



OUTSTANDING IN THEIR FIELD

**LEADERSHIP
INSTITUTE**

An Initiative of the Association for Rural & Small Libraries

**AN INSTITUTE OF THEIR OWN:
DOCUMENTATION OF A PILOT LEADERSHIP INSTITUTE
FOR RURAL & SMALL LIBRARIES**

2023 – This report was prepared by Sharon Morris, Ph.D., MLIS, and ARSL member. The Outstanding in Their Field Leadership Institute was a pilot project developed in 2020, conducted in 2021-2022, and completed in 2023 for the Association for Rural & Small Libraries (ARSL). This ARSL project was funded by the Institute of Museum and Library Services, Laura Bush 21st Century Librarian Program grant number RE-246425-0LS-20. This report was developed at the completion of the grant to accompany the [Outstanding in Their Field Evaluation Report](#) published by LJH Consulting LLC.



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Executive Summary

This report outlines the people, models, content, activities, and instructional practices associated with the 18-month pilot, *Outstanding in Their Field*, leadership institute developed for the Association for Rural and Small Libraries (ARSL) members. In 2020, ARSL leadership identified a need for additional leadership development that was verified in 2021 when 181 people applied for 30 slots. While highly competitive, a diverse and committed cohort of “accidental library leaders” joined to learn in-person and online, create individual leadership projects, and present at the 2022 ARSL conference.

All thirty “Outfielders” completed the 18-month institute. This retention rate and the accompanying evaluation report demonstrate that several key strategies were effective in sustaining interest and increasing leadership capacity among participants in the institute. This Institute of Museum and Library Services grant project has several resources that were developed and are included in this document to inform future leadership development for rural and small library staff. A concluding section provides recommendations for rural and small library leadership development initiatives that ARSL and other organizations undertake.

Introduction

Why this Leadership Institute?

Small and rural libraries comprise over 80% of the public libraries in the United States (Swan, Grimes, & Owens, 2013) and just the rural libraries serving approximately 30 million Americans (IMLS, 2020). Of these rural libraries, 38% have one staff member, a solo librarian. Most rural library directors have not earned a Master of Library and Information Science (MLIS). The low salaries in these communities can negatively impact recruitment and retention of staff with leadership and/or managerial experience and higher education credentials. In many communities, being the “librarian” pays slightly better than working at the local Dollar Store.

Even when rural and small libraries have strong leadership, the small number of staff members reduces opportunities to develop new leaders internally. In previous years, the ARSL board recognized this situation and funded members to attend leadership institutes offered by other national organizations. However, participants reported back to the board that the general library leadership institutes focused on strategies and skills for larger libraries with multiple layers of management. Rural and small library staff face different issues, including being responsible for all levels of library operations and administration. To address this need, a grant was written and awarded to the Association for Rural and Small Libraries in 2020. With funding from the Institute of Museum and Library Services (IMLS), the *Outstanding in Their Field* (OITF) Leadership Institute was developed as a pilot to identify and test salient topics and activities for rural and small library leadership development.

Goals of the Leadership Institute

The OITF goals were focused on participants (Outfielders) learning, developing their capacity, and gaining confidence to lead in several situations. The [Nexus Leading Across Boundaries \(LAB\) Layers of Leadership across Libraries, Archives, and Museums](#) was modified to create a leadership development blueprint for rural and small library staff (Appendix A). Using the modified blueprint, the following overarching learning outcomes for Outfielders were developed.

- ❖ **Leading Self:** Identify and practice their individual, authentic leadership style | Cultivate a professional peer network | Build professional capacity
- ❖ **Leading Others:** Build practical skills in leading and developing others
- ❖ **Leading in the Library:** Develop skills and confidence to lead a strong library for effective capacity and culture | Act as a thought leader
- ❖ **Leading in the Community:** Recognize the importance of participation in broader community initiatives | Lead community development
- ❖ **Leading in the Profession:** Contribute to improving the library profession

Curriculum Development

Rural Layers of Leadership Blueprint

The [Nexus LAB: Layers of Leadership](#) model was the starting point for the design of the OITF Leadership Institute. This model of leadership development for library, archive, and museum professionals outlines six “layers of leadership,” roles that include “leading the department,” “leading multiple departments,” along with leading self, leading others, leading the organization, and leading the profession. The model allows for professionals in larger organizations to

establish and build a career of progressively more effective management and supervision over time.

The Layers of Leadership “domains” were modified for rural and small libraries by removing the reference to middle management positions and adding a domain of “Leading in the Community.” First, removing the middle management segments addressed the reality that little or no middle management exists in these small organizations. Some rural and small libraries have only one employee while many others have fewer than ten. Thus, rural libraries are flatter organizations without the complexity of positional leadership tiers. In addition, rural and small library staff often lead across multiple domains simultaneously. In practice, a rural or small library leader can engage across all five leadership domains in a single day. The addition of *Leading in the Community* was vital to the pilot because rural and small library staff often wear many hats both in the library and with other organizations in their small communities. For example, quite often the library director also serves on the local Chamber of Commerce board, on the school board, as a member of a non-profit organization, and/or other local roles.

To address leadership skills that apply across leadership layers, the curriculum developer identified social and emotional intelligence topics (Goleman, 2006) that apply both intra- and interpersonally (Abram, 2019; Achor, 2010; Drucker, 2008; Goleman, Boyatzis, & McKee, 2002; Rath, 2007). These topics are also important at the organizational level (Cameron & Spreitzer, 2012; Clifton & Harter, 2019; Schein, 2010). The skills originally proposed across layers of leadership are strengths, values, brand, equity, and positive disposition. These skills manifest differently across these leadership domains, prompting the need for multiple workshops on these key skills. An advisory team reviewed the proposed skills and recommended the inclusion of skill development for leading change and evaluating effectiveness across all layers of leadership.

The resulting Rural/Small Library Leadership Blueprint (Appendix A) was used to develop the OITF curriculum, including a learning plan overview (Appendix B) and a learning structure outline (Appendix C). As with the blueprint, these documents were reviewed and revised based on input from the OITF advisory team as well as seasoned professionals and newer ARSL members via focus groups. After modifications were completed, the full curriculum was developed into the learning sessions (see Appendix D).

Advisory Team

An advisory team convened in the fall of 2020 and met monthly, then bimonthly through February 2021. Appendix E lists the advisory team members, which included representatives from the Educopia Institute, the American Library Association’s Public Library Association, Chief Officers of State Library Agencies, OCLC’s WebJunction, University of Washington’s iSchool, rural libraries in Nebraska, Ohio, and Vermont, and State Libraries in Arkansas, Colorado, and North Carolina.

The advisory team and members contributed in the following ways:

- They reviewed the rural and small library revisions to the Nexus LAB: Layers of Leadership and provided recommendations to the blueprint.
- They provided input on the draft curriculum, offered feedback on content, and suggested instructors and, in some cases, served as instructors for conference or online sessions.
- They promoted the institute to diverse audiences, served on the selection teams, offered mentorship of Outfielders, and engaged with Outfielders at the ARSL conferences in 2022 and 2023.

Focus Groups

In the fall 2020, the ARSL staff recruited members for online focus groups. The two project leaders conducted these discussions using Zoom (see Appendix E for the list of people). Focus group participants received the draft blueprint and curriculum ahead of the discussions. The first focus group consisted of six people self-identifying as not having leadership experience. They offered input on the topics they would like to learn, and which aspects of the blueprint interested them. The second focus group consisted of individuals who self-identified as having “significant leadership experience” in rural and/or small libraries. These six individuals discussed their thoughts on the curriculum and blueprint as well as shared thoughts on anticipated needs and barriers participants might face. The third discussion was held with a member of a state library who is a Black, former rural library director with mentoring experience with rural library staff in her state. She provided input on the curriculum and blueprint and gave advice on BIPOC and rural library recruitment and mentoring strategies. The information gained from these discussions helped to hone the curriculum, recruitment, and other institute plans.

Learning Sessions

Because the blueprint includes so many topics, OITF offered a broad overview of leadership skills rather than going into detail on any one topic. Noting that each of the topics could be a full course of study and engagement, Outfielders received activities to practice and resources to explore more deeply individually. They also planned to apply the concepts directly in their daily work and received coaching along the way.

The Outfielders attended ten online sessions, two days of in-person workshops in Salt Lake City, Utah in August 2021, and two days of sessions at the ARSL Conference in 2021. See Appendix D for the full list of topics covered, learning objectives, and instructors for each session. Note that the institute builds with “Leading Self” and “Leading Others” first, with in-person experiences to practice these key leadership attributes prior to applying them more broadly to the library, community, and professional domains. While the initial plan of 18 months seems overly extensive, feedback in the final evaluation (LJH Consulting, 2023) indicated that Outfielders found the time commitment to be adequate for their learning.

Outfielder Projects & Presentations

After engaging in online and in-person workshops, each Outfielder selected a project to lead change within their library, their community, and/or the profession. They decided on a project based on individual interests, unique leadership strengths, and aspirational goals. They also considered in which area of the blueprint they wanted to build additional leadership skills. Each Outfielder met with the co-leaders multiple times to plan their project, consider modifications along the way, provide updates, and prepare to present at the conference. In addition, the online session on evaluation was timed to support the Outfielders in building evaluation into their project from the beginning. The instructor offered individual coaching on evaluation plans. Additional support was intended to come from mentors, whom they were charged to select.

The outfielders were in various stages of project completion when they presented at the ARSL 2022 conference. With much excitement, Outfielders prepared and presented their project topics to audiences ranging from 50 to over 100. The list of topics and presentations is in

Appendix D, Section 4 – ARSL 2022 Conference – Outfielder Sessions. The goals of these 5–7-minute talks and informal table talks were to share Outfielder projects, processes, learning, and resources with other ARSL members and prompt change in the profession. In addition, the Outfielders gained experience presenting at a national conference. For many, this national presentation was a significant achievement. For others, their experience helped them to encourage their cohort members. With such a cohesive group of Outfielders, another outcome of the conference was that 12 Outfielders and the grant leader left with a custom-designed Outstanding in Their Field tattoo.

Mentors

In the fall 2021, 20 mentors were recruited and listed on the [project website](#). These mentors completed an online form by indicating their interest in mentoring, their style of mentoring and coaching, and their areas of expertise. Expertise was offered on the topics of budgeting, building a brand, library culture, community assessment, conflict resolution, program development, partnerships, equity, evaluation, change management, group facilitation, staff development, policy, strategic planning, and thought leadership.

In the Autumn of 2021, Outfielders engaged in a workshop on how to select and communicate with mentors. They were encouraged to identify key areas of learning and build a mentoring team to address these areas. Although this mentoring infrastructure was provided, Outfielders were less apt to contact and engage with the ARSL-identified mentors. Outfielders may have sought local mentors. They also mentored and coached each other. In addition, each Outfielder had online, individual meetings every 3-4 months with the institute co-leaders, which some indicated served the need for mentorship.

Mentorship is an important aspect of professional growth and confidence-building. To this end, future leadership efforts may want to take more time at the beginning of the program to connect participants with those who can be supportive of their professional learning and skill attainment on a more frequent basis.

Instruction

Instructors

A diverse faculty of instructors from various institutions throughout the United States were recruited for their expertise in the key curriculum areas and their commitment to experiential learning instruction. They received details about the institute's participants, philosophy, instructional guidelines, the blueprint, the workshop outcomes, and the place their session fit within the broader curriculum. See Appendix E for the list of instructors and [this page](#) for their biographical information.

Instructional Tenets

While particular attention was given to what Outfielders learned (curriculum), just as much attention was devoted to how they learn (instruction and learning experiences). Fundamental instructional tenets guided the development and implementation of Outstanding in Their Field to support self-confidence and self-perception as a leader:

- Outfielders bring their own expertise, experience, and dispositions to the learning. They are part of instructing and learning. They may learn from each other as much as from the formal instruction and instructors.
- Leadership does not have to be positional. Based on emergent leadership research (Northouse, 2019), Outfielders can employ their innate leadership talents, build leadership abilities, and choose to show up as leaders in any situation. In other words, leadership can be learned, applied, and developed in any situation with attention and intention.
- Learning involves confusion, discomfort, and exploration. We welcomed befuddlement and from the start, Outfielders agreed to approach their institute activities with a growth mindset rather than fixed mindset (Dweck, 2006).
- Outfielders learn through reflection, discussion, experimentation, and application (Brooks-Harris & Stock-Ward, 1999). While content is conveyed and tools are shared, it is practice with these concepts, skills, and tools that builds leadership competence and confidence.
- Each Outfielder is in their own institute. They each show up with unique experiences and are on their own unique path to their next level as a leader. They prioritize what they learn, take away, and apply. Each will end up in a different place, based on their unique lens, interests, motivations, and experiences during the institute.
- Individual Outfielders require input to stay the course, see their path, and step up beyond what they may think they are capable of (Stanier, 2016).
- Potential is grown more readily with others (Achor, 2018). With peer coaching, mentors, and collaborative learning, all Outfielders will achieve with more ease and joy.
- Humor and play enhance learning.

Online Learning Approach

The institute started in June 2021 with online learning using a modified peer instruction model (Mazur, 1997) of sending a recording with content at least 10 days before the live session. The live session then allowed the participants to apply the content to their library work and engage with the instructor(s) and other participants. This test of the “flipped classroom” approach proved popular (see the onboarding section below). Instructors for online sessions received an Instructor’s Guide that suggested strategies for the flipped approach, including specific considerations for the recorded videos, student pre-work, and online, interactive sessions.

Instructional Guide

To support instructors in designing experiential learning, two instructional guides were developed and distributed, one for the in-person events and another for the online sessions. Appendix F is the instructional guide for the in-person sessions and the online version was slightly modified to support the pre-recorded sessions and interact strategies of the live, online sessions.

Participants

In April 2021, 30 individuals from 22 states were selected to participate in the institute, and all accepted the 18-month commitment. See Appendix G for the Outfielders names, libraries, and towns when they were accepted.

Recruitment

The ARSL Leadership Institute recruitment language included:

This institute is “designed for the ‘accidental library leader’ who does not have an MLIS, and potentially no college degree at all. They have a variety of backgrounds: the cashier from the local Mini-Mart with good customer service skills, the cataloger who worked at the library for 12 years and just became the new library director, or the schoolteacher who ended up running the local public library. They may have an official title and position of authority, or they may be looking ahead to a leadership role within their rural or small library. The institute is for those who are ready to expand their professional capabilities and grow as library and community leaders.” Emphasis was also placed on equity, including seeking diverse participants and those committed to leading equity initiatives in their communities.

Recruitment included announcements on email lists, including ARSL, Public Library Association, state-level, tribal library, and rural email lists. Advisory team members used their networks to promote the institute and state library agencies also spread the word. One strategy for gaining strong candidates was to ask those who already were library leaders to reach out individually to people they saw as having potential and personally encourage them to apply.

Selection

ARSL received 181 applicants from throughout the country and serving in various roles in their libraries. Applications were initially reviewed by the project core leaders (Appendix E). Those not meeting the qualifications for application were removed and applicants were then grouped by region of the country. This allowed smaller groups of applications to be reviewed and scored competitively within their region, ensuring that the final pool would include Outfielders from throughout the country and multiple states.

The assessment of the qualified applicants was conducted with a rubric (see Appendix H) using four teams of two who received 12-18 applications from a region of the country in which they did not work. This strategy helped reduce the number of reviewers who may know the applicants they were reviewing, thus minimizing bias. At the same time, the pools of candidates were then narrowed by region to ensure participation from throughout the country.

Because the institute focused on equity, a question was asked in the application about how the applicant does and would promote equity in their community. In addition, the selection process included a prioritization of participants who self-identified as being a member of a marginalized or excluded demographic (e.g., ethnicity, gender identity and expression, sexual orientation, ability, economic background, educational attainment, or age). Appendix H is the application review rubric that all reviewers used to score the applications.

Onboarding

ARSL provided a celebratory welcome via press releases, including a template for participants to customize for their local press. This material was transparent in indicating how competitive the process was and how the acceptance was the equivalent “grant” or nearly \$8,000 that would be expended for that individual’s travel and leadership development.

Within their first months, each Outfielder received a welcome package with an institute journal, a StrengthsFinder book and assessment, and other educational supplies. They were welcomed via a recorded video developed and distributed by the two lead instructors. Each Outfielder also met individually with the two lead instructors via Zoom to develop rapport and clarify their goals, interests, and concerns.

As the cohort got underway, the Outstanding in Their Field website was sent to all participants, including a sign-in area for their engagement, and access to learning materials. In addition, one individual developed a Discord channel just for participants to communicate and share. Later a Facebook Group was launched by ARSL for the Outfielders to stay in communication with each other and the project leadership. This social channel continues to be used while the website login area was not, pointing to the need to meet the participants online where they are.

At a June 2021 introductory Zoom session, Outfielders worked in small groups to develop “Outstanding Agreements” or norms for undertaking this leadership institute together. This activity allowed them to get to know a few people more directly through discussion and to articulate their needs for a safe and collaborative learning environment. Key agreements included respectful communication, valuing each other, staying focused, being patient with each other and different learning types, and remembering to have fun and enjoy the experience. Informal feedback from this session included, “I loved the meeting, it was really great to see where others might be as nervous as myself but also everyone was so kind and enthusiastic!” “It worked well to start from ‘scratch’ and building (sic) the framework (agreements) together.” “The video (sent ahead of time) was excellent and definitely made me feel like there are areas that I am doing well, but then there are areas I need to improve.” “I loved meeting in smaller groups, I felt like I got to know a few people and it helped ease my anxiety.”

At the August 2021 in-person workshops in Salt Lake City, Outfielders rotated throughout the two days into different small groups to get the opportunity to meet and collaborate with many other Outfielders.

Engagement & Retention

The lead instructors and ARSL staff prioritized Outfielder retention. Anticipating that Outfielders would face personal and professional changes and challenges in the 18-month program, the institute was centered on relationship-building, personalized learning, and frequent check-ins. In addition, and as stated previously, the various instructional practices and content areas throughout the institute focused on Outfielder engagement and empowerment. ARSL leadership officially recognized the Outfielders at the ARSL conferences in 2021 and 2022. All Outfielders completed the institute in January 2023 with a graduation ceremony and each participant received a plaque of recognition.

In 2023, Outfielder Angela Watkins reflected to the other Outfielders,

“I will never forget you all. I believe that the human-interest story has been written. Our lives changed in a great way, some walked away feeling loved, wanted and needed, some walked away with newfound comfort in knowing acceptance and some felt valued. All understood the desire to influence, making a difference was important and not just to degree holders. We had the best instructors to help us overcome roadblocks and we learned to forge ahead with pride and new skillsets! Thanks to you all for making a difference!”

Evaluation

An external evaluation firm developed a series of surveys for each session or workshop series. They also conducted pre and post surveys for Outfielders and conducted interviews and content analysis of institute artifacts. A separate report (LJH Consulting, 2023) provides more details on the institute's evaluation findings and recommendations.

Future Directions

Recommendations

Along with the recommendations in the accompanying evaluation report (LJH Consulting, 2023), additional areas for improvement include better integration of equity expertise during the curriculum design and delivery, more opportunities for Outfielders to meet library leaders at the conference, better strategies for introducing mentoring to the Outfielders, additional support for travel logistics, and more ways to disseminate institute content to other ARSL members.

A separate leadership institute for ARSL members who face societal and library marginalization would allow for additional development and cohort cohesion to address the singular issues of stepping into leadership in a white-dominated, heterosexual, cis-gender work environment. Program design could be informed by offerings such as the American Library Association's Spectrum Scholars program.

Scalability

The institute curriculum is scalable to shorter periods for a cohort as tested in a Texas pilot outlined below. While reducing the content and timeframe may limit the overall depth of impact on individuals, more ARSL members would have opportunities to learn in cohorts over a 6–9-month period. Focal areas could be in the domains of leading self and leading others because the participants can gain more knowledge and skills in leading in the library, community, and profession during ARSL conferences and other professional development.

Along with cohorts, online modules could be offered a la cart to ARSL members. In addition, regional and state professional development, and other educational organizations, including university courses and/or continuing education and certificate programs could support identified areas of development.

The abridged rural library leadership institute was piloted from January – July 2022 with a cohort hosted by Partners Library Action Network in Texas. This smaller rural library cohort (15)

received a field guide to leadership that combined the journal concept and materials for online learning. The online workshops occurred in January – March and May – July with sessions similar to those offered to the ARSL Outfielders. Other aspects that replicated the ARSL pilot institute included participants attending in-person learning and additional sessions at the Texas Library Association conference in April. The conference experience increased colleague connections and allowed the participants to pursue individual interests in leadership topics at the conference. One surprising and coincidental outcome was that two participants got tattoos while at the conference.

Retention rates were not as high in Texas which may be attributed to two things. First, because the selection process was different from the ARSL process, some Texas participants were less engaged and committed over the seven-month program. Second, the participants did not receive individual online coaching with lead instructors during their truncated institute. Replicating ARSL's selection process and frequent individual check-ins could address retention issues.

Rural & Small Library Leadership Development Blueprint Uses

In the future, in keeping with the sister document, Nexus LAB's Layers of Leadership recommendations, the Rural & Small Library Leadership Development Blueprint could be used in several ways:

1. by individuals, to direct their areas of growth and development related to the different layers of leadership in their work.
2. by educators, both in organizations of higher education and continuing education, to inform rural and small library professional development across various layers of leadership.
3. by agencies working with rural and small libraries, to identify key competencies for library leadership recruitment.
4. by training professionals, to customize training offerings for rural and small library professionals to develop skills and confidence in each layer of leadership.
5. by supervisors, to identify areas of growth and development for their rural and small library staff, to include in succession planning and other ongoing talent development.
6. by funders, to identify gaps and opportunities for increasing capacity in the rural and small library landscape.
7. by ARSL leadership, to continue and expand the skills across the layers of leadership for their members.

Participant Considerations

As indicated, participants were selected from a broad range of libraries throughout various areas of the country and with wide variation in their experience in their work. Future institutes may want to narrow the participants to those with less leadership experience in a library, for example under 5 years as a director or in management. In addition, participant selection could focus more on participants' support for influencing change in their library. OITF applicants were required to have letters of support from their supervisors, and those letters were reviewed to confirm that participants would have the support to participate fully, including leading change. Even with this selection criteria, some Outfielders faced resistance to change, especially those not serving in positions of management in their libraries.

The institute leadership team made the key decision to select participants without the MLIS. The cohort members, therefore, discussed among themselves that the dynamics of not having the MLIS were fraught. They spoke of barriers they faced in their professional careers and/or the way they perceived themselves or were perceived as less valued by others. Because of the nature of rural and small communities, factors such as the scant funding and remote locations, combine to make it less feasible for those working in the smallest libraries to gain the MLIS.

OITF set out to develop a leadership institute to fill the gap in confidence more than ability. Many rural librarians are effective in their libraries and communities, but face self-doubt and lack of confidence because they lack credentials. In fact, as evidenced by the quality of ARSL member programs at the conferences and discussions online, a rural librarian can perform quite effectively either with or without the degree. More study is needed to determine the key attributes of rural and small library leadership that account for this phenomenon.

Appendix A: ARSL Rural Library Leadership Institute Blueprint

	LEADING SELF (A)	LEADING OTHERS (B)	LEADING IN THE LIBRARY (C)	D. LEADING IN THE COMMUNITY (D)	E. LEADING IN THE PROFESSION (E)
STRENGTHS (1)	STRENGTHS	COACHING	SOAR MODEL	ASSET-BASED PARTNERSHIPS	STRENGTHS-BASED CONTRIBUTIONS
VALUES (2)	CORE VALUES	VALUES & CONFLICT RESOL.	ORG. VALUES PROF. VALUES	PROF. VALUES W/IN COMMUNITY	MODELING PROF. VALUES
POSITIVE DISPOSITION (3)	POSITIVITY WELL-BEING	YES AND...	REFRAMING ISSUES AS OPPORTUNITIES	APPRECIATIVE INQUIRY, COMMUNITY WELL-BEING	PROACTIVE CONTRIBUTIONS
EQUITY & INCLUSION (4)	PRIVILEGE AWARENESS	CULTURAL COMPETENCE & HUMILITY	INCLUSIVE STAFF, EQUITABLE SVCS.	EQUITY LEADER & PARTNERS	EQUITY LEADER
BRAND (5)	PERSONAL BRAND	SHARED BRAND	LIBRARY BRAND & ADVOCACY	NETWORKING TO WIN THE ROOM	LIBRARY IMAGE TO NON-LIBRARIANS
GROWTH & CHANGE (6)	GROWTH MINDSET	TALENT DEVELOPMENT RADICAL CANDOR	LEARNING ORG. LEADING CHANGE	INFLUENCING COMMUNITY IMPROVEMENT	CHANGE AGENT IN THE PROFESSION
EFFECTIVENESS (7)	SELF-AWARENESS SELF-REGULATION	FACILITATION EVALUATION	LIBRARY EVALUATION	COMMUNITY ASSESSMENT	PRESENTATIONS PARTICIPATION

Appendix B: Learning Plan Overview

Cohort Learning

Conference Learning

Participant Projects

Residential 2021 (Leading Self/Leading Others)

- Strengths (1A, 1B)
- Values (2A, 2B)
- Positivity (3A, 3B)
- Privilege (4A)
- Cultural competence (4B)
- Brand (5A, 5B)
- Growth mindset (6A)

(7A - All sessions lead to self-awareness & self-regulation)

Conference 2021 (Leading Library/Community)

- Networking (5D)
- Professional values and culture (2C)
- Inclusive staffing/culture (4C)
- Appreciative inquiry (3D)
- Community assessment (7D)
- Community well-being (3D)
- Equity in library services (4C)
- Asset-based partnerships (1D)
- Building a mentor team (6A)

Outfielder Projects (Leading Library/Community)

- Prof. values in the community (2D)
- Modeling values in the profession (2E)
- Proactive contributions (3E)
- Equity (4D or 4E)
- Leading change (6D, 6E, or 6F)
- Organizational evaluation (7D)
- Facilitation (7E)
- Presentations (7E)

Online Learning

- Leadership strengths (1A)
- Managing conflicts (6B)
- Leading change (6C)
- Project evaluation (7D)
- Library advocacy (5C)
- Presentation skills (7E)

Conference 2022 (Leading in the Profession)

- Presentations by Outfielders (E)

Appendix C: Structure of Institute Learning

Institute sessions included blended learning with content and engagement in synchronous and asynchronous timeframes and online and in-person sessions.

- Immersive multi-day sessions (in-person) included:
 - August 2021 residential immersive workshops on Leading Self and Leading Others
 - ARSL Conference 2021 track on Leading in the Library and Leading in the Community
 - ARSL Conference 2022 focus on Leading the Profession as they present their learnings
- Online sessions included a flipped classroom in which the instructor(s) recorded content first that Outfielders watched in preparation for the session; a synchronous session in which Outfielders engaged with activities, coaching, and questions to practice and apply concepts to their library work.
- Peer work and collaboration, individual reflection, and other strategies were used throughout to promote individual learning while building cohort connections.
- Activities that allowed Outfielders to practice or experiment with concepts to build competence and confidence in the content.
- Emphasis was placed on building capabilities that are immediately applicable to work back at the library while having a long-term impact.
- Each participant chose a leadership project in which they stepped to greater leadership in their library, community, or profession, with an emphasis on change leadership.
- The culminating experience at the conference showcased what each Outfielder learned in ways that inspired others in the profession.

Leadership Projects, Mentors, and Presentations

By early 2022, participants identified a project that helped them grow their leadership in their library, community, and/or profession. ARSL mentors were offered to provide expertise to support participants in their project planning, execution, and evaluation. Examples of the types of projects participants may select are:

- Developing a staff manual for their rural and/or small libraries
- Recording and hosting videos of unsung heroes of their community
- Facilitating community initiatives with partners
- Conducting a community needs assessment and outreach to underserved populations
- Leading a professional organization or initiative

Participants presented at the ARSL 2022 conference on these projects and their learning that resulted. Presentation options were table talks, lightning talks, and panel presentations. Two Outfielders wrote articles/blogs rather than present.

Appendix D: Learning Session: Topics, Objectives, & Instructors

August 2021 In-Person Workshops

Instructors: Dr. Kawanna Bright, Kieran Hixon, Dr. Sharon Morris (workshops were co-facilitated by Kieran Hixon and Sharon Morris unless otherwise indicated below)

Day 1

Growth Mindset (6A)

- Awareness of Fixed and Growth Mindset
- Commit to a growth mindset throughout the institute

StrengthsFinder (1A, 1B)

- Objectively assess strengths and weaknesses
- Plan for using strengths with intention in work
- Learn to coach others based on strengths

Core Values (2A, 2B)

- Identify core values that motivate decisions and behaviors
- Consider how values can build a leadership plan in work
- Gain strategies to navigate values conflicts with others

Privilege (4A) - Dr. Kawanna Bright

- Understand concepts of privilege in our society
- Identify individual privilege and the implications
- Plan for regulating through awareness & growth

Positivity, Part 1 (3A) (Evening Session)

- Understand the importance and impact of a positive frame in work
- Gain strategies for strengthening positive disposition and resilience

Day 2

Positivity, Part 2 (3B)

- Learn and practice “Yes, And…” techniques to build positive work relationships

Cultural Competence & Cultural Humility (4B) - Dr. Kawanna Bright

- Awareness of perspectives of other cultures, people
- Learn effective skills to engage with others of various backgrounds with humility
- Plan for shifting interpersonal connections that benefit others in the library and community

Personal Brand (5A, 5B, 5D)

- Develop a personal mission statement
- Articulate individual leadership brand
- Plan for maintaining and “living” the mission and brand

Online Sessions: Recordings & Live, Interactive Sessions

Instructors: Online workshops were co-facilitated by Kieran Hixon and Sharon Morris unless otherwise indicated below.

Introduction to Leadership & Influence – June 2021

- Gain awareness of key behaviors of emergent leaders
- Identify their individual leadership style and strategies

Commit to building leadership skills over the 18 months and beyond
Establish shared agreements for the Outfielder cohort

Managing Conversations (6B) - Sept. 2021

- Learn models and tools for direct conversations
- Practice and get feedback on radically candid conversations
- Gain confidence and commitment to using caring and candor to resolve issues and build relationships

Communication Strategies for Managing Change (2C) - Nov 2021 – Lynn Hoffman

- Identify the reasons a change might be difficult for themselves or for others
- Apply specific communication techniques that improve the probability of successful change
- Adapt practices for ideal change management to real-world conditions

Evaluating Library Services (7C) - January 2022 – Amanda Johnson

- Identify the basic components of an evaluation plan
- Define the difference between inputs, outputs, and outcomes
- Create a project evaluation plan that identifies outcomes, indicators, and data gathering methodologies
- Analyze and correctly apply appropriate data gathering methods including surveys, focus groups, and observation

Outfielder Choose Their Own Adventure - March 2022

- Gain tips and strategies for crafting a conference session proposal
- Develop compelling conference presentation descriptions
- Learn about other Outfielder projects

Leadership & Your Brand – April 2022 – Cicely Douglas

- Greater awareness of how to evaluate one's personal leadership strengths
- Greater awareness of how to evaluate one's personal values
- Greater awareness of how to evaluate one's personal brand

Library Advocacy (5C) - May 2022 – Patrick Sweeney

- Understanding branding strategy for libraries
- Discover ways to articulate library advocacy for different audiences
- Establish a plan for advocacy over time

Presentation Skills (7D, 7E) - July 2022

- Awareness of conference logistics to allay pre-session anxiety
- Gain tools for micro presentations in preparation for the conference
- Plan for conference with others presenting in the same session

Lightning Talks & Sharing Out - Nov. 2022

- Connections with other Outfielders summarizing the value of being in the institute
- Plan for building other leaders in your library or area
- Strategic reminders for planning (SMARTIE goals) and holding oneself accountable

Graduation & Stronger Together - Jan. 2023

- Celebrate the completion of the pilot cohort of Outstanding in their Field
- Acknowledge the contributions and growth of each Outfielder
- Launch the next chapter of their leadership story

ARSL Conference 2021

For Outfielders & Open to all ARSL conference attendees

Professional Values (2C) - Gail Santy, Maribeth Shafer, & Patty Collins

- Understanding the role of professional values
- Integration for professional values into library work
- Applying professional values – challenges and conflicts among them

Inclusion in Staffing and Culture (4C) – Claudine Perrault

- Build awareness of the importance of inclusion to represent community via staffing
- Gain specific strategies through case studies and stories
- Get tools for inclusivity and equity assessment and improvement

Appreciative Inquiry (3D) – Kate Brunner

- Become familiar with the techniques of appreciative inquiry
- Learn how appreciative inquiry can be applied in the library and in the community
- Develop 2-3 strategies for applying appreciative inquiry in the coming 3 months

Community Well-Being (3D) – Hope Decker

- Gain an understanding of how rural and small libraries contribute to community well-being
- Learn about the research on rural library and community well-being
- Consider ways to shift some library services to increase community well-being

Equity in Serving the Community (4C) – Dr. Nicole Cooke

- Be aware of equity issues and the larger impacts they have in your community
- Discover how other libraries are providing equitability in small communities
- Understand the barriers of some community members and consider ways to reduce barriers

Asset-based Partnerships (1D) – Chance Hunt

- Understand the concept of asset-based partnerships
- Develop an initial map of potential partners and their assets, as well as libraries assets
- Walk away with a plan for developing and maintaining asset-based partnerships

Community Assessment (7D) – Jamie LaRue

- Understand the types of data and components for gathering communities assessment
- Practice and skills in interviewing community stakeholders
- Establish a list of community stakeholders and a plan for reaching them with interviews

Pre and Post Conference Session (7A,B) – Outfielders Only Session with Kieran Hixon, Sharon Morris

- Gain skills in networking at the conference
- Consider areas of interest in growth and development (specific to the project)
- Identify people and mechanisms to find people to serve on your mentoring team
- Gain strategies to move forward with your mentoring Jedi Council

ARSL Conference 2022 – Outfielder Sessions

Panels

- Community Conversations & Connections
 - Jessica Anderson – Coffee Conversations for Community Impact
 - Leticia Snow – Tapping Into the Community
 - Mellissa Clark – Community Collaborative Project
- Building Community with Books & Food
 - Jenn Coleman – Feed Your Community
 - Joshua Olsen – Community Food Pantry & Free Libraries
 - Meredith Fletcher – Food Literacy & Libraries
- Strategic Planning
 - Amajah Langford – Improving Community Awareness: It's an Us Problem
 - Margaret Woodruff – Sharing the Umbrella: How a library values exercise can inform and inspire practice and service
 - Ali Iserman – Think Outside the Library: Creating a community-focused strategic plan

Spark Talks

- Victoria Blackmer – Building a Community: Best practices for developing a successful virtual forum
- Annie Bowers – Creating a Community Resource Guide
- Amadna Doherty & Lisa Thompson – Go Your Own Way: Leading with passion
- LaTonya Jones – If I Can Do It, So Can You
- Kayla Morris – Setting the Watchman: Libraries and neighborhood association partnerships
- Jenny White – La Biblioteca Es Para Ti
- Kathy Wilderson – Don't Underestimate Yourself and Your Power to Lead

Table Talks

- Erykah Condon – Beginner's Luck – a leadership journey
- Deana Jones – What Are Riegeview: A community tells their story
- Angela Karen – Hacking your Smart C.A.P.
- Shayne Philips – Introducing New Technology Without Losing Sight of Small Twon Values
- Angela Watkins – Roadmap to Sustainability
- LaShunda Williams – Tales in the Park
- Tasja Williams – Finding the Importance of Libraries

Written Submissions

- Bree Drapa – You've Got This!: The importance of professional development and networking for solo librarism
- Kameron Mitchell – Move Over Melville

Appendix E: Leadership Institute Teams

Advisory Team

- Cicely Douglas, Library Director, South Sioux City Public Library
- Christina Drummond, CIPP/US, OAeBU Data Trust Program Officer, Educopia Institute
- Mary Hirsh, Deputy Director of Public Library Association
- Chase Hunt, Senior Lecturer, iSchool at University of Washington
- Susan O'Connell, Director, Craftsbury (VT) Public Library
- Timothy Owens, past State Librarian, State Library of North Carolina (COSLA representative)
- Jennifer Peterson, Community Manager, OCLC/WebJunction
- Jennifer Wann, Manager of Library Development, Arkansas State Library
- Kathy Zappitello, Executive Director, Conneaut (OH) Public Library

Core Team

In an “all hands on deck” approach, ARSL staff, board members, and members developed and implemented this multifaceted leadership institute. The core leadership team biographies [are provided here](#) and their work for the institute is outlined below:

- Kieran Hixon, grant leader and co-lead instructor
- Kate Laughlin, ARSL Executive Director, grant administrator, institute communications
- Dr. Sharon Morris, institute lead on curriculum, instructional design, and faculty, co-lead instructor
- Kathy Zappitello, immediate past President of ARSL, institute advisor and mentor

ARSL Staff

- Megan Fontaine, ARSL staff, institute graphic designer, and logistics
- Hannah Streetman, ARSL Programs & Events Coordinator

Instructors ([see also](#))

- Dr. Kawanna Bright, Associate Professor of Library Science, East Carolina University
- Kate Brunner, Early Learning Librarian, Colorado State Library
- Patty Collins, Central Kansas Library System
- Dr. Nicole Cooke, Augusta Baker Endowed Chair and Associate Professor, School of Library and Information Science, University of South Carolina
- Hope Decker
- Cicely Douglas, Library Director, South Sioux City Public Library
- Kieran Hixon, Rural Library Consultant, Colorado State Library
- Lynn Hoffman, Director of Operations, Somerset County (NJ) Library System
- Chance Hunt, Associate Teaching Professor, University of Washington Information School
- Amanda Johnson
- Jamie LaRue, CEO, LaRue and Associates
- Dr. Sharon Morris, Public Library Leadership Consultant, Colorado State Library
- Claudine Perrault, Director, Estes Valley Library
- Gail Santy, Central Kansas Library System
- Maribeth Shafer, Central Kansas Library System
- Patrick Sweeney, Political Director, EveryLibrary

Appendix F: Instructor's Guide *(for in-person instructional design)*

Introduction

“Outstanding in Their Field” is an IMLS-funded project to elevate staff in rural and small libraries to step confidently into leadership roles in their libraries and beyond through participation in an immersive institute. The Association of Rural and Small Libraries Leadership Institute is an 18-month blended learning experience for 30 participants.

This document is designed for instructors of the in-person sessions, including at the 2021 conference. Our goal is that experiential learning, based on adult learning theories, will result in all participants walking away with competence and confidence in the topic area. Indeed, we would like participants to have ideas and plans they can immediately apply to lead change, in themselves, in their library, communities, and/or the profession.

Outstanding in Their Field uses a *backward design* approach to planning learning session:

- Develop the learning outcomes first and then align all workshop content, activities, and evaluation to these key outcomes.
- After determining the outcomes, the instructor(s) can determine which content to use. Rather than being comprehensive in covering all content on the subject, decisions of content will be based on key learnings. Additional resources can be provided for participants to gain a more comprehensive understanding of the content after the workshop.
- After the initial identification of the content to be covered, instructors can design content transfer and activities to achieve those outcomes. Below are several considerations and options, a menu list of possibilities for this planning.
- The preparation process is interactive and at any time the instructor(s) may revisit outcomes, content, activities, or course materials to tweak and modify for alignment and optimal learning and application.
- All content, including graphics, need to include any sources and comply with copyright and creative commons licensing requirements.
- All sessions will include evaluation from an external evaluation team after the event so no need to plan your own evaluation.

Outstanding in Their Field uses an *experiential learning* approach to learning sessions. Some key characteristics of experiential learning are:

- Immersive
- Active involvement of participants (hands-on)
- Leveraging participants' knowledge, experience, & expertise
- Small group interactions and discussions for full participation and colleague connection
- Practice/experimentation for skill building & problem solving
- Reflection to deepen learning & plan for application
- Coaching and mentoring to build confidence & application
- Practical tools and examples of application
- Behavior change as an outcome

Planning Your Session

Begin with the End - Learning Outcomes

- Start with learning outcomes - what will the participants gain and walk away with? How are they changed or poised to create change when they leave?

- Outcomes are tangible tools, skills, plans, and other impacts that lead to behavior and/or organizational change.
- Learning outcomes set the compass for all learning content, activities, and evaluations - alignment with learning outcomes throughout the design, experience, and evaluation is foundational to strong learning.

Design Template for Sessions

After determining the learning outcomes, we request instructors use the following template* for the in-person sessions. Further examples and options are given in this document to support instructors with this structure.

1. **Start Strong** - The workshop introduction offers a map of the plan and sets the tone for the learning experience to follow.
2. **Audience Knowledge** – Engage participants by asking them to consider their experience and knowledge on the topic.
3. **Content** –Ensure new learning happens by going beyond “sage on the stage” to “guide on the side.”
4. **Experimentation & Practice** – Involve the audience in activities that grow their skills, knowledge, abilities, and/or confidence in the subject.
5. **Debrief** - Discuss the activities to deepen the learning and identify practical meaning.
6. **Bringing It Home** – Save time for participants to plan for applying new understanding and/or skills to make change in their interactions/work at the library.

Components & Options for Your Immersive Session

Start Strong - Workshop Introduction

- Set the tone - story, quick activity, initial audience engagement
- Introduce learning outcomes - what will they walk away with?
- Share key themes & agenda - where are you headed
- Brief description of activities of the session - how will they be involved?
- Provide context on how this session fits within the institute

Audience Knowledge

Adult learners bring experience, knowledge, and expertise. To remember something new, it's easier when learners can connect the content to previous knowledge or understanding. Furthermore, by asking them to reflect on and share their perspectives, participants become more conscious of what they bring, affirm their value as a contributor, build their confidence, and motivate them to expand their knowledge. Techniques for including audience knowledge and experience can be done quickly as you introduce a concept or activity or may be integrated into longer activities in which they gain more knowledge and/or interest in the topic.

Key

- Be encouraging of all input
- Reinforce the value of audience knowledge, experience, and expertise
- Tie all comments back to session content; make deeper connection and understanding toward goals
- Use as a bridge to conveying content to be learned

Content

While tempting to share as much content as imaginable, the key to true learning is when the participants can assimilate new information, add new knowledge and understanding, and expand their awareness of the topic. This process also involves them conceptualizing how the content relates to them on a practical level.

Techniques

- **Sage on the Stage** – Lecturettes with facts, theories. Supplement with visuals and hand-outs if longer lectures are planned. Please reserve this technique for truly expert-only content.
- **Storytelling** – Context-appropriate stories illustrate information in memorable ways.
- **Hand-outs, Quizzes, etc.** – Paper forms of content can be used/written on by participants
- **Visuals** – Infographics, images, videos, handouts, etc. may illustrate content in intuitive ways.
- **Gallery Walk** - Small groups use flipcharts, sticky notes, or other tactile office materials to convey content. Following this activity with a gallery walk helps everyone to learn content from each group.
- **World Café** – Rotate small groups with topics distinct to specific tables may be effective when you want participants to consider topics at one level, then revisit at a deeper, or broader, level.

Key

- Provide clear instructions so participants clearly understand what they are to do.
- Debrief all activities to clarify the salient points and take-aways.
- Ensure the activity fits the content and does so in ways that enhances, not detracts from the learning.
- Focus on participant assimilation and conceptualization more than content transfer.

Experimentation & Practice

Learning “sticks” when participants can experiment with the content and practice to build their skills and confidence in applying the learning.

Techniques

- **Case Studies** – Participants use relevant case studies to apply institute concepts to the actual library setting. Through this process they experiment with tools and concepts. Cases will be foundational to the institute.
- **Practice Role-Plays** – Scenarios can be developed in which participants each choose a role to play in order to gain more specific practice with a concept.
- **Projects & Products** – Production of a product allows participants to apply concepts to a tangible result.
- **Concept Mapping** – Participants use mind mapping or other visual formats to map out concepts and determine relationships among them in a non-linear format.
- **Creation (Artwork, etc.)** – Participants may use drawing, collage, sculpture, or other creative techniques to experiment with concepts and offer visual, tactile, and non-linear learning of content.
- **Prototyping** – Participants rapidly develop pilots or model products that then get analyzed and improved iteratively to refine both the product and the application of concepts.

Key

- Prepare instructions thoroughly so participants clearly understand what they need to do.
- Ensure activity fits the content to enhance, not detract from the skill building.
- Focus on participant experimentation and practice rather than mastery of content of skills.

Debrief

- Debrief all activities to clarify the impact of the learning on participants and deeper meaning for them.
- Questions during debrief may include:
 - Their experience - What did they do/experience (do/feel/experience)
 - Their reaction - How did they respond?
 - Their learning - What did they discover? Why is this important to them?
 - The impact - How does this learning apply to their life/work/relationships/etc.?
 - Their plan - What might they do differently now?

Bringing It Home

Application Though Action Plans & Goal Setting

- Reiterate goals/outcomes of the session.
- Summarize activities completed within context of any highlights, insights, calls to action.

Sample Reflection Questions (used 1-3 questions for individual reflection and/or in groupings of 2 - 3)

- Describe your experience. What discoveries did you experience in this session?
- Why were those new ideas important to you?
- How does the learning from this session relate to your library?
- How might you use these new insights, ideas, and techniques in your work?
- What barriers/challenges might you face and how can you address them?
- What subjects or skills are you now aware you want to learn more/practice more?
- What tools or skills do you now feel more confident using?
- How does the information from this session relate back to other learning/tools from the institute?
- What one or two concrete activities might you do in the next (timeframe, back at your library)?

Debrief – If you have time, ask participants to share their learning moments and/or how they envision using these insights in their work.

- This allows them to do their own planning while also providing ideas for other attendees.
- Another value of the debriefing exercise is for you to assess what was learned, which aspects resonated, which might be changed in future sessions, and how they are changing because of the session.

Participant Journal

Leadership Institute participants will have a print journal that they use for notes and reflections. With other conference participants, you can provide a hand-out for them or announce at the start of the workshop that participants will need paper and pen/pencil or laptop for notes, their thoughts, and their plans.

*Our instructional design template is based on adult learning theory and resources, including Brooks-Harris, J.E., & Stock-Ward, S.R. (1999). Workshops: Designing and facilitating experiential learning. Thousand Oaks, CA: SAGE Publications.

Appendix G: Participants in 2021-22 Cohort

The 2021-22 Leadership Institute participants and their workplace at the beginning of their ARSL leadership journey:

Ali Iserman, *Mediapolis Public Library, IA*
Amajah Langford, *Lexington County Public Library, SC*
Amanda Doherty, *Mt. Pulaski Public Library, IL*
Angela Karen, *St. Marys Community Public Lib., OH*
Angela Watkins, *Aztec Public Library, NM*
Annie Bowers, *Hoodsport Timberland Library, WA*
Arthur Newman, *Northumberland Public Library, VA*
Bree Drapa, *Westford Public Library, VT*
Erykah Condon, *Rangeley Public Library, ME*
Deana Jones, *Hickory Public Library, NC*
Jana Slisher, *Bath Township Public Library, MI*
Jen Coleman, *Summerville Public Library, PA*
Jenny White, *Schuylers Public Library, NE*
Jessica Anderson, *Humboldt County Library, NV*
Joshua Olsen, *Deming Public Library, WA*
Kameron Mitchell, *Pershing County Library, NV*
Kathy Wilkinson, *Pines and Plains Libraries, CO*
Kayla Morris, *Gallaher Village Public Library, WV*
LaShunda Williams, *Gadsden Public Library, AL*
LaTonya Jones, *Jonesboro Public Library, AR*
Leticia Snow, *Saint Peter Library, MN*
Lisa Thompson, *Jessie Peterman Memorial Library, VA*
Margaret Woodruff, *Charlotte Library, VT*
Mellissa Clark, *Camden County Public Library, GA*
Meredith Fletcher, *Community Library Sunbury, OH*
Natasja Williams, *Talkeetna Public Library, AK*
Shayne Phillips, *Kaneville Public Library District & Clinton Township Public Library, IL*
Sherry Aragon, *Española Public Library, NM*
Tayler Goodwin, *Lawrence Memorial Library, VT*
Victoria Blackmer, *Robert R. Jones Public Library District, IL*

Appendix H: Applicant Assessment Rubric

Part 1

	Enthusiasm for learning	Interest in growing others	Ready for change	Commitment to library service excellence
Look to:	Narrative, Letters	Narrative, Letters	Narrative, Letters	Narrative, Resume, Letters
5 pts	Provides concrete stories or examples that demonstrate enthusiasm to participant fully in institute activities. Enthusiastic words, phrases, and concepts make the reviewer smile and nod.	States their past experience, present situation, and/or future plans to grow others. Examples included development of others in their library, their community, and/or professionally. Letters may also describe the participants' interest/actions to grow others. They demonstrate potential to model for and support others. Intent to grow others is sincere and convincing.	Describes current situation with details on why they are ready to change, what types of change they want to make, and an eagerness to change. Change is discussed in the context of themselves, their library, their community, and/or the profession.	Articulates specific stories and/or examples of library service excellence. States why library service matters in a convincing way that demonstrates their dedication.
4 pts	Uses some language and examples that indicate enthusiasm to attend institute.	States an interest in developing others. Provides specific ideas for who and how they might grow others in either the library, community, and/or profession.	Expresses interest in change, including the types of changes they seek to make in themselves or their library.	Quality in library service is discussed in detail with s specific stories or compelling ideas that demonstrate interest.
3 pts	States one or two reasons they are enthusiastic. The enthusiasm is abstract.	States an interest in growing others. Provides abstract idea of what that might look like in their library. Little or no specifics are articulated.	Expresses interest in change without discussion of what types of changes they seek to make in themselves or their library.	Quality in library service is discussed. Specific stories or compelling discussion are not provided.
2 pts	States that they are enthusiastic to attend. No examples are given.	States an interest in growing others. No specifics are provided.	Participant expresses discomfort with change yet states some interest in change. Change is only discussed in relation to their own growth and development.	Library service is mentioned without specific interest in quality, improvement, or impact.
1 pt	No enthusiasm is evident.	Little or no discussion of interest in growing others. Focus is on self only.	Participant expresses discomfort with change and an unwillingness to change. No evidence of interest in growth and development.	Little or no interest in library service is discussed.

Part 2

	Interest in serving diverse communities	Aspiration to lead in their library & in their community	Alignment between their goals & the institute goals	Strategies to participate & complete the institute
Look to:	Diversity thoughts, Narrative, Letters	Narrative, Letters, Resume	Narrative, Letters, Resume	Narrative, Letters
5 pts	Represents a diverse community. Articulates at least one goal related to serving one or more sectors of the community. Have experience in diversity and/or serving diverse communities.	Provides stories, examples, and/or other interest in what their leadership may look like in their library or in their community. Letters, resume, and other evidence addresses their leadership aspirations. Professional leadership interests are discussed.	Participant goals are clearly stated and align to the institute goals of leading self, others, the library, community, and profession. All layers of leadership are discussed and addressed in the application materials.	Clear acknowledgement of the activities over time are discussed. Examples are given to demonstrate how the participant will meet the institute's expectations and overcome barriers to stick with it over time. Letters of support address ways they will support the participant in staying engaged in the institute.
4 pts	Expresses interest in serving diverse populations in specific terms. Provides specific examples of what they may like to do for their community.	States future leadership ideas and interests for their work in their library and community.	Participant goals are clearly stated and align to a large extent with the institute goals of leading self, others, the library, community, and profession. Most layers of leadership are discussed and addressed in the application materials.	Acknowledgement of institute activities are discussed with examples that may demonstrate how the participant will meet the institute expectations. Some discussion of overcoming barriers is present.
3 pts	Expresses interest in serving diverse populations in general terms. Does not provide specific examples of what these may look like for their community.	States that leading in the library and community are important. Lists 1-2 ways they would like to lead - statements are abstract or not specific.	Their goals for the institute are stated clearly. Less than three goals align with institute goals.	States a specific commitment to staying in the institute. Few compelling strategies are provided as evidence of persistence.
2 pts	Expresses mild interest in serving diverse populations. May not see need or low interest in making change.	States that leading in the library is important but does not provide specific ways they would like to lead.	Goals for the institute are stated in abstract ways. Less than two goals align with institute goals.	States a general commitment to staying in the institute. No strategies are provided.
1 pt	No interest in serving diverse communities is evident in the application.	Either has no statements of interest in serving in a leadership role or has already served in several leadership positions and has the skills and abilities.	Little or few goals are stated. Goals, if stated, do not align with the leadership goals of the institute.	Does not address how they will plan to participate over time. Does not discuss barriers and strategies for overcoming those barriers.

Appendix I: References*

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*The above references were used to inform the curriculum development and instructional methods of OITF. OITF workshops included additional resources and materials specific to the content and outcomes of the sessions.