Building bridges: LIASA and leadership development in South Africa

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PART 1: INTRODUCTION

The purpose of my paper is to:
- introduce LIASA and its role in the South African library and information services sector
- describe the status of Continuing Professional Development for the LIS sector in South Africa
- provide a progress report and review of a partnership programme initiative between LIASA and the Mortenson Centre of the University of Illinois at Urbana-Champaign
- explore the way forward for LIASA to forge bridges for Continuing Professional Development in the library and information services sector of South Africa.

In my paper, I have chosen "bridges" as the central theme since they symbolise structures that, like a Library Association, bring together a variety of components which facilitate progress between two points. Like bridges, Continuing Professional Development can be found in different shapes, sizes and levels – from those that have stood the test whilst others are forgotten in the annals of time. Some structures are impressive whilst others remain functional and just do the job. It is my belief that, irrespective of the level of the need and the infrastructure required to deliver the content, a central body such as the Library Association has an integral role and responsibility in the design and maintenance of a CPD model which incorporates a range of programmes that are appropriate to the needs of its members.

The term Continuing Professional Education is an overarching term for the means by which professions keep their practice current and relevant. In "licensed" professions such as law, engineering and the health sciences it is mandatory. Haycock (2001, p1) indicates that Continuing Professional Education focuses on "*learning to know*" which suggests more knowledge than skills and application of knowledge. The same author suggests that Continuing Professional Development is not

only learning to know, but also reflection, problem solving and *"learning to do"*. For the purposes of this paper, the term Continuing Professional Development is preferred as it my hope that projects coordinated under the umbrella of LIASA will incorporate elements of both "learning to know" and "learning to do".

PART TWO: SETTING THE CONTEXT
The Library and Information Association of South Africa (LIASA) was established in 1997 to unite and represent all the institutions and persons engaged in library and information services in South Africa. Its vision is to unite, develop and empower all people in the library and information services sector (LIS) into an organisation that provides dynamic leadership in transforming, developing and sustaining library and information services for all the people in South Africa. Whilst not a statutory body, LIASA is recognised by government as a professional non-profit organisation and has, since its inception, played a major role in the LIS sector. This includes advocacy and lobbying of government at local, provincial and national level for improved services, representation on government committees and authoritative input on library policy and legislation. It was instrumental in establishing a National Council for Library and Information Services which was promulgated by Act no.6 of 2001.

LIASA has established ten branches in the nine provinces of South Africa as well as nine specialist interest groups that meet both the professional and working needs of members. LIASA can be described as a "broad based" association and is inclusive of all types of libraries, represents all regions and is able to reach librarians in all parts of South Africa through its extensive infrastructure. Currently, the membership is 2000 members nationally and has the potential to grow to 5000 over the next three years. Revenue received from individual, institutional and international members is used for the development of the branches, interest groups, communication and marketing and approved projects/programmes of the Association.

LIASA is in the dynamic process of developing its profile, both nationally and internationally. The Association is a respected and valued member of a number of international forums including COMLA, SCECSAL and IFLA where LIASA is the national representative association with IFLA membership. A number of LIASA members hold high office in these organisations. In June 2000, the Carnegie Corporation of New York approved a grant of $249 000.00 to LIASA for a three year period to assist with the management of the Association, expansion of its activities, a membership drive and programme development. LIASA has a fulltime Executive Director, Professional Officer with part-time Secretary and Administrative Assistants. Governance rests with the Executive Committee and Representative Council.

This infrastructure and recognised profile of LIASA has enabled the Association to play a major "brokering" role in attracting grants to the South African LIS sector for the purpose of providing improved services to the community as well as training and development programmes in partnership with overseas institutions. This brings me to the focus of my paper and that is the South African Library Leadership Project which is the product of a partnership programme between LIASA and the Mortenson Centre of the University of Illinois at Urbana-Champaign.   It is three year funded Continuing Professional Development programme intended to deliver leadership and management training to South African LIS professionals and to establish LIASA as a continuing education facility for LIS in South Africa.

PART THREE: THE STATUS OF CONTINUING PROFESSIONAL DEVELOPMENT FOR LIBRARY & INFORMATION SERVICES SOUTH AFRICA
In South Africa, a number of colleagues have devoted much of their professional activities to Continuing Professional Education and are recognised authorities in the field. In particular, Clare Walker of the University of the Witwatersrand has researched and presented two eloquent papers on the current status and the complex issue of certification in the field of Continuing Professional Education in South Africa (Walker 2001 and 2002). I would highly recommend these two articles for anyone wanting to understand the complexities of the past, current and future status of CPE as well as

the challenges faced by LIASA where there is high expectation for the Association to design, develop, coordinate and maintain a CPD function in South Africa.

For the purposes of this audience, I will summarise the main points of Clare's articles in which she outlines the CPE status and identifies some critical issues that challenge progress:

- South Africa's destructive policies of apartheid have meant that many South African library and information workers have been divided and disadvantaged by access to qualifications as well as by the quality of general and professional education (Walker 2001, p 230)
- It cannot be assumed that in designing and delivering that CPE that library and information service workers share a common professional background or that they have a baseline of similar four year graduate studies programmes. As a result for many of our library and information service workers, their foundations in LIS and ICT skills are often inadequate or learnt on the job (Walker 2001, p230)
- South Africa has not yet developed a nationally or regionally coordinated infrastructure for CPE for library and information services in South Africa. The traditional providers of CPE for library and information services remain the professional associations and interest groups as well as library and information science departments, recently joined by academic library consortia. On offer are seminars, workshops, general and specialist conferences on local, regional or national level (Walker 2001, p230-232)
- In the absence of a coordinated infrastructure and CPD strategy, (Walker 2002, p4) identifies a number of shortcomings in terms of quality assurance and evaluation:
  o generally, only attendance certificates (rather than accredited certification) are issued to participants
  o course providers are not explicitly accredited – members of academic departments are deemed accredited but practitioners giving courses eg library staff and private independent operators are not accredited or have certification
  o CPE courses are not accredited because no mechanism in SAQA currently exists
  o no quality assurance of CPD courses exists which leaves participants at the mercy of the system which is perceived as lucrative with operators are emerging at a rapid rate and offering course content that is neither evaluated nor accredited.
- The National Skills Authority is a statutory body established in terms of the Skills Development Act no. 97 of 1998 which requires employer organisations to have strategic CPE plans in place ie education, training and development within the workplace. The Skills Levy Act no.9 of 1999 requires the payment of a levy by each employer organisation, as a payroll percentage. This has led to expectations of CPE in the workplace to result in recognition and career advancement. Frequent failure to provide CPE programmes in the workplace due to inadequate resources or policies underscores the urgency to address CPE needs in South Africa (Walker 2001, p230).
- The South African Qualifications Authority/National Qualifications Framework (SAQA/NQF) national legislation requires that all qualifications formally attained in South Africa at school, college, university, adult education institute or any other training environment should be registered within the framework. It proposes a framework of recognition on a national basis for all formal education and training (Walker 2001, p232)
- Within the framework, a unit standard is the smallest unit that can be credited to a learner. These standards are the building blocks for qualifications and for the national outcomes-based education and training system that the NQF supports. The focus of SAQA, however, is on qualifications and not unit standards in themselves since it is qualifications that will promote the economic and structural mobility desired by the SAQA/NQF (Walker 2002, p6).
- It stands to reason that the nature of CPE means that the short courses appropriate to professional practice would be designed with accredited "unit standards" which would enable them to be recognised and integrated by employer organisations for reward, placement and advancement. Certification would be based on a national level of quality assurance (Walker 2002, p232).

- Within the framework for formal education and training qualifications, accreditation for courses is only possible if integrated as credit-bearing modules or part-modules, into existing formal library and information science qualifications – this is not applicable for short CPE courses (Walker 2002, p2)
- Similarly, within the SAQA/NQF framework for formal education and training qualifications, there is no national accreditation, assessment and certification system to give individuals and employers recognition for the completed CPE courses and programmes (Walker 2002, p2).

PART FOUR: PROGRESS REPORT AND REVIEW OF THE SOUTH AFRICAN LIBRARY LEADERSHIP PROJECT (SALLP)

A key Continuing Professional Development Programme currently being coordinated and implemented by LIASA in partnership with the Mortenson Center is the South African Library Leadership Project (SALLP) which is being managed in five stages:

Stage 1:   coordinated by the partnership
- Needs identification
- Proposal and funding under the guidance of LIASA
- Documentation and publicity materials
- Promotion and marketing
- Candidate selection

Stage 2:   under the guidance of LIASA
- Orientation and training in South Africa
- Pre-departure project

Stage 3:   under the guidance of the Mortenson Center and LIASA
- Six week training at the Mortenson Center

Stage 4:   under the guidance of LIASA and beginning immediately upon return
- Participate in the National LIASA Conference
- Deliver a series of workshops in South Africa
- Submit an article to a professional journal
- Participate in a LIASA committee activity

Stage 5:   under the guidance of LIASA
- completion of required activities
- awards ceremony

As way of background, I shall briefly review stages 1-3 of the project covering the successful implementation achieved during the period January 2001 to August 2002.

Stage 1: Planning, proposal, project structure and governance, promotion and marketing and selection of candidates

The first stage of the project initiated in January 2001 has spanned a wide range of activities during the first eighteen months.

Identification of the need for leadership development in South Africa

Briefly, as background. The Mortenson Centre for International Library Programs at the University of Illinois at Urbana-Champaign was established in 1991 as an international centre for CPE for librarians and international specialists. The Center operates two programmes:
- The Partnership Program designed to assist other countries in developing self-sustaining centres for CPE

- The Continuing Education Program offering the opportunity for librarians from partner countries to spend time at the University of Illinois. This programme can be modified to meet the unique needs of any specific group.

Following discussions with the Andrew W Mellon Foundation about a professional development project for librarians in South Africa, the Director and Assistant Director of the Mortenson Center initiated a visit to South Africa through a provincial a provincial consortium called the Gauteng and Environs Library Consortium (GAELIC) where further discussions were arranged with the library constituencies and LIASA.

Sixteen libraries were visited in the Gauteng and Free State Provinces to gain insights into the library profession in South Africa. The Mortenson center staff reported in their findings that after years of apartheid and isolation, rural and historically disadvantaged areas were challenged by severe staff cuts, budget restrictions and little support for professional development activities. During the visits to institutions, a range of areas for CPD programmes were identified (SALLP Proposal 2000, p3-4):

- Leadership training and mentoring disadvantaged staff into leadership positions
- Practical library management and the role of teams in libraries
- Library practice in specialised areas eg archives, records management , school librarianship, children's librarianship
- Information literacy and Adult Education Training Programmes (ABET)
- Training trainers including writing manuals and presentation skills
- Training public librarians
- Resource sharing and collection management & development.

A number of factors contributed to the final decision to propose a leadership development programme:

- leadership is a critical success factor for the association evident in the vision statement in which the Association commits to providing dynamic leadership in transforming, developing and sustaining library and information services for all the people in South Africa
- Whilst several areas for training were identified during the visits, one aspect mentioned most often and vociferously was the need for well trained library leaders and managers, with an especially critical need in Historically Disadvantaged Institutions. As a result, it was proposed that for South Africans to establish a high level of excellence and best international practice would be to work with from colleagues from other countries who actively engage in developing well trained and skilled staff (SALLP proposal 2000, p4)
- Furthermore, it was evident that there is a need for continuing education for librarians in South Africa. Whilst there are some institutions offering continuing education, it tends to be sporadic, costly, specialised and at distant locations with little coordination or assessment of the needs of different librarians (SALLP proposal 2000, p4)
- Many of the existing CPD programmes focus on ICT. In South Africa with its historical legacy of poor education, it was felt that the initial programme should incorporate a broader background in order for the individual to develop and practice effectively. Recognising that leadership extends the beyond the impact of ICT, it was agreed that the initial focus and energies should be channelled in to leadership development for the library and information service sector.

Project proposal

The result of the visits and discussions was **The South African Library Leadership Project (SALLP)**, initiated by the Mortenson Center and GAELIC. It is now a partnership project between LIASA and the Mortenson Centre. The Andrew W Mellon Foundation awarded a grant of $250 000 in December 2000 to the Mortenson Center for a three year period, January 2001 to December 2003 in support of the project.

The purpose of the project is to train a total of 18 library professionals between 2002 and 2003. This training will take place both in South Africa, under the guidance of LIASA, and in the United States at the Mortenson Centre. The project is managed and administered within the LIASA National Office on

behalf of its partners. The first group of nine SALLP participants have just returned from their training programme in the US which took place from 24 June to 02 August 2002.

Goals, objectives and outcomes of the leadership programme for the individual and profession
Initially, the proposal stated that the goals of the project were to:
- implement a leadership programme for promising future managers from academic and public libraries in South Africa; and
- planning for a continuing education entity in LIASA.

During the initial stages of setting up the project and meetings of the governance structures, the goals and objectives were refined and it was agreed that:
- the primary and distinct goal of the SALLP is to develop leadership qualities in current and future managers of academic, public/community and national library services
- the objectives of the development programme are to:
  o develop leadership qualities
  o refine communication and advocacy skills
  o highlight best practices in the management of library services
  o learn about change management and organizational structures

Throughout the project, the participants will develop their IT skills as a tool in the LIS field and enhance their training and presentation skills.

The expected outcomes from project for the LIS profession in South Africa are: (SALLP proposal 2000, p6)
- A cadre of well trained library leaders
- Increased networking and resource sharing among libraries
- Greater participation in professional associations
- Establish a continuing education function for the country within LIASA which has communication capability and credibility.

The expected outcomes from project for the LIS individual are: (SALLP proposal 2000, p6)
- Development of leadership qualities
- Improved understanding the South African LIS context
- Improved understanding of basic management principles and techniques
- Skills in library management
- Improved understanding of service delivery
- Understanding the role of libraries iin a democratic society
- Insights into how ICT is changing libraries
- Grant writing and fund raising skills.

Structure of project:
The leadership development programme consists of two phases over a three year period - each phase comprises 5 stages of professional development for each group of nine individuals.

Project Governance
The governance of the project comprises the following:
- A Governing Committee of 15 members representing key LIS constituencies within the framework of the SALLP. The role of this committee is to implement the SALLP and make policy decisions .
- A Management Group, comprising 6 Governing Committee members, is responsible for the day-to-day executive decisions of the SALLP. It initiated the SALLP Project and finalised the Governing Committee membership.
- A Selection Committee, comprising the Management Group and a representative of the Governing Committee, is tasked with the short-listing, interviewing and final selection of the candidates in the project.

- A Project Coordinator, appointed in June 2001 on a three year contract, handles the day-to-day operations and administration of the project in consultation with the LIASA Executive Director and SALLP Project Director. The Project Coordinator is the Secretary for the Governing and Management Committees which meet regularly.

SALLP launch at the 2001 LIASA National Conference
A logo was designed for the SALLP project and used on the application form, a brochure and attractive bookmark. The SALLP was officially launched at a plenary session of the LIASA National Conference in September 2001 which was attended by 500 delegates. The presentation included a slide show about the Mortenson Center and the Project.

A meeting with Directors of National, Public, Provincial and Academic Library Services was also held during the conference. This was an opportunity to create buy-in and support for the project by means of discussion and providing clarity regarding the impact and ramifications of involvement within the project by their staff members from these structures.

Target groups in two phases
In order to ensure that that the primary goal of the project is fulfilled, namely to develop leadership qualities in current and future LIS managers, it was imperative that the eligibility criteria for each of the two phases of leadership development were clearly defined.

In Phase 1 – selection and participation in the leadership development programme required that participants are:
- South African citizens
- Employed in a management position in an academic, public/community and national library service
- Academically qualified professional library and information worker

In Phase 2 starting in September 2002, the focus for selection and participation will shift from senior managers to participants employed in a middle management position in an academic, public/community and national library service.

Application and selection process
Selection for Phases 1 and 2 is based on an open, merit-based process in which each candidate is evaluated in terms of the following criteria:
- Has shown strong leadership potential and skills in the workplace, the profession or community - evidence should be documented and substantiated in the application
- Has an articulated vision of how participation in the SALLP may contribute more widely to the development of libraries in South Africa
- Demonstrates commitment to the profession eg participation in professional association activities
- Has knowledge of the field of study and interest to engage effectively in, and derive benefit from, the academic as well as practice oriented content of the six week training programme
- Demonstrates clarity of thought and presentation.

Application forms
The application forms were distributed between September and October 2001. Besides supplying standard information such as biodata, education and employment experience, the applicants were required to write a motivation statement of 500 words explaining how participation in the programme would help the person to achieve their own professional goals, benefit the workplace and contribute to the development of libraries in South Africa. The form required the line manager to complete a confidential evaluation of the applicant and to sign a commitment to support the participant promote the knowledge/skills acquired during the programme. In addition, candidates were required to obtain

three letters of recommendation from colleagues, line managers and other professionals familiar with the applicant's work.

Shortlisting process
The Project attracted 41 applications and eighteen eligible candidates were short-listed based on the following eligibility criteria:
- South African citizenship
- Presently in a senior management position
- Tertiary LIS qualification
- Age between 30-50
- Communication skills – spoken and written
- Membership – professional association
- Commitment to Project
- Motivation statement
- References
- Evaluation from line manager

Interviews and selection process
The interview process for the eighteen applicants proved rigorous and took place over two days in January 2002. Each selection committee member formulated a question to be asked of each candidate for comparative purposes. Each candidate went through a 45 minute interview process as follows:
- A thirty minute question and answer session
- A seven minute presentation, using three transparencies, to articulate their vision for the development of libraries in South Africa and their involvement
- A three minute impromptu talk on an aspect of leadership "Those who think that they are leaders, and do not have any followers, are merely taking a walk".

Nine candidates were selected and informed – the group comprises 6 public librarians and 3 academic librarians from across 6 provinces. They were required to accept in writing and obtain a letter of endorsement from the employer organisation in support of the project and candidate's leave of absence.

Stage 2:   Orientation and pre-departure training
This stage focused on the readiness of the nine candidates for the leadership development programme. The first step was a two-day Orientation Programme for the selected SALLP candidates held in Pretoria in March 2002. This was an excellent opportunity for the candidates to meet with each other, the SALLP Governing Committee and representatives of the Mortenson Center. The purpose of the Orientation Programme was to brief candidates on trends, developments, challenges and issues facing the LIS sector in South Africa.   On the first day the topics covered included:
- The role of the library association
- LIS policy issues and legislation in South Africa
- Copyright and libraries: current status in South Africa
- Library cooperation in South Africa with focus on consortia and the new Higher Education Restructuring Plan
- Provincial and municipal restructuring – the impact on the provision of library/community library services
- LIS education in South Africa – trends and new developments
- Issues facing the profession globally and the impact of ICT.

A workshop on "What is leadership and how does a leadership style impact the ream role" was also presented and which explored how personal leadership style and qualities shape the role that one plays within a team.

On Day Two, the candidates were given an overview of the Mortenson Center and the schedule of the six week programme. An introduction to the pre-departure project was presented in the form of a workshop called "Leaders are listeners". The project requires that the candidates conduct a series of interviews with staff, users and stakeholders regarding services and facilities and to write a report which would be relevant to their training programme. The purpose of the pre-departure project is to give the manager participants an opportunity to reconnect with users and staff at a level that would contribute to change.

A series of individual meetings were held with each candidate and which served as an opportunity to identify specific key areas for development.

At the end of the orientation, both candidates and management teams recognized the enormity of the Project as well the level of commitment to the outcomes for themselves, their organizations, the profession and LIASA.

A key factor in a project that has huge demands in terms of time, commitment and resources is to achieve a level of buy-in from the employer organisation. Letters detailing developments in and progress of the project were sent to the line managers with the intention that they could be forwarded to the relevant authorities.

Stage 3: Training in the USA
The first group of nine SALLP participants have just returned from their training programme in the US which took place from 24 June to 02 August 2002. The transfer of learning took the form of a six week training programme at the Mortenson Center and included seminars, tours, videos, discussions and practical exercises. The emphasis was on teambuilding and projects. A mentoring programme will also be instituted where library leaders are identified and who were shadowed by candidates. Candidates were also required to prepare presentations for delivery in the United States and visits to neighbouring centres and cities were included in the programme:

Week 1:   Leadership Institute
Goal: To learn more about the characteristics of effective leadership in libraries
Seminars: Leadership styles
               Leadership surveys
               Characteristics of leaders in the world
               Team building and communication styles
               Management skills for effective leadership
               Policies – their place and importance in libraries
               Being an advocate for your library

Week 2:   Best practices in library management
Goal: To understand the current trends in library management
Seminars: Administration
               Technical services
               Collection development
               Consortia
               User services
               Facility planning
               IT
               Preservation and conservation
               Budgeting and finances
               Library development and promotion
               Training of future leaders: library school approaches

Week 3:   Change management and organizational structures
Goal: To refine and develop management skills
Seminars: Analysing your organisation's management structure

Strategic planning
Development of good policies
Running effective meetings
Motivating library staff

Week 4:   Communication and advocacy skills
Goal: To develop excellent and effective communication strategies
Seminars: Telling the library's story
Dealing with the media
Preparing effective promotional material
ALA advocacy programme
Fund raising strategies
Communicating with users

Week 5:   Providing excellent service to users
Goal: To learn more about strategies for providing exceptional service to users
Seminars: Using new technologies to provide better service to users
Serving diverse user populations
Assessing your service to your users
Providing optimum access to your collections and library facility
Developing an inviting physical setting
Developing a comprehensive staff development plan
Library instruction for users – making them more self reliant

Week 6:   Internship in the Queens Borough Public Library System
Goal: To observe first hand the day-to-day management of a library system
Seminars: Participate in the two day training that all new employees receive
Each participant was placed in one of the 63 libraries in the Queens-New York system to observe and participate in the management of the library.

Throughout the six week training programme each participant submitted interim progress reports to LIASA National Office, branches and employers. Photos and the reports are available on the LIASA web site at www.liasa.org.za

Stage 4: Post training programme and evaluation

The Project follow-up will comprise the evaluation of Phase 1 and site visits by the Project Coordinator, including meetings with line managers and heads of institutions. They are kept informed of the process and developments within the project on a regular basis. Formal communiqués will be sent to the relevant authorities in each candidate's constituency. The candidates will attend the LIASA National Conference to address interest groups, assist in the launch of Phase 2 of the project at the conference, conduct a report back to the membership at the plenary session and present a workshop at the conference. A Participant Portfolio on the Governing Committee is to be created when the Committee meets in September 2002. In addition, each candidate is required to write a journal article for publication, arrange branch workshops and engage as trainers for the LIASA CE component.

Evaluation and assessment of Phase 1
The SALLP has a budget to formally evaluate and review the key stages of the development programme in both Phases 1 and 2. The evaluation for Phase 1 has been initiated and a contract awarded to an outside company specialising in perception measurement. The evaluation will assess three key stages of the programme:
- Pre-departure stage questionnaire
  Candidates
  Governing Committee

- Post training stage questionnaire
  Candidates
- On completion of the leadership development programme
  Candidates
  Governing Committee

It is possible to provide feedback on the evaluation assessment for the pre-departure stage of the library leadership development programme. I have provided a summary of some of the more interesting aspects that have surfaced in the feedback from the candidates and the Governing Committee and which should assist the future planning of Phase 2 due to be launched in September.

Table 1 summarises the factors that the candidates and Governing Committee members considered to be the most important in response to a series of questions about participation in and the perceivable benefit of the library leadership programme. It is encouraging that the candidates express a strong need for development, knowledge, information and networking. It is interesting that when they chose careers as librarians and joined the library association the importance of leadership and management skills was the least important factor.

As would be expected, the Governing Committee members display characteristics of a settled management group who view it as important to be involved and make a contribution but identify a different set of benefits that the candidates are expected to derive from the project. This discrepancy will need to be looked at more closely in Phase 2 to ensure consensus between the candidates and the Governing Committee in terms of expected benefits. Both groups perceived time allowance as a shortcoming of this stage of the project and which needs to be revisited.

Table 1: Factors of importance in the pre-departure phase for the candidates and Governing Committee

Importance factor	Candidates	Governing Committee
Why did you apply to be part of the SALLP	Leadership/management skills Knowledge Information	Involvement Leadership/management skills Resources
Why did you decide to become a librarian	Opportunities Knowledge Development * leadership/management was least important factor	Knowledge Opportunity Contribution
Why did you decide you join LIASA	Development Knowledge Information * Leadership/management was least important factor	Recognition/standing Contribution Involvement * Development was rated low importance
List the benefits derived from phase 1 (application process, interview, orientation programme and pre-departure period)	Information Knowledge Networking	Development Networking Leadership
What do you see as shortcomings of Phase 1 of the SALLP	Time	Time Selection criteria Selection process
If you could change Phase 1 how would you do this to make it an ideal programme for Phase 1	Time	Satisfied

In Table 2, the candidates and Governing Committee rate the performance of the leadership development programme according to a set of criteria. A selection of the criteria and performance evaluation are shown in the table. Overall, the programme has performed well except in the area of the orientation session which will have to be revisited when planning Phase 2 of the project.

Table 2:   Performance rating of leadership development programme in the pre-departure stage

Performance criteria	Candidates	Governing Committee
Rules of eligibility	Very good	Good
Selection process	Good	Good
Interview by selection committee	Good	Good
Orientation programme	Acceptable	Marginal
Orientation methods used	Acceptable	Not quite acceptable
Coordination of programme to date	Excellent	Very good
Three phase programme concept	Very good	Very good
Helping candidates to achieve professional goals	Good	Good
Being of benefit in the work of the candidates	Very good	Good
Contributing to development of libraries in SA	Very good	Very good

In Table 3, the candidates and Governing Committee members indicate a high level of satisfaction with the performance of LIASA in the administration and management of different aspects of the programme in the pre-departure stage.

Table 3:   Performance rating of LIASA's role in the leadership development programme

Performance criteria	Candidates	Governing Committee
Advertising of SALLP programme	Good	Good
Provision of information re; Programme	Very good	Good
Handling of applications	Good	Very good
Handling of applicants	Excellent	Very good
Coordination and efficiency	Excellent	Very good
Communication with applicants	Excellent	Good
Professionalism	Very good	Excellent
Communication with Governing Committee through Phase 1		Very good

The evaluation process will continue with the return of the candidates when their perceptions of the six week training programme, its performance and the perceived benefit derived from participation will be assessed.

Stage 5: Completion of CPD programme
At this time, the portfolio of activities required to complete the CPD programme has been identified. This will comprise:
- Completion of the requisite projects in stage 4
- A full report submitted to LIASA by each candidate
- A reunion dinner
- Participation in the Orientation Programme for the Phase 2 group of candidates.

PART 5:   CONCLUSION – LIASA AND BUILDING BRIDGES
In conclusion, I would like to take the liberty to say that I believe that LIASA and its partner, the Mortenson Center can be proud of the South Africa's library leadership programme and be bold enough to declare it a success to date. I contend that the LIASA, as a library association, has performed the role of a successful bridge builder for this Continuing Professional Development Project. LIASA has built up experience in international project management for the SALLP – it has been a significant learning experience for the association. The South African Library Leadership Project marks LIASA's formal entry into building bridges between a defined set of needs and professional development set in the context of a partnership and structured Continuing Professional Development programme. If I were to provide you with evidence based practice of a successful CPD, I would summarise the impact of the leadership development project as follows:

Table 4: Assessment of impact achieved by LIASA in SALLP project

Area of impact	Yes/No	How was impact achieved
Improved library service	Y	Six week training course content – Comprehensive and demanding
Improved professional performance	Y	Portfolio of activities in post training stage Commitment required at time of application
Increased credibility & visibility for the library profession	Y	International partner and funding for three year period Widely publicised and conference launch
Expanded support from the library administrators for CPD activities	Y	Meeting with Directors of LIS at 2001 conference Letters of support form line managers and authorities Follow up meetings in post training stage Commitment required at time of application
Expanded awareness in the profession of the importance of CPD	Y	Much interest expressed in Phase 2 by LIS community Goal 2 of SALLP project requires setting up of CPD function Strategic objective of LIASA 2002-2004 LIASA Committee for CE and In-service training Expectation from LIS community for LIASA to assume coordinator role
Recognition of the shared responsibility for CPD between library professionals and their employers	Y	Opportunities created by SAQA/NQF process for LIASA to provide coordinated CPD for the LIS community Skills Development and Skills Levy Acts requires employer organisations to identify, recognise & integrate CPD in the workplace

So now it is time for LIASA to move onto building impressive bridge structures – the Association needs to assume the mantle for CPD for the LIS sector in South Africa. There are a number of reasons for this:

- Traditionally, library associations in other countries have embraced the task of professional development. LIASA represents librarians throughout South Africa and is well positioned to take on this role. With experience of the SALLP project and facilitating other grants, LIASA is poised to take the leadership role in continuing education for librarians in South Africa. There is also a high expectation that LIASA will assume this role and responsibility on behalf of the country.
- The second goal of the South African Library Leadership Project requires the LIASA management to establish a continuing education function within the association.
- In the section of this paper that outlined the status of the South African legislative context, it is clear that a number of opportunities exist for LIASA to take up the slack in the CPD arena and establish itself both as a coordinator and evaluator of CPD programmes (Walker 2001, p232).

LIASA is, currently, giving attention to a CPD strategy for the Association and wider LIS sector. Continuing Professional Education and Development has been identified as a key business area of the association and recently, a strategic objective was formulated to take the initiative forward. A business plan , currently being compiled, will make provision to provide a framework for a CPD function in LIASA and to implement the initial programmes. It is my hope that, this time next year, we shall be able to report on the establishment of this much needed and awaited service to the librarians and information workers of South Africa.

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