

The New Jersey Academy of Library Leadership: What Impact Has it Had?

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IFLA CPDWL Pathways to Leadership
Johannesburg, 14-16 August 2007



Background

Context – many leadership institutes,
similar models, little evaluation

NJALL history – NJ State Library in
1980s, Snowbird from 1990 on,
CJRLC with NJSL funding from 2002

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Typical Institute Contents

- Personal assessment
- Leadership skills
- Internal/external environments
- Risk taking
- Change management

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Measures of Institute Effectiveness

- Perceptions of self-improvement
- Evidence of leadership
- Impact on institutions

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Methodology

- CJRLC cooperation, IRB approval
- Subjects: 92 participants, 4 institutes
- E-mailed questionnaire
- Descriptive statistics

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Response rate

Table 1 Survey response by cohort

Institute Year	No. Attending	No. Responding
2002	25	19 (76%)
2003	24	17 (70%)
2004	16	11 (68%)
2006	25	13 (52%)
Total	90	60 (66%)

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Respondents by age

Table 2. Respondents' age at time of attendance (n=52)

Age	No. of respondents
25 – 29	3
30 – 34	11
35 – 39	7
40 – 44	5
45 – 49	19
50 – 54	9
55-59	4

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Respondents by experience

Table 3 Years worked in library organizations at time of attendance (n= 53)

Years worked	No. of respondents
0-4	6
5-9	17
10-14	17
15-19	8
20-24	6
25-29	3
30-34	2

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By type of library

Table 4 Respondents' employers

Type of Library	In Year of Attendance	Now (2007)	Same Institution	Different Institution
Academic	10	9	8	1
Public	37	37	29	8
School	6	7	6	1
Special	3	3	1	2
Other	4	4	3	1
Total	60	60	47	13

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By position

Table 5 Respondents' positions

Type of Position	In Year of Attendance	Now (2007)	Same position	Different position	Higher position
Director/ acting director	8	15	7	8	8
Assistant director/ deputy director./ associate dean	5	6	2	4	4
Branch head	2	4	2	2	2
Department head	15	10	8	2	1
School librarian	6	7	6	1	0
Consultant/coordinator	6	7	3	4	4
Librarian	18	11	6	5	2
Total	60	60	34	26	21

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Perceptions of improvement?

Did they use any skills/insights gained?

- 53 of 60 (88%) named one or more; e.g.:

- self-confidence
- listening
- understanding self/
 - others
- risk taking
- change management
- seeing the big picture
- advocacy
- working with boards/
 - politicians
- leading by example & empowerment

Perceived and actual change

Table 6 Changes in behavior and goals

Impact	Yes	No
Used skills/insights acquired/reinforced at NJALL	53	7
Undertook leadership activity due to NJALL	32	28
Goals differed after NJALL	39	20
NJALL made a difference to goal achievement	48	11

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Leadership activities:

“Since attending the Academy, what activities have you undertaken where you have exercised leadership... which of these can you attribute to the Academy experience?”

Of those who were motivated by NJALL, 54% gave examples related to job, 45% to NJ professional associations, 3% national associations

Overall impact

Table 7 Value of NJALL to work and career

Value	Great	Moderate	Little	No value
To work	32	18	9	0
To career	28	25	6	0

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Impact by experience

Table 8 Value by years worked in library institutions

Years worked	Great value to work &/or career	Not of great value to work &/or career
10 years or less (n=27)	16 (59%)	11 (40%)
11 years or more (n=32)	17 (53%)	15 (46%)

Methodological issues

- Short post-institute time for 4th cohort
- Differences in institute formats
- Difficulty in measuring impact on institution
 - and community
- Open-ended questions → richer data, but more
 - ambiguity

In conclusion:

Are leadership institutes effective?

Are they worth while?

What are the implications for professional development?