitment and calling. The knowledge I gained during this institute will allow me to grow as a manager. I also strongly believe the network of colleagues built through the institute will provide a support system for all of the 2016 attendees.

As a mid-career, tenured librarian, my goals are to become a more effective manager and prepare myself for future opportunities as a potential leader. This institute has given me tremendous amounts of knowledge and structure to prepare for that future.

I was privileged to attend the 2016 Leadership Institute for Academic Librarians (LIAL) at the Harvard Graduate School of Education July 31-August 5 in Cambridge, Massachusetts. Started in 1999 at the suggestion of Maureen Sullivan, then president of the Association of College & Research Libraries (ACRL), this Institute is geared for those who want to learn more about leadership in general and, more specifically, their own aptitude and skills for leading at any level of an organization.

Most of the learning occurred during large group sessions, where, using the Discussion Teaching Method (1), Joe Zolner, Joan Gallos, James Honan, Chris Dede, Maureen Sullivan, and Lisa Lahey skillfully managed our group of approximately 85, never truly lecturing, always encouraging discussion and guiding us to our "learning edge" – the place where we experience so much cognitive dissonance that we have no choice but to learn. As an educator, watching the Institute faculty manage adult learners in a large group setting was a treat that often seemed like a master class in teaching.

At least once a day, we met in a small group, selected to represent librarians with varying levels of leadership experience from a wide variety of institutions, library types, and locations. Operating within the overall LIAL cone of silence ("what happens at LIAL, stays at LIAL"), our group shared personal and sensitive experiences, prompted by the discussions in the large group sessions. We quickly developed a sense of trust and I looked forward to our daily meetings.

<u>Why I wanted to attend</u>
I have always believed in the power of leading in place or leading from the middle. You don't have to be in a high level 'official' leadership role to provide leadership. Throughout my career I have worked to identify areas where I can influence the library's direction and partnerships with the greater campus community. Seeking areas where the library can build new partnerships, all while maintaining our high level of service is a challenge. To do so, we often need to look at 'sacred cows', questioning what we are doing that no longer truly holds value for the library and our stakeholders. The Harvard LIAL offered me the time and community to explore these ideas, in a setting where my own 'sacred cows' could be challenged.
In my 30-something years as a librarian, I have learned a lot, by trial and error, sometimes even intentionally, about leadership. Some of that knowledge has been more in the what-not-to-do arena, much has been by openly observing excellent leaders in action and trying to emulate their successes. The Leadership Institute offered the opportunity to explore leadership issues and theories in a more deliberate and focused manner.

<u>The best things I learned</u>
So much of the learning is still sinking in, even several weeks later. I find myself reflecting on three learning highlights.
1. In our small group, we discussed that the constant change we all are experiencing really isn't happening any more or less often than ever. Our reaction to change is what is, well, for lack of a better word, changing! What we really need is to embrace tools and techniques for helping ourselves and others adjust to and, even, welcome change.
2. We spent a lot of time learning about and discussion the four frames (Structural, Human Resources, Political, and Symbolic), a conceptual framework developed by Lee Bolman and Joan Gallos in 1984 and detailed for the academic setting in their book, Reframing Academic Leadership (2). We learned about our primary frame view and how to look at situations from the perspective of the other frames. This technique is helpful in trying to gain perspective. The best leaders try to develop the ability to slow down and view an opportunity or problem from all four frames using frame mapping – sorting through the complexities of an organizational situation by identifying what issues fit into which frame.
3. Many of the discussions involve the step of slowing down and/or gaining a broader perspective on a problem, difficult relationship, or opportunity to create change or propose a new path. Taking the time to stop and observe, trying to really see all aspects of a situation can provide the necessary focus needed to plan a more successfully approach. When approaching an important proposal or problem, I should be asking several questions: What am I missing? Who are the people who should be involved? How am I stuck? How will this affect the library and the larger organization?

How I will use the info I gained

In addition to writing this report, I'm sharing my experience with my library and individual colleagues through a staff development session and individual coaching sessions. I created a reading list of all the books and other publications mentioned by the faculty during the week, included at the end. I've started reading some of those texts, the first was Edgar Schein's book on Humble Inquiry, a harder than it seems premise of asking questions about what you don't know, rather than always telling what you (and often your listener) already know.

Finally, I plan to work hard to embrace the naysayers, those who are eager to tell you why an idea won't work. As difficult as it may be to hear how my brilliant idea won't work, these honest discussions can help me polish and improve the project proposal.

The Harvard Leadership Institute for Academic Librarians was a transformative experience. I encourage anyone interested in building their leadership skills to attend.

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LEADERSHIP INSTITUTE FOR ACADEMIC LIBRARIANS AT HARVARD   AUGUST 2016
JONATHAN HARTMANN
DAHLGREN MEMORIAL LIBRARY
GEORGETOWN UNIVERSITY MEDICAL CENTER

My AAHSL Leadership Scholarship helped fund my attendance at the Harvard Leadership Institute for Academic Librarians. The Institute was a week-long, thought-provoking educational program that focused on strategies for effective leadership in 21st century academic libraries. The course consisted of readings, lectures, films and small group work and was well organized. However, some of the reading and lecture material was dated and could use refreshing with more current issues.

The course will have a lasting impact on me both in my current role as Senior Clinical Informationist and Head of Data Management as well as in future leadership positions. The most important concept I learned was how to reframe situations using a four-frame model (structural, human resource, political and symbolic) to enable more effective leadership. I also gained some great insights from small group discussions of current issues in academic library leadership, including how to effectively deal with the internal politics of academic institutions.

LEADERSHIP INSTITUTE FOR ACADEMIC LIBRARIANS AT HARVARD   AUGUST 2016
HEATHER HOLMES
MEDICAL UNIVERSITY OF SOUTH CAROLINA

Prior to even applying for, let alone attending the Leadership Institute in Academic Librarianship (LIAL), I spoke with several colleagues who have previously attended to see if I thought it would be something that I would enjoy and get much out of. The answer from each of them was "yes". Not one of them had anything at all negative to say about the experience. I was also encouraged by previous attendees to go and learn about what others in academic libraries were facing. This was particularly important to me   because I am new to academia. So, not only could I attend and learn for myself and my current situation, but I could learn from over 80 other people from across the world who all had different experiences to share.

With the very first session of the Institute which was with a small group to which we were all assigned, I knew that me being there was going to be an incredible experience. Not only was I getting to learn from some of the brightest educators in academia, but also the people in my small group were great from the moment we all first met. We were from all across the country, and we had two international members as well. Just from our basic introductions we all realized what a great experience this was going to be. Throughout the week, we met in our small group first thing every morning and it was a fantastic way to process what we'd learned the day before, as well as prepare for the larger sessions with all of the attendees.

The sessions with all attendees were very dynamic because we got to hear and interact with others we didn't know as well as those in our group. The instructors were all very dynamic and did a fantastic job keeping all of us engaged. To be able to do that with 80+ people lends great credibility to just how great the education was.

Harvard went out of their way to make sure we were comfortable and had a pleasurable experience. The instructors all had varied backgrounds, yet all knew each other well as they've all been part of LIAL since the beginning (nearly 20 years ago). Their lessons worked well with each other, and did a fantastic job of carrying the same consistent message across the entire week.

I loved every minute of being at LIAL. My small group was amazing and really helped me learn about things that I will invariably be facing as my career in academia continues to grow. I'd like to think they learned a fair bit from my experiences and me as well. It was very eye opening to me to learn just how many facets to leadership in an academic library there can be. And while all the attendees were in leadership of some sort, not everyone was a director or even associate/deputy director. That didn't matter at all though, because everyone was on an even playing field.

The consistency of the educational material, both reading and the in person sessions, really made the week flow nicely and come to a comfortable conclusion at the end. A lot

was expected of the attendees, and there wasn't an opportunity to be a slacker, so if you intend to go you need to be prepared to do a lot of work before you even get there, and forget about having fun in Cambridge during the week. You'll be exhausted at the end of each day, but in a good way. Have fun in Cambridge after LIAL is over. Don't waste a minute of the opportunity you've been given.

I'm incredibly grateful to AAHSL for the scholarship to help fund my attendance at LIAL. Without it I may not have been able to go, and I truly feel like I learned things that are going to be crucial to my development, and what I'm able to do in my current role.