

2014

Promoting Library Leadership: How to Develop Leaders through Multidisciplinary Post-Graduate Coursework at St. Catherine University

Laura M. Deshler
St. Catherine University

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**Promoting Library Leadership: How to Develop Leaders through
Multidisciplinary Post-Graduate Coursework at St. Catherine
University**

By
Laura M. Deshler

An Action Project Submitted in Partial Fulfillment of the
Requirements for the Degree of

Master of Arts in Organizational Leadership

**St. Catherine University
St. Paul, Minnesota**

December, 2013

Research Advisor: Deborah Grealy, Ph.D.

Date

Signature of Advisor



Master of Arts in Organizational Leadership

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Abstract

Leaders within public libraries must be able to effectively lead their team and organization in an ethical, effective, and enduring manner. One method to obtain leadership skills necessary to lead within a public library is through formal graduate-level coursework. Through a survey of public librarians, interviews, and an analysis of other regional ALA-accredited library science programs, this leadership action project explores how the Library Leadership Certificate offered at St. Catherine University can best be positioned to provide the necessary coursework to enhance leadership knowledge and practice among public librarians. The research conducted shows that awareness of the Library Leadership is low among existing and emerging leaders of public libraries in the state of Minnesota, and more should be done to increase the awareness, perception, and marketing of the Library Leadership Certificate.

Introduction

In an increasingly digital world, information management professionals are essential to the management, organization, and brokerage of knowledge in public, private, and non-profit sectors. These 21st century librarians hold graduate degrees in library science, preparing them for careers in traditional library settings, as well as in more non-traditional careers in competitive intelligence, knowledge management, digital services, search engine optimization, and records management.

Throughout my experience in the MAOL program and within my concentration in information services and technology, I have had the opportunity to study both disciplines of library and information sciences as well as organizational leadership; I continuously found myself intermingling aspects of each subject area into my coursework no matter the department in which I was officially taking classes. I have found both value and passion in the courses I have taken within the library science department, and have been impressed by the knowledge and intelligence of both faculty and students. Although I do not hold an MLIS degree of my own, I feel a strong connection to the discipline and want to see potential leaders of library organizations developed and well-prepared to take on the various leadership challenges of running a successful library.

Leaders in the library and information services professions face both immediate and long-term challenges of developing a team, including both the personal and professional coaching of direct reports, managing budgets and optimizing expenses, setting short-term and long-term team goals and strategies, as well as creating and maintaining internal and external relationships with strategic partners. Additionally, leaders of these teams must also understand how to effectively manage changes in information policy, challenges to intellectual property rights, upholding the

intellectual freedom and civil liberties of the clients that the team serves, all while ensuring clients are able to access digital and non-digital assets and services “regardless of age, education, ethnicity, language, income, physical limitations or geographic barriers” (American Library Association, 2013a).

It is imperative that leaders and managers in today’s information and library settings be well-versed in business acumen as well as in the subject matter expertise of library science. Leaders of library professionals must also be ethical, effective, and enduring leaders as they confront the complex and diverse issues found in the field of library science. On one end of the spectrum, library science students often take a class or two dedicated to library and personnel management within their graduate coursework, but the pursuit and formal study of business and organizational leadership is not fully captured. On the other end, graduate students studying leadership and business administration lack the subject matter understanding to fully tackle the unique leadership issues within library administration.

Although formal education is only one of many routes to obtaining knowledge and understanding of various subject areas, completion of graduate coursework is increasingly becoming a prerequisite for many professional positions. Because of the complex nature of their work, library professionals are typically required to hold master’s degree accredited by the American Library Association (ALA). For those in leadership positions, a Master’s of Business Administration (MBA) or other advanced degrees is at times expected, and advancement in the organization becomes increasingly difficult without one (Hering, 2010). However, obtaining a second master’s degree after already dedicating the time and completing the coursework for another may seem daunting and unachievable for many professionals.

In order to bridge the gap between library science and formal organizational leadership study, St. Catherine University has offered a certificate in Library Leadership since 2008, consisting of 15 credits of post-graduate coursework across the organizational leadership and library science departments for those already holding an ALA-accredited library science degree, or 18 credits for those holding an undergraduate degree. However, since the certificate's inception, not a single student has enrolled in the option (St. Catherine University Institutional Research, Planning, and Assessment, 2013). This research project will focus on determining what steps can be taken to improve enrollment in the Library Leadership Certificate at St. Catherine University. Specifically, this research will analyze potential marketing strategies, additional competitive intelligence research needed, and adjustments to coursework necessary to raise the visibility and stature of the current certificate option to ensure the sustainability of the Library Leadership Certificate.

Because St. Catherine University is the host to Minnesota's only ALA-accredited library science program, it has a distinct advantage by offering this unique certificate option. Improving upon the existing certificate model that combines the learning outcomes of both the organizational leadership and library science departments will help position graduates of the Library Leadership Certificate to become effective, ethical, and enduring leaders of library and information management teams, who can also serve as ambassadors to the MAOL and MLIS programs. Besides having an impact on St. Catherine University, this Library Leadership Certificate could also serve as a model for other ALA-accredited programs outside the state of Minnesota to use as a method for improving overall library leadership within the discipline.

Analysis of Conceptual Context

Historical Context

In the early 2000s, the American Library Association foresaw an impending leadership crisis within their profession. Concern grew as members of the library profession were nearing retirement age, that there would be “few experienced, trained, middle-level managers, supervisors, and administrators within the ‘middle’ age group of librarians who could ensure appropriate succession in the libraries following such a massive retirement exodus” (Curran, 2003). Although many professions will be affected by the retirement of the “Baby Boomer” generation, research conducted by Wilder (1999) found that the library profession is expected to be hit much harder by baby boomer retirement than comparable professions as librarians tend to be older as a general group compared to both the average US population as well as in comparison to their other professional counterparts. Wilder also concluded that librarianship is faced with the additional issue of a decrease in librarians aged 35-44, which only represents 14% of the total librarian population compared with the overall professional population of 27% falling into this age range (p.11).

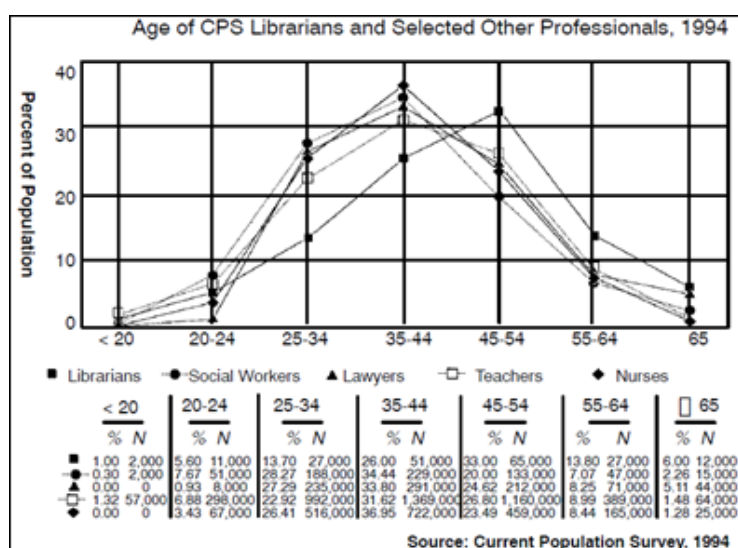


Figure 1. Age of CPS Librarians and Selected Other Professionals. From “Chapter 1: The age profile of librarianship,” by Wilder, S. J., 1999, *Journal of Library Administration*, 28(3), p. 11.

During this time period, the ALA also formally recognized the importance of preparing future leaders. In 1996 it began to investigate the possibility of a post-master's Certified Public Library Administrator (CPLA) program, which it officially established in 2001 (Moran, 2003). In order to grant certifications, the ALA developed a new professional organization under the 501(c)6 designator in order to certify individuals as well as to advocate for professional issues surrounding salary and professional recognition (Clark, 2002). The ALA, a 501(c)3 non-profit educational organization, continues to grant accreditation to educational institutions offering graduate degrees in library science.

For the purposes of this study, it is essential to discuss the differences between “*certification*” and a “*certificate*.” Both terms may appear in the research of the Library Leadership Certificate and its corresponding intersection with the ALA and public librarianship. The definition for “*certificate*” that will be used in this research is purely academic and leverages the definition that is set forth by the U.S. Department of Education. “*Certificate*” is defined as “an award that requires completion of an organized program of study equivalent to 18 semester credit hours beyond the bachelor's. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree.”

“*Certification*”, on the other hand, will be used to refer to the credential issued by CPLA, a public library administrator certification that is granted by the American Library Association Allied Professional Association (ALA-APA). Certification is voluntary and is granted to individuals who have completed an ALA-accredited master's program, have had three years of supervisory experience, have completed seven courses approved by the CPLA, and have received final approval from the CPLA Certification Review Committee. The term “*certification*” excludes the paraprofessional Library Support Staff Certification Program also

offered by the ALA-APA, which focuses on certifying library workers who do not hold an ALA-accredited master's degree. "*Certification*" also excludes any certification that is optional or required at the state or regional level. It is also relevant to highlight that the Library Leadership Certificate offered at St. Catherine University does not result in the CPLA certification by the ALA-APA.

Types of Librarians

The career possibilities of an accredited master's level library science degree are numerous. Degree holders may enter non-traditional careers in records management, information services, and knowledge management within non-profit organizations, government entities, and corporations. Traditional librarians may end up in academic libraries, public libraries, school libraries, and special libraries focused on law, medicine, or the arts (ALA, 2013c). Additionally, the different types of libraries often have their own professional organizations or divisions of a larger professional organization that provides continuing education opportunities, conferences, career and development resources, and advocacy for their members.

For the scope of this research, it is important to define the target market for the Library Leadership Certificate. The term "*librarian*" will be defined as an individual who holds a degree from a master's program accredited by the American Library Association, who works in a public library setting or identifies himself or herself as a public librarian, and aspires to a management or leadership position. The individuals included in the market for the Library Leadership Certificate must possess both attributes: an ALA-accredited degree and self-identification as a public librarian.

The ALA-accredited master's degree is the entry-level credential for an individual working as a professional librarian. According to the American Library Association, "ALA

accreditation indicates that the program has undergone a self-evaluation process, been reviewed by peers, and meets the Standards established by the American Library Association and Committee on Accreditation.” (ALA, 2013). Without an ALA-accredited degree, the Library Leadership Certificate holds little value in terms of advancing the individual’s career or status within the library, or in terms of better preparing individuals for leadership roles within the library.

This research will focus on public librarians. The other types of librarianship have different post-master’s education standards and certification requirements:

- School librarians must hold an MLIS or a School Library Media Specialist license or certification (within the state of Minnesota; requirements vary by state)
- Academic librarians may seek a second master’s degree or Ph.D.
- Librarians operating in special libraries may seek an MBA or other professional degrees that emphasizes their subject matter expertise (for example, a law librarian may seek a J.D.).

Therefore, it must be inferred that the correct market for the Library Leadership Certificate should focus on public librarians. Thus any research conducted as part of this leadership action project should be done with the public librarian in mind.

Leadership versus Management

Another important aspect to define for this project is what is meant by the term “*leadership*” as well as what “*leadership competencies*” are expected to be mastered at the completion of the Library Leadership Certificate. Previous research has indicated that although the ALA prescribes that management courses must be present in order to receive accreditation, there is no clear definition of “*management*” given within the ALA Standards for Accreditation

of Master's Programs in Library and Information Studies (ALA, 2008). Research conducted by Mackenzie & Smith (2009) found that because management can be interpreted as management of collections or management of information systems rather than focusing on traditional management principles drawn from the discipline of business administration, only 56.2% of library schools required courses that met the International Assembly for Collegiate Business Education's standards for management curriculum. Additionally, of the institutions that required management courses, only 58% of the courses contained leadership and leadership theory topics (Mackenzie & Smith, 2009).

Because the term "*management*" can be interpreted in various ways within the discipline of library science, as well being sometimes synonymous with leadership, it is important to differentiate between what is meant by "*leadership*" as compared to "*management*." As described by Bennis & Goldsmith (2003), leadership is much more than just management. They differentiate leadership from management by juxtaposing and defining the two terms by concluding that "managing is about how. Leading is about the what and why...leadership looks at the horizon, not just at the bottom line," (pp.7).

Management and Leadership Comparisons	
Management	Leadership
The manager administers.	The leader innovates.
The manager is a copy.	The leader is an original.
The manager maintains.	The leader develops.
The manager accepts reality.	The leader investigates it.
The manager focuses on systems and structure.	The leader focuses on people.
The manager relies on control.	The leaders inspires trust.
The manager has a short-range view.	The leader has a long-range perspective
The leader asks how and when.	The leader asks what and why
The manager has her eye always on the bottom line.	The leader has her eye on the horizon.
The manager imitates.	The leader originates.
The manager accepts the status quo.	The leader challenges the status quo.
The manager is the classic good soldier.	The leader is her own person.
The manager does things right.	The leader does the right thing.

Table 1. Management and Leadership Comparisons. Adapted from "Learning to lead: A workbook on becoming a leader" by Bennis, W. & Goldsmith, J., 2003, p. 7.

Within the field of library science, research conducted by Mason & Weatherbee (2004) describes that although recent surveys have indicated that librarians are aware that leadership skill development is necessary, “leadership training has perhaps also been stymied by a lack of agreement about what constitutes a key set of leadership skills for librarians...There is no common vocabulary among library educators or professionals about what constitutes the core body of leadership skills,” (p. 192).

Building upon the knowledge gained through by Mason & Weatherbee and Bennis & Goldsmith, this research will build upon the definition of leadership will be drawing from the works of Northouse (2010) and Kouzes & Posner (2008) – authors that have been both seminal and foundational to the MAOL program. Leadership will be defined as “the actions and processes by which an individual enables and influences others to accomplish the ordinary and extraordinary.”

Northouse (2010) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal,” (p. 3). He goes on to explain that the word “*process*” is used because it is a nonlinear “interactive event.” However, Northouse disagrees with the notion that leadership is a feature or an attribute of an individual, which contradicts Kouzes & Posner’s (2008) trait-based research on the qualities and characteristics of leaders. Although I do not disagree that leadership is an interactive process as the way Northouse defines leadership, experience indicates in both professional practice and academic learning that leadership also manifests itself in omnipresent traits and skills. Therefore, this definition of leadership will also include the word “*actions*” to incorporate the practices included in Kouzes & Posner’s definition of leadership. However, both Northouse and Kouzes & Posner agree that leadership involves influence and enablement to get a group of individuals to a goal. Whereas

Northouse's definition describes this goal as "*common*," Kouzes & Posner's research and definition of leadership focuses more on the extraordinary. Again, experience indicates that in both professional and academic settings, both "*ordinary*" and "*extraordinary*" must be incorporated into the definition of leadership.

Taking the term "*leadership*" as defined above, one can then define "*leadership competencies*" as "the traits and skills that result in an individual's ability to effectively lead." This definition relies heavily upon a combination of both the trait approach and the skills approach. According to Northouse (2010), "[the trait] approach emphasizes that having a leader with a certain set of traits is crucial to having effective leadership" (p. 24). This approach works well for curriculum development and determining what leadership dimensions to focus on within a leadership program because "[it] can be used to offer invaluable information to supervisors and managers about their strengths and weaknesses and ways to improve overall leadership effectiveness" (p. 26). However, the trait approach is limited because although it may give leaders an idea as to what aspects of his or her personality may be beneficial or detrimental to his or her ability to lead, Northouse points out that "traits are largely fixed psychological structures, and this limits the value of teaching and leadership training" (p. 27).

Because of the limitations of the trait approach, aspects of the skills approach are taken into consideration as well. The skills approach "describes leadership from a skills perspective...and provid[es] a map for how to reach effective leadership in an organization." Additionally, "workers can improve their capabilities in these areas through training and experience. Although each leader's personal attributes affect his or her skills, it is the leader's *skills* themselves that are most important in addressing organizational problems" (p. 52-53). By acknowledging the similarities in the definitions of both the traits and skills approaches, as well

as recognizing that most leadership development programs are built upon the idea that specific leadership attributes can be taught and refined, it is logical that the Library Leadership Certificate also be analyzed and researched using the skills and traits approach to leadership.

Methodology

The research question this Leadership Action Project focuses on is:

How can the Library Leadership Certificate at St. Catherine University be best positioned to educate library professionals to lead and influence?

In order to answer the research question stated above, the following research objectives also needed to be met:

- **Historical Context and Program Development**
 - **What is the historical context of the library leadership certificate at St. Kate's?** It is important to understand any initial research that was done prior to implementing the certificate, as well as the intent of the departments (ORLD, LIS) by offering the certificate.
 - **What curriculum changes are needed (if any) to best position the library leadership certificate?** In order to best position the library leadership certificate, the current curriculum and credit load must be understood and analyzed to ensure that the courses assist in meeting the objectives of the certificate (to educate library professionals to lead and influence)
- **Perceptions and Awareness**
 - **How is the Library Leadership Certificate currently marketed to library professionals?** I must understand how St. Kate's is currently reaching out to library professionals to market this degree and to determine if this is an area that

can be improved upon. Low enrollment leads me to hypothesize that there has been insufficient marketing occurring. However, if marketing is deemed sufficient, there may be other factors at play that are resulting in low enrollment

- **What is the current awareness of St. Kate's Library Leadership Certificate among public librarians?** If current librarians are unaware that a certificate for leadership exists, it may indicate that St. Kate's needs an increased presence of the library leadership certificate. If, on the other hand, public librarians are aware that the certificate exists, it may point to necessary changes in curriculum of the certificate
- **What is the perceived benefit by current library leaders and hiring managers of public librarians of the Library Leadership Certificate?** It is imperative that an understanding of how library professionals perceive the library leadership certificate in terms of both usefulness in preparing and hiring future library leaders, as well as in terms of career advancement. If the Library Leadership Certificate is not perceived as beneficial, St. Kate's must adjust that perception either by increased awareness of the value, or through programming and curriculum adjustments
- **Availability of alternatives**
 - **What other institutions offer a certificate in library leadership?** It is vital to understand both the competitive landscape of other institutions offering similar certificates, the coursework associated with the certificate, as well as any academic alternatives being offered in place of a certificate (e.g. dual or joint MBA/MLIS or MAOL/MLIS degrees)

- **Is there a perception among librarians that the CPLA program conflicts with the certificate at St. Kate's?** If the CPLA program offered by the ALA is preferred as an alternative to the library leadership certificate, it is important to understand the perceptions of librarians, library leaders, and hiring managers of librarians of both programs and if one is valued over the other
- **What other opportunities for leadership development currently exist for public librarians other than formal leadership education within an academic settings?** If there are other learning opportunities such as mentorships and leadership institutes that are valued above a certificate, it is important to recognize those perceptions and understand how/if the perceptions could be changed to view the certificate as beneficial and complementary to existing informal leadership education

In order to answer the primary research question as well as to meet the research goals, a multi-method approach was used, drawing on surveys, interviews, and archival research. Data were then analyzed through the triangulation method, which is defined by Saunders, Lewis, & Thornhill (2009) as “the use of different data collection techniques within one study in order to ensure that the data are telling you what you think they are telling you,” to provide for reliability and validity of the study (p.146).

After data from surveys, interviews, and archival research were collected, data was first prepared and then subsequently analyzed through 1) quantitative analysis, 2) qualitative analysis, and 3) content analysis. To prepare survey the data for analysis, a mixed-model research approach was used. Although the data from the survey was primarily quantitative, the data was also qualitized and “converted into narrative [to be] analyzed qualitatively,” through content

analysis, as well as descriptive statistics (Saunders, Lewis, & Thornhill, 2009). Data collected from the interviews underwent data reduction, which “included summarizing and simplifying the data collected and/or selectively focusing on some parts of the data...to transform the data and condense it,” (Saunders, Lewis, & Thornhill, 2009).

Data collected from all three methods were analyzed initially through categorization, which involved “developing categories and, subsequently, attaching these categories to meaningful chunks of data,” (Saunders, Lewis, & Thornhill, 2009). Categories were derived as common themes developed from the data, and data was then unitized to the appropriate categories. Next, relationships were drawn between the categories until “key themes and patterns or relationships [emerged],” (Saunders, Lewis, & Thornhill, 2009). Finally, data displays were utilized to “organize and assemble...data into summary diagrammatic or visual displays”, (Saunders, Lewis, & Thornhill, 2009).

Survey Method and Design.

After IRB approval, a web-based survey comprised of 35 questions was developed on SurveyMonkey. The majority of the survey was comprised of close-ended questions, with minimal open-ended questions at the end to allow for respondents to provide further feedback. The survey was designed to take no more than 10 minutes for participants to complete, and was divided into logical sections based on the research objectives, including:

- Certificate awareness
- Perceptions of the certificate
- Awareness of the CPLA
- Perceptions of the CPLA
- Opinions on secondary degrees

- Other methods for obtaining leadership qualities

Survey questions were focused toward current public librarians who had completed an ALA-accredited master's program in library science. Participants were recruited through the Minnesota Library Association's Public Library Division (PLD) via email listserv (see Appendix A) because of the high likelihood of reaching participants who met the criteria of holding an MLS/MLIS degree, as well as holding employment within a public library. In line with research guidelines from Creswell (2007, cited in Saunders, Lewis, & Thornhill, 2009), in order to elicit at least 30 survey responses in order to draw sufficient research conclusions, the PLD was also used because the number of members exceeds 400 individuals. The survey utilized a self-selection sample method, which "occurs when you allow each [individual] to identify their desire to take part in the research," (Saunders, Lewis, & Thornhill, 2009). Participants were required to click on a hyperlink to access the survey, and were also required to electronically consent to participate in the survey prior to answering survey questions. The survey was open for 31 days to collect responses.

After the survey closed, results were analyzed using data exports of the survey responses from SurveyMonkey. Close-ended questions were quantified based on the response count, and broken out data matrices. Both close-ended and open-ended questions were coded based on emerging descriptive categories of responses. Descriptive statistics were then used to analyze the data in a data display of matrices.

Interview Method and Design.

Semi-structured interviews were completed with faculty and staff from St. Catherine University as well as current public library directors in the Twin Cities. Purposive sampling, defined as "select[ing] cases that will best enable you to answer your research question(s) and to

meet your objectives...when you wish to select cases that are particularly informative (Neuman, 2005 as cited in Saunders, Lewis, & Thorhill, 2009) was used to determine the sample of interview participants. Three faculty members and one staff member from St .Catherine University were targeted based on their known involvement in the development and administration of the Library Leadership Certificate; two public library directors were chosen based on the size of the library systems they led, as well as their close proximity to the metro area.

Interview candidates were recruited via email (Appendix B), and all interview subjects agreed to participate. After consent forms were signed, interviews were conducted in-person at a location of the participants' choosing, and ranged from 23 minutes and 52 minutes in length. Notes and audio recordings taken during the interviews were stripped of personally identifying information and stored at an off-site location after the interview, and available only to the researcher.

After the interviews were completed, handwritten notes taken during the interview were transcribed into electronic format and stored on Microsoft Word documents. Data were then categorized and unitized to their corresponding categories. Finally, data displays through compiling matrices were used to analyze the data.

Archival Research Method and Design.

In order to obtain market information about other academic institutions offering leadership education to public librarians, data was gathered from a sample of ALA-accredited programs. Institutions located in the Midwest region of the United States; as well institutions having an ALA-accreditation status of either "accredited" or "conditional" were included in the sample. "Midwest" was defined utilizing the Census Bureau's Regions and Divisions (2013), and

was limited to Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. ALA-accreditation status was validated on the ALA's searchable database of ALA accredited programs (2013b). Twelve academic institutions located in nine states were identified as meeting the regional and accreditation thresholds to be included in the sample.

Data was gathered from publicly available information displayed on the institutions' websites including information on:

- Types of leadership training offered
- Degrees or certificates, and concentrations available
- Courses required to meet certificate, degree, or concentration requirements

Website addresses for the ALA-accredited programs were obtained through the ALA's searchable database, and information was gathered through navigating on links available on each of the programs' websites. This included clicking on in-text links, as well as on global and sub-global navigation links. In-text links includes links that are imbedded within a piece of web content. Global navigation is defined as navigation that is persistent through the institutions' external-facing website; sub-global navigation is defined as navigation that is persistent through a portion of the intuitions' external-facing website, but is not persistent across the entire website.

A data matrix was used to record and organize information found through the website analysis. If information was discovered that indicated that formal leadership education options were available, the type of degree (certificate, dual/coordinated degree, or concentration) was recorded, along with the number of courses, credits, and method of instruction (online, face-to-face, hybrid, or mix).

Validity

As a proponent of formal leadership education through graduate coursework, I recognize my bias for wanting to promote any method through which formal graduate courses can be offered to develop leadership skills and capabilities. I admittedly believe that formal education is the best way to learn about leadership, and I value educational credentials when assessing talent for leadership roles within my organization. Furthermore, I believe that the Library Leadership Certificate should evolve to become a dual master's degree between the MAOL and MLIS departments, as I believe having two master's degrees would be much more valuable and speak to a wider audience of librarians and information management professionals than the Library Leadership Certificate alone.

Several methods to offset my research bias were implemented while collecting and analyzing my research data. The first method of testing validity will be done through triangulation. I compared results from the interviews, surveys, and archival research to “reduce the risk of chance associations...due to a specific method, and allows a better assessment of the generality of the explanations that one develops,” (Maxwell, 2005). Through this, I was able to check for emerging themes around the use and perceived validity of leadership development methods that do not rely on graduate coursework. Furthermore, I employed respondent validation during the interview portion of data collection in order to reduce the risk of misinterpreting the information I am receiving from my interview subjects. I built in respondent validation questions into my interview structure to ensure that I correctly interpreted the subjects' responses regarding their thoughts, opinions, and perceptions of leadership development in formal education settings in comparison to leadership development that occurs outside of the classroom. Finally, I

carefully reported and evaluated results that do not support the promotion of leadership development within a formal education setting.

Results and Discussion of Findings

Survey Findings

Survey findings were grouped into five categories: Awareness of formal leadership education options, perceived value of formal education, desire for formal leadership education, barriers to leadership education, and alternate options for developing leadership skills. At the time the survey closed, 54 responses were collected. One respondent appeared to drop out of the survey after the 20th question; two respondents appeared to drop out of the survey after the 30th question; one respondent appeared to drop out of the survey after the 31st question. The last question was an open text response that offered the chance for respondents to give any additional comments or insights about formal leadership education, of which only seven participants responded. A full list of survey questions and responses can be found in Appendix C.

Of the survey participants, 92.6% of the respondents were female, 64.8% were over the age of 45, and 64.8% had also been working in a public library setting for more than 10 years. Additionally, 62.9% of respondents either currently hold a leadership or management position, or have aspirations to hold a leadership or management position within a public library setting at some point in their career. Full demographic information is listed in Table 2:

Question	Response	Response Percent	Response Count
Gender	Male	7.4%	4
	Female	92.6%	50
	Prefer not to answer	0.0%	0
	Other	0.0%	0
Age	Under 25	0.0%	0
	25-34	11.1%	6
	35-44	24.1%	13
	45-54	29.6%	16
	55-64	27.8%	15
	65 or older	7.4%	4
	Prefer not to answer	0.0%	0
Length of time working in a public library	Less than one year	0.0%	0
	One to five years	11.1%	6
	Between five and ten years	24.1%	13
	Over ten years	64.8%	35
Occupation	Library Assistant or Technician	1.9%	1
	Librarian	46.3%	25
	Library Manager	14.8%	8
	Library Director	16.7%	9
	Other	22.2%	12
In a supervisory role	No	53.7%	29
	Yes	46.3%	25
Years of supervisory experience	Less than one year	4.0%	1
	One to five years	12.0%	3
	Between five and ten years	24.0%	6
	Over ten years	60.0%	15
ALA-accredited MLIS degrees	Yes	88.9%	48
	No	11.2%	6
Aspirations to hold a leadership or management position	Yes	62.9%	34
	No	18.5%	10
	Unsure	18.5%	10

Table 2. Demographic Information.

It is interesting to compare age information gathered from this survey to the BLS data from 1994 in findings from Wilder (1999) and to current BLS data from 2012. There is a significant

percentage increase in librarians over the age of 55 from 1994, indicating that instead of retiring as anticipated, librarians have decided to stay in the workforce longer than in years past.

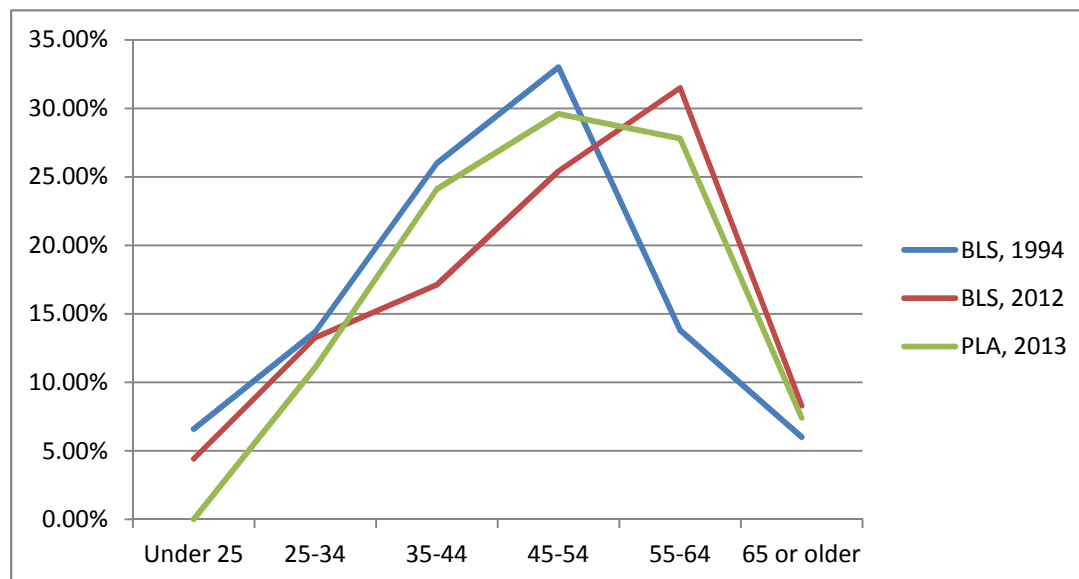


Figure 2. Age of Librarians as a Percentage of Occupation. Adapted from Wilder (1999), BLS.gov (2012), and survey findings.

Category 1 – Awareness of Formal Leadership Education Options. A series of six questions were asked regarding awareness of the CPLA® program, the leadership certificates, and secondary master’s degrees. The majority of respondents (61.1%) had not heard of the CPLA program and 57.9% of respondents stated that they disagreed or completely disagreed that the CPLA is a well-known certification among public librarians. Nearly 55% of respondents had not heard of the Library Leadership Certificate offered at St. Catherine University and 81.1% of respondents are not aware of other certificates for library professionals. Of those that were aware of other leadership certificates, the following academic institutions were referenced:

Response	Response Count
San Jose State University	3
University of Wisconsin - Milwaukee	1
St. Thomas	1

Table 3. Other Institutions offering certificates.

When asked whether or not it was commonplace for public librarians to hold CPLA® certification, 57.9% of respondents stated that they disagreed or completely disagreed that the CPLA is a well-known certification among public librarians. However, when asked whether or not it was commonplace for public librarians to have an academic certificate, 74% of respondents completely disagreed or somewhat disagreed that having a certificate is common among public library professionals, whereas 70% of respondents completely or somewhat disagreed that having a second master's degree was common among public librarians.

Findings seem to suggest that although respondents perceive the CPLA ® to be a more commonplace credential in comparison to an academic certificate or second master's degree, more respondents have heard of the Library Leadership Certificate offered at St. Catherine University (45.3%) in comparison to the CPLA ® (38.9%). However, because St. Catherine University is the only ALA-accredited library school in the state of Minnesota, the low awareness of the Library Leadership Certificate indicates that more could be done to increase the amount of information Minnesota public librarians have on the program.

Category 2 – Perceived Value of Formal Education. Six questions aimed to surface respondents' perception of value related to formal leadership education through the CPLA® certification, academic certificates, and second master's degrees. Value is comprised of perceptions of pay increase, career advancement, and investment of time and money.

Respondents who were aware of the CPLA® were split between whether or not they found value in possessing the CPLA®: 31.6% disagreed or completely disagreed that it was valuable; 36.8% stated they agreed or completely agreed that it was valuable; 33.5% were unsure as to whether or not it was valuable. There was less uncertainty regarding value perceptions of academic certificates and second master's degrees, with only 12% and 8% of respondents stating

they were uncertain if they found value in possessing an academic certificate or second master's degree, respectively. It is important to note that 40% of respondents stated that they found value in possessing an academic certificate, and 38% of respondents stated that they found value in possessing a second master's degree. Findings seem to support the notion that a significant portion of the respondents find value in possessing some sort of leadership credential obtained through formal education.

Respondents were also asked whether or not they felt their managers found value in hiring individuals with additional formal leadership credentials. There was a high level of uncertainty with respondents as to whether or not they felt their managers valued these credentials, with 36.8% of respondents unsure of whether or not their managers valued hiring someone with a CPLA®, 34.7% unsure as it related to an academic certificate, and 32.7% unsure as to whether or not their managers valued hiring someone with a second master's degree. This seems to suggest that there is not clear support (or communication of support) by management of hiring individuals who have formal leadership credentials.

Survey participants were also split as to whether or not they themselves found value in hiring other people who hold formal leadership credentials. Of the respondents, 42.1% of respondents were unsure if they found value in hiring other people who had completed the CPLA®, 30% of respondents were unsure as to whether or not they found value in hiring someone who had completed an academic certificate, and 32% of respondents were unsure if they found value in hiring an individual with a second master's degree. This may point to an overall uncertainty within the sample as to whether or not formal leadership education is valued within their place of employment.

I find value in possessing this credential			
	CPLA®	Academic Certificate	Second Master's Degree
Completely or Somewhat Disagree	31.6%	48.0%	54.0%
Completely or Somewhat Agree	36.8%	40.0%	38.0%
Unsure	31.6%	12.0%	8.0%
My manager finds value in having his or her employees completing this program			
	CPLA®	Academic Certificate	Second Master's Degree
Completely or Somewhat Disagree	47.4%	44.9%	42.9%
Completely or Somewhat Agree	15.8%	20.4%	24.5%
Unsure	36.8%	34.7%	32.7%
I find value in hiring other people who have completed this program			
	CPLA®	Academic Certificate	Second Master's Degree
Completely or Somewhat Disagree	21.1%	28.0%	36.0%
Completely or Somewhat Agree	36.8%	42.0%	32.0%
Unsure	42.1%	30.0%	32.0%

Table 4. Value Perceptions.

In regards to tangible benefits for obtaining formal leadership education, respondents were asked about the likelihood for pay increases, promotions, and the likelihood to hold higher leadership positions within their organization. Respondent perception of obtaining a pay increase was relatively low for all three credentials, with only 20% of participants stating they somewhat or completely agreed that obtaining a CPLA® or a second master's degree increased their likelihood for a pay increase, and 24% of respondents stating they somewhat or completely agreed that an academic certificate increased their likelihood for a pay increase. The perception of likelihood for a promotion was somewhat higher, with nearly 45% of respondents stating that they somewhat or completely agreed that an academic certificate increased their likelihood for a promotion, whereas 36% of respondents and 30% of respondents somewhat or completely agreed that a second master's degree or a CPLA® increased their likelihood for a promotion,

respectively. Additionally, 60% of respondents stated that they somewhat or completely agreed that an academic certificate increased their likelihood to hold higher leadership positions, with 50% of respondents stating the same for second master's degrees and just 45% for the CPLA®. Based on the findings of perceptions of tangible benefits of formal leadership education, it can be concluded that although most respondents do not perceive any of the credentials to result in a pay increase, respondents do perceive the credentials to result in an increase in likelihood of a promotion or to hold higher leadership positions. In particular, the academic certificate had a higher perception of likelihood for a promotion or to hold a higher leadership position than either the CPLA® or a second master's degree.

Increases my likelihood for a pay increase			
	CPLA®	Academic Certificate	Second Master's Degree
Completely or Somewhat Disagree	60.0%	60.0%	62.0%
Completely or Somewhat Agree	20.0%	24.0%	20.0%
Unsure	20.0%	16.0%	18.0%
Increases my likelihood for a promotion			
	CPLA®	Academic Certificate	Second Master's Degree
Completely or Somewhat Disagree	50.0%	42.9%	48.0%
Completely or Somewhat Agree	30.0%	44.9%	36.0%
Unsure	20.0%	12.2%	16.0%
Increases my likelihood to hold higher leadership positions within a public library setting			
	CPLA®	Academic Certificate	Second Master's Degree
Completely or Somewhat Disagree	35.0%	32.0%	36.0%
Completely or Somewhat Agree	45.0%	60.0%	50.0%
Unsure	20.0%	8.0%	14.0%

Table 5. Pay and Promotion.

When asked about the value-perception of the affordability of each category of formal leadership education, there was a high degree of uncertainty regarding the CPLA® in

comparison to academic certificates and second master's degrees: 70% of respondents stated that they were unsure if the CPLA® program was affordable, whereas only 18% and 14% of respondents were unsure if the academic certificate or second master's degree was affordable, respectively. However, 30% of respondents agreed that an academic certificate as affordable compared to 24% of respondents agreeing that a second master's degree was affordable. This potentially points to the perception by respondents that academic certificates are more affordable than a second master's degree.

	Affordable program		
	CPLA®	Academic Certificate	Second Master's Degree
Completely or Somewhat Disagree	25.0%	52.0%	62.0%
Completely or Somewhat Agree	5.0%	30.0%	24.0%
Unsure	70.0%	18.0%	14.0%

Table 6. Program Affordability.

Category 3 – Desire for Formal Leadership Education. Prior to completing their MLIS degrees, 64.6% of respondents took courses on leadership or management of people or teams as part of their MLIS program. However, of those who did take leadership or management courses as part of their MLS program, 25.8% did so even though they were not required. Of those who did not take courses on leadership or management, nearly 70.6 of respondents did not take them because they were not offered. This seems to support the literature around the lack of prescription by the ALA around courses on leadership or management of people and teams.

Although more respondents perceived the CPLA® to be a more common credential than an academic certificate or second master's degree, none of the respondents who had heard of the CPLA® program had completed any coursework leading to the certification. In comparison, 13.2% of respondents have taken courses as part of earning an academic certificate, and 6% of

respondents have earned a second master's degree in leadership, business management, or business administration.

When asked if there was desire in completing any of the three credentials, only 14.3% of respondents were interested in obtaining a CPLA®, whereas 29.2% of respondents were interested in completing the Library Leadership Certificate at St. Catherine University. This number increased to 32.1% when respondents were asked if they were interested in completing a graduate certificate in leadership at another college or university. Respondents were then asked to choose a combination of programs they would be most interested in completing, with over half of respondents indicating that they had interest in obtaining some sort of formal leadership education. Obtaining a CPLA® was desired in a combination of 18% of the responses, obtaining a second master's degree was present in a combination of 22% of the responses, and obtaining an academic certificate was present in a combination of 32% of the responses. These findings support the idea that academic certificates and second master's degree are actually more common and potentially more desirable than a CPLA®.

If you were to obtain formal leadership and/or management education, what programs would you choose to enroll in over the entire course of your career?		
Answer Options	Response Percent	Response Count
I would not enroll in any program	44.0%	22
Obtain only a graduate or post-graduate certificate	16.0%	8
Obtain only the CPLA® certification	4.0%	2
Obtain only a secondary master's degree	16.0%	8
Obtain both a graduate/post-graduate certificate and CPLA® certification	10.0%	5
Obtain both a graduate/post-graduate certificate and a secondary master's degree	2.0%	1
Obtain both a secondary master's degree and a CPLA® certification	4.0%	2
Obtain all three formal education credentials (a graduate/post-graduate certificate and a CPLA® certification and a second master's)	4.0%	2
	<i>answered question</i>	50
	<i>skipped question</i>	4

Table 7. Program Preference.

Category 4 – Barriers to Formal Leadership Education. Survey participants asked to discuss potential barriers to pursuing formal leadership education options. Respondents were able to list multiple concerns, and ranked tuition, time, and value as the most likely to stop them from enrolling in a formal leadership education program. Tuition concerns appear to support the previous results regarding the perception of respondents that additional credentials do not result in a pay increase.

Answer Options	Response Count
Tuition	27
Time	24
Value (career advancement or pay; ROI)	19
Work/Life Balance	11
Lack of interest	10
Age	7
Location	5
Relevancy	4
Other Degree Interest	1
Fear	1
Already have degree	1
<i>answered question</i>	53
<i>skipped question</i>	1

Table 8. Barriers to Formal Leadership Education.

Category 5 – Alternate Options for Developing Leadership Skills. In order to ensure validity of responses on formal leadership education, a series of questions were asked on leadership education that did not involve a formal classroom setting. When respondents were asked to list all of the methods through which they prefer to develop their leadership skills, 70.4% of survey participants indicated that they preferred to develop their leadership skills through practice in their workplace by leading others. Formal education programs that resulted in a certificate or degree were listed by 20.4% of survey participants. When asked to list the top method through which respondents felt was most effective for them to develop leadership skills,

31.5% of respondents stated that practicing in their workplace through leading others was the most effective, whereas formal leadership programs that resulting in a degree or certificate was listed as the most effective by 7.4% of respondents. This indicates that although formal education programs are not ranked at the top of participants' responses, formal leadership education programs are still a preferred method for some respondents. This may also indicate that formal leadership education programs should be practice-based to incorporate the most preferred method of leadership development of on-the-job practice.

Of the answer(s) you selected above, which of these methods is the MOST effective way for YOU to develop your skills?		
Answer Options	Response Percent	Response Count
Through practice in my workplace by leading others	31.5%	17
Attending seminars	11.1%	6
Reading books, blogs, or other materials on leadership	11.1%	6
Formal education programs that result in a certificate or degree	7.4%	4
Leadership institutes	7.4%	4
Informal networks	7.4%	4
Professional associations	7.4%	4
Through mentoring others	7.4%	4
<i>answered question</i>		54
<i>skipped question</i>		0

Table 9. Effective Ways to Develop Leadership Skills.

Interview Findings

Interview findings were grouped into eight categories, including historical perspectives, organizational change management, awareness of formal leadership education options, perceived value of formal education, desire for formal leadership education, leadership curriculum, alternate options for developing leadership skills, and marketing formal leadership programs. A full list of interview questions can be found in Appendix D.

Category 1 – Historical Perspectives. There was little variance among interview subjects regarding the historical background of how the Library Leadership Certificate was

developed. All three interview participants from St. Catherine administration who were asked about the historical context of the development of the program agreed that the program was developed in the early 2000s in response to concern from the ALA regarding impending retirements of an aging library population. This also supports the literature as cited by Curran (2003) and Wilder (1999) within the conceptual context chapter of this research study. Research was conducted by St. Catherine University to gauge the interest of a leadership certificate, and careful attention was paid to reusing coursework already in existence, as well as to limit the amount of required credits in order to save costs for both the university and potential students.

Element	Perceptions of Respondents
Timing of Library Leadership Certificate	<ul style="list-style-type: none"> • Early 2000s • Certificate was planned before the launch of the ALA-APA Certification program
Impetus of certificate	<ul style="list-style-type: none"> • Collaboration between MAOL and MLIS • Concern about massive retirements in library field • The need was recognized for in-depth management skills and personnel management • Certificate was created to minimize financial burden of dual degree
Research done to launch certificate	<ul style="list-style-type: none"> • Market research was done through a survey to gauge interest in management courses
Curriculum design	<ul style="list-style-type: none"> • Use existing courses and repackage
Marketing	<ul style="list-style-type: none"> • Worked with grad admission to put together flyer • After it was launched, it moved to the purview of MLIS to market

Table 10. Historical Perspectives.

Category 2 – Organizational Change Management. Several themes encompassing aspects of organizational change management emerged surrounding the Library Leadership Certificate. Faculty and staff at St. Catherine University described their own perceptions of ownership, communication, strategy, assumptions of other departments, and buy-in of other faculty members within the interviews. The findings are captured in Table 11 and seem to suggest role clarity, increased communication, and allocation of resources are current gaps in the

administration of the Library Leadership Certificate. Role confusion and a constraint on resources may be impacting the lack of awareness of the Library Leadership Certificate as reported by survey participants in the previous section of this study.

Element	Perceptions of Respondents
Roles	<ul style="list-style-type: none"> • Ownership of the certificate needs to be determined between ORLD and LIS • Assumption was made that marketing would be done by marketing and communications and graduate admissions • There is redundancy and confusion as to what each department is responsible for doing
Responsibilities	<ul style="list-style-type: none"> • There is a perceived responsibility on St. Kate's to ensure there is leadership education for library professionals
Communication	<ul style="list-style-type: none"> • There are not many discussions between MAOL and LIS on the library leadership certificate • Departments are not informed when their program is being marketed • The most relevant information to the program seems to be on internal portal pages rather than on external website • Faculty and staff need to be open to sharing information about and promoting the library leadership certificate
Resources	<ul style="list-style-type: none"> • The shift to college to university has been difficult as resources have not caught up • A demonstrated market need should be established before additional budget or resources are dedicated to promoting the certificate

Table 11. Organizational Change Management.

Category 3 – Awareness of Formal Leadership Education Options. All interview subjects working as leaders in public libraries indicated that there is not much awareness of the Library Leadership certificate; leaders within public libraries were also unaware of the CPLA®. From the perspective of St. Catherine University faculty and staff, interview participants also reported receiving very little inquiries from prospective students (see Table 12). These findings support the results gathered through the survey sent to the Minnesota Public Library Association,

with very little survey respondents indicating that they were aware of the Library Leadership Certificate, or the CPLA®.

Element	Perceptions of Respondents
Awareness of CPLA	<ul style="list-style-type: none"> • Library directors are unaware of the CPLA®
Awareness of Library Leadership Certificate	<ul style="list-style-type: none"> • Library directors are unaware of the Library Leadership Certificate
Library Leadership Certificate Inquiries by Potential Students	<ul style="list-style-type: none"> • Two prospective students have made inquiries to the Office of Graduate Admissions on the Library Leadership Certificate • MAOL and MLIS departments have not received any direct inquiries from prospective student on the Library Leadership Certificate • Prospective students have been observed picking up the brochure on Library Leadership, but immediately put the brochure back

Table 12. Awareness of Formal Leadership Education Options.

Category 4 – Perceived Value of Formal Education. Leaders of public libraries were asked a series of questions about the value of formal leadership education. Themes of value included perceptions of benefit to either the individual or the organization, the impact to the hiring process and compensation, and the overall financial investment of individual in his or her formal leadership education. Findings support the data obtained from survey respondents in the survey conducted for this research study, most notably only 15.8% and 20.4% of survey respondents stated that their manager would find value in employees obtaining the CPLA® or an academic certificate, respectively. Full findings can be found in Table 13.

Element	Perceptions of Respondents
Significance to hiring manager	<ul style="list-style-type: none"> • The value of the credential has not been institutionalized into hiring practices • Having the Library Leadership Certificate would increase the likelihood of getting an interview for entry-level position, but not necessarily the job itself • The Library Leadership Certificate may act as a deciding factor for candidates interviewing for a management position • Hiring managers would be impressed with candidates having either the CPLA® or the Library Leadership Certificate • As an academic institution, St. Kate's has credibility built in, where professional certificates may not
Impact to Compensation	<ul style="list-style-type: none"> • Rigid compensation rules for public librarians (as part of unionization) make it difficult for additional credentials to result in a pay increase • There are no compensation benefits for having a second degree, except in academic settings • There is limited availability of positions for employees to move up into, so the value of pursuing a certificate may not be seen
Financial investment	<ul style="list-style-type: none"> • Certificate programs are a cost-effective alternative to second degree programs • St. Kate's should be open to tuition-differentials to offset the cost of the certificate program

Table 13. Perceived Value of Formal Education.

Category 5 - Desire for Formal Leadership Education. Administration at St. Catherine University reported having a difficult time obtaining data on the desire of library professionals to attend the program. Assumptions of desire by St. Catherine University faculty and staff are based on the research at the onset of initial planning for the Library Leadership Certificate in the early 2000s. Prospective students who show interest in the program are only recorded if they call or email the Office of Graduate Admissions asking for further information on the program. Public library leaders who were interviewed indicated high levels of complacency among current employees, along with a perception that individuals obtain leadership roles by longevity in the profession rather than additional education credentials. This supports earlier findings of surveyed

public library professionals in this research study that 48% of participants do not find value in possessing an academic certificate, and 42% of participants disagreed that an academic certificate increased the likelihood for a promotion.

Element	Perceptions of Respondents
Measuring desire	<ul style="list-style-type: none"> • Prospective students are only tracked if they call or email for more information; it does not capture other interested students • It is difficult for MAOL and MLIS to measure desire of potential students on an ongoing basis
Perceived desire	<ul style="list-style-type: none"> • Concerns with complacency within the profession • Perception of individuals obtaining leadership professions by longevity • "I'm done with my degree, so I'm done learning"

Table 14. Desire for Formal Leadership Education.

Category 6 - Leadership Curriculum. Leaders within local public libraries were in agreement that any academic certificate should require curriculum outside of the core library sciences. Courses on financial acumen, public speaking, and community issues were suggested. The need to increase or improve the coursework within the MLIS degree that related to leadership and management skills was also identified by leaders in public libraries, as well as the majority of the faculty members interviewed. Interview participants also identified the need to deliver coursework remotely to reach rural librarians, however the need to preserve the value of face-to-face course delivery was also recognized. Two interview respondents from St. Catherine University also discussed the need for greater flexibility in coursework to allow for more MLIS students to take courses in other disciplines (including within the MAOL program), as well as the need to offer more structure to the leadership concentration within the MLIS program. This finding supports the research conducted by Mackenzie & Smith (2009) that clearer definitions of what courses satisfy the “management” requirement for ALA-accreditation is needed.

Element	Perceptions of Respondents
Curriculum - Library Leadership Certificate	<ul style="list-style-type: none"> • Curriculum needs to focus on public speaking, community issues, financial acumen, teaching people, developing teams, and grant writing • St. Kate's should explore a triangle between MBA, MAOL, and MLIS • There needs to be more flexibility in course crossover between departments • Courses from Hamline Public Administration Program should be explored
Curriculum - MLIS	<ul style="list-style-type: none"> • Leadership isn't in MLIS curriculum • Leadership pathway in current MLIS curriculum should be formalized • A Personnel Management course is offered, but is cancelled each time because of low enrollment
Curriculum Delivery	<ul style="list-style-type: none"> • Conflict between interview respondents between whether or not an on-site model should be used • Online course delivery should be examined • More focus on information technology could be offered

Table 15. Leadership Curriculum.

Category 7 - Alternate Options for Developing Leadership Skills. Interview participants working as leaders in a public library setting also indicated other methods through which their staff is developed. Library professionals are currently being developed through other methods, including conferences, internal leadership programs, tuition reimbursement, and mentoring programs. One interview subject also indicated that the robustness of the development opportunities that focus on leadership may be one reason for the low enrollment. In other words, library professionals may be receiving an adequate amount of leadership development opportunities through on-the-job resources. This supports a portion of the research findings in the survey of public library professionals in which the preferred method to develop leadership skills was through practice in the workplace.

Category 8 – Marketing of Formal Leadership Programs. Research findings show that the method through which the Library Leadership Certificate is marketed is passive,

including a paper flyer and content on the St. Catherine University website. Recruiting is currently done at regional colleges and universities as part of undergraduate career fairs, as well as during professional conferences like MLA and MELSA events. One interview respondent described how many individuals pick up the Library Leadership flyer during conferences, but immediately then return the flyer after examining it for only a few moments. Public library leaders have not experienced any “word-of-mouth” marketing by current St. Catherine University faculty or staff, nor have they experienced “word-of-mouth” marketing by their employees who are former St. Catherine University students. On the contrary, one interview subject indicated that they perceived alumnae of St. Kate’s to be “cliquey,” and have observed other individuals who obtained an MLIS degrees from an institution other than St. Catherine University to have similar opinions of St. Catherine University alumnae. All interview subjects indicated that an increase or change to current marketing tactics is needed.

Element	Perceptions of Respondents
Current Marketing	<ul style="list-style-type: none"> • Passive marketing • Paper flyer • Website • Recruiting at professional conferences
Suggestions by interview subjects	<ul style="list-style-type: none"> • Determine target audience • Pilot a group of students in the Library Leadership Certificate from local libraries • Show benefit and differentiation over ALA-APA Certification • Work with metro libraries and library associations to bring meaning to the Library Leadership Certificate • Different marketing collateral, including social media • Increase word of mouth from students and faculty • Recruit and market nationally

Table 16. Marketing of Formal Leadership Programs.

Archival Research Findings

Category 1 – Graduate Certificates. Of the regional ALA-accredited institutions examined, 50% offer a post-graduate certificate that results in additional leadership education

(full analysis can be found in Appendix E). However, St. Kate's is the only institution that specifically offers a certificate for leadership in management. The other institutions offer certificates of special or advanced study, which could be tailored to be focused on leadership or administration, but are not limited to coursework on leadership and management.

Institution	Does the institution offer any post-graduate certificates in leadership, business, or management as part of the LIS program?
Dominican University	Y (Certificate of Special Study)
University of Illinois, Urbana-Champaign	Y (Certificate of advanced study)
Indiana University	Y (Specialist in Library and Information Science)
University of Iowa	N
Emporia State University	N
University of Michigan	N
Wayne State University	Y (Specialist Certificate in Library and Information Science)
St. Catherine University	Y (Library Leadership Certificate, as well as a certificate of Special Study)
University of Missouri (Conditional)	N
Kent State University	Y (Advanced Study in Library and Information Science)
University of Wisconsin - Madison	N
University of Wisconsin - Milwaukee	N

Table 17. Post-Graduate Certificates in Leadership, Business, or Management.

Category 2 – Dual Degree Programs. Website analysis discovered that 33.33% of ALA-accredited programs in the Midwest offer graduate-level dual degree programs between library science and business programs. Of the dual-degrees offered, 75% of the dual-degrees are combined with an MBA. No programs were paired with non-traditional business programs (such as leadership, management, or human resources).

Institution	Does the institution offer any dual or coordinated degrees between the LIS program and business departments?
Dominican University	Y - Dual MBA
University of Illinois, Urbana-Champaign	N
Indiana University	N
University of Iowa	N
Emporia State University	N
University of Michigan	Y - Dual MBA
Wayne State University	N
St. Catherine University	N
University of Missouri (Conditional)	Y - Student-designed program
Kent State University	Y - Dual MBA
University of Wisconsin - Madison	N
University of Wisconsin - Milwaukee	N

Table 18. Dual or Coordinated Degrees in Leadership, Business, or Management.

Category 3 – Leadership Concentrations in MLIS Programs. Formal leadership or management concentrations within accredited MLIS programs appeared in 33.33% of programs, with one institution specifically focusing on leadership within a public library setting. Of the institutions analyzed, only one institution (Dominican University) offered all three formal education options (certificate, dual-degree, and a leadership or management concentration as part of the MLIS curriculum. Three institutions did not offer any of the options to students.

Institution	Does the institution offer a concentration in leadership, business, or management as part of the MLS program?
Dominican University	Y (Management and Administration)
University of Illinois, Urbana-Champaign	N
Indiana University	N
University of Iowa	N
Emporia State University	Y (Leadership and Administration)
University of Michigan	N
Wayne State University	N
St. Catherine University	Y (not official; through advising)
University of Missouri (Conditional)	N
Kent State University	N
University of Wisconsin - Madison	N
University of Wisconsin - Milwaukee	Y (Public Library Leadership Concentration)

Table 19. Concentrations in Leadership, Business, or Management in MLIS Programs.

Summary and Recommendations

Leaders of public libraries must have the skills and knowledge to effectively manage and lead these organizations. The Library Leadership Certificate is one of several potential learning vehicles to enhance the way public librarians run and lead their libraries. However, student enrollment in this certificate has been non-existent since the certificate's inception in 2008. The following recommendations offer potential reasons for the low enrollment, as well as offer actionable solutions to better position the Library Leadership Certificate.

Organizational Change Management

In order to effectively administer the Library Leadership Certificate, it is recommended that St. Catherine faculty and staff partner together to examine the following areas of change management:

- Determine ownership – roles and responsibilities within departments and between departments is imperative to the success of the Library Leadership certificate. Interviews suggest that greater clarity between the ORLD and LIS departments, as well as between

the Office of Graduate Admissions and the Office of Marketing and Communications is needed.

- Solidify audience of certificate – findings from the interviews indicate that there is inconsistency as to who the audience of the Library Leadership is supposed to be, and the ambiguity is reflected on the St. Catherine University website with generic language that does not resonate with the various types of librarians and information professionals. The MAOL and MLIS departments must come to consensus as to who the primary audience of the certificate should be, and reflect curriculum and marketing materials accordingly.
- Reanalyze name of certificate – depending on the outcome of the aforementioned need to solidify the audience of the certificate, the ORLD and LIS may need to reexamine the name of the Library Leadership Certificate to resonate with the audience. If the scope of the Library Leadership Certificate is widened to include professionals working in the broader information services sector, the word “library” in the title may not appeal to non-traditional librarians.
- Increase LIS faculty awareness and buy-in – further information should be gathered to determine LIS faculty awareness of the Library Leadership Certificate, and determine how faculty can be used to encourage current MLIS students to pursue the Library Leadership Certificate after graduation. Faculty could also be used to spread word-of-mouth recommendations at professional conferences and gatherings to encourage library professionals to consider the Library Leadership Certificate.

Awareness

Both interview findings and survey results point to the need to increase awareness of the Library Leadership Certificate. Although more survey respondents were aware of the Library

Leadership Certificate in comparison to the CPLA®, the majority of the respondents were still unaware that the Library Leadership Certificate was available. Leadership support and awareness is also important to increase the overall visibility of the Library Leadership Certificate. Because the heads of two of the largest library systems in the state of Minnesota were unaware of the Library Leadership Certificate, it is clear that more must be done to increase awareness of the certificate.

- Increase awareness in local public libraries – St. Catherine University faculty should devise a partnership with public libraries across the state of Minnesota to increase the presence of St. Catherine University, offering on-site course instruction, mini seminars, and to assist in the facilitation of leadership development opportunities that are already offered through the libraries.
- Increase awareness at the regional level – The website analysis conducted as part of this research study indicates that St. Catherine University has the opportunity to expand awareness on this niche degree. St. Catherine University is the only institution offering a certificate that focuses solely on leadership, and more awareness should be brought to the certificate at the regional level. Advertising and other marketing campaigns could be done in partnership with regional- and national-level professional organizations like the Special Libraries Association (SLA), and divisions of the ALA, including the Library Leadership and Management Association (LLAMA).

Value

The financial return on investment is an area of utmost concern for the Library Leadership Certificate. Because pay increases due to additional credentials are typically not possible because of unionizations within public libraries, more must be done to offset the cost of

tuition. This may also be a potential marketing opportunity to compare the cost of an entire second degree in comparison to a smaller certificate.

- Leverage tuition differentials – offer lower cost per credit for students enrolled in the Library Leadership Certificate. Currently, cost per credit for the Library Leadership Certificate is \$798, whereas some certificates offered at St. Catherine University cost as little as \$439 per credit. More research should be done to determine what a fair cost for the Library Leadership certificate should be for prospective students.
- Emphasize time to completion – next to tuition cost, time investment was listed by survey respondents as the next largest barrier to enrolling in a formal leadership education program. More marketing should be done to explain the time to completion for a smaller certificate in comparison to a full graduate degree. St. Catherine University may also want to examine accepting credit transfers from other institutions or from previous coursework completed with an MLIS program in order to offset both tuition and time concerns.

Marketing

Although 35.9% of survey respondents would be interested in enrolling in the Library Leadership Certificate, 56.6% of respondents were not interested, and another 7.5% were not sure if they were interested. In order to increase the desire of prospective students, as well as increase the ability of St. Catherine University to measure desire of prospective students, the following recommendations are given from a marketing perspective:

- Leverage word of mouth – have current MAOL students (especially those in the Information Services and Technology Concentration) visit public libraries to assist with recruiting and speak to prospective students. St. Catherine University alumnae who are

working in public libraries could also be leveraged by giving them marketing collateral to share with their colleagues.

- Use web analytics – in order to monitor increases and decreases to potential student demand, more should be done with web analytics to monitor search trends and traffic to the St. Catherine Library Leadership landing page. Low-cost and free tools such as Google Analytics and Google Trends can be used to monitor demand and changes in consumer expectations and behavior.
- Audit external-facing and internal-facing web content – ensure that content on the St. Catherine University website is up-to-date, clear, compelling, and informative. Content residing inside Kateway should be evaluated to determine if it should actually be placed on external-facing web servers.
- Redesign the Library Leadership Certificate flyer – turn the Library Leadership flyer into a full-color brochure. Edit the language to be concise and compelling, and include a tear-off section that allows a prospective student to fill in their contact information to mail in to St. Catherine University to have more information mailed back out to them.

Curriculum

The desire to have changes made to existing curriculum was identified by nearly every interview participant from St. Catherine University. The following recommendations are given based on suggestions from interview participants:

- Increase curriculum flexibility – more course options are needed to make the Library Leadership Certificate more compelling. A sample curriculum list is shown in Figure 3. In addition, distance learning options should be explored to capture rural librarians, as well as to remain competitive with other library schools.

Courses	Credits
Required	9 credits
ORLD 6200 Ethics and Leadership	3
ORLD 6300 Strategic Communication	3
and One of the following	
ORLD 6350 Accounting for Not-for-Profit Organizations	3
ORLD 6400 Accounting and Finance Skills for Effective Decision Ma	3
Electives	6-9 credits
Choose at least one of the following from LIS	
LIS 7160 Leadership in Theory and Practice	3
LIS 7550 Information Policy	3
LIS 7610 Public Relations	3
LIS 7620 Literacy and Community Engagement	3
LIS 7700 Management of Libraries and Information Centers	3
and at least one of the following from ORLD	
ORLD 6250 Organizations: Social and Political Structures	3
ORLD 6750 Leading Teams and Projects: Tools and Skills	3
ORLD 6800 Inclusive Leadership: Leading Effectively Across Differ	3
ORLD 6993 Topics: Economics of Social Policy	3
ORLD 6993 Topics: Leading Nonprofit Organizations	3
ORLD 7100 Professional and Organizational Ethics	3
ORLD 7500 Leading Organizational Change	3
ORLD 8200 Strategic Management	3

Figure 3. Recommended Course Offerings.

- Allow for LIS students to enroll in ORLD course while in MLIS program – students enrolled within the MLIS program looking for a concentration in leadership may find coursework in ORLD beneficial to their degree. This may also increase their likelihood to enroll in the Library Leadership Certificate in the future, or recommend others to pursue the Library Leadership Certificate based on their experience with the ORLD department.
- Explore options for cross-over between Hamline Public Administration certificates – coursework in the field of public administration should be researched to determine the applicability and feasibility of being incorporated into the Library Leadership Certificate. Coursework that focuses on the public sector and civic engagement may especially benefit public librarians.

Availability of Alternate Programs

- Explore partnership with CPLA ® - the Library Leadership Certificate may gain more momentum if St. Catherine University could partner with the CPLA® program to develop coursework that would result in the CPLA® certification after successful completion of the Library Leadership Certificate. This would be an incentive for students to enroll and be able to obtain two credentials at one time.
- Develop a dual/coordinated/consecutive degree program – another way to capture market share of potential students is to offer a full dual-degree program between LIS and ORLD departments. As identified in the website research, of the small percentage of institutions that offer dual-degrees between MLIS and a business department, most programs are paired with a traditional MBA, with little focus on leadership principles. Pairing the LIS and MAOL degrees together could create a very marketable program for those who value pursuing two master’s degrees.

As Minnesota’s only ALA-accredited institution, it is imperative that St. Catherine University explore ways to further leadership education options for library professionals. In order to increase enrollment of the Library Leadership Certificate, strategic changes must be made to account for shifts in the economy, job market, and the aging library profession. Through change management, adjustments to the curriculum and marketing, and widening the options for formal leadership education, the Library Leadership Certificate can be positioned to serve as a relevant and beneficial program for emerging and existing leaders within the library setting.

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Appendix A: Email to Recruit Research Subjects for Survey

Dear PLD Member,

You are invited to participate in a research study investigating formal leadership education in the field of library science. The study will be used to analyze the Library Leadership Certificate currently offered at St. Catherine University in St. Paul, MN. This study is being conducted by Laura Deshler, a graduate student in the Master of Arts in Organizational Leadership program at St. Catherine University under the supervision of Dr. Deborah Grealy, the Associate Dean and Director of the Master of Library & Information Science Program.

You were selected as a possible participant in this research because you have been identified as a public librarian.

This study is part of the requirements for graduation from the Master in Organizational Leadership Program at St. Catherine University. The survey will assist the graduate student to learn research methodology and expand her knowledge of leadership skills.

If you decide to participate, you will be asked to sign a consent form and complete a survey asking basic demographic information, as well as information about your involvement, interest, and awareness in formal leadership development programs, including the Library Leadership Certificate offered at St. Catherine University. This survey will take approximately 15 minutes to complete. All individual responses will be kept confidential.

Below is a link to the online survey. You can either click on the link, or copy and paste the link into your browser to access the survey:

<https://www.surveymonkey.com/s/VKRTFV6>

I hope you will consider this opportunity to participate in this study. If you have any questions, please contact Laura Deshler at 651-246-1709 or Dr. Deborah Grealy at 651-690-8633.

Thank you for reading this and thank you in advance for your interest.

Sincerely,

Laura Deshler
Graduate Student, MAOL Candidate
St. Catherine University

Deborah Grealy, Ph.D.
Associate Dean and Director of the Master of Library & Information Science Program
St. Catherine University

Appendix B: Information and Consent Form (Interview)

Promoting Library Leadership: How to Develop Leaders through Multidisciplinary Post-Graduate Coursework at St. Catherine University

Introduction:

You are invited to participate in a research study investigating formal leadership education in the field of library science. The study will be used to analyze the Library Leadership Certificate currently offered at St. Catherine University in St. Paul, MN. This study is being conducted by Laura Deshler, a graduate student at St. Catherine University under the supervision of Dr. Deborah Grealy, the Associate Dean and Director of the Master of Library and Information Science Program. You were selected as a possible participant in this research because you are either in a leadership role within a public library, or have direct knowledge about the Library Leadership Certificate offered at St. Catherine University. Please read this form and ask questions before you agree to be in the study.

Background Information:

The purpose of this study is gather more information about the ways in which library professionals develop and prepare for leadership roles, especially through formal education resulting in a secondary degree, certificate, or certification. Specifically, the study is gathering more information about the awareness of and interest in the Library Leadership Certificate at St. Catherine University.

Procedures:

If you decide to participate, you will be asked to complete an interview that will collect information about your involvement, interest, and awareness in formal leadership development programs, including the Library Leadership Certificate offered at St. Catherine University. The interview will be 1 hour in length and completed in one session.

Risks and Benefits of being in the study:

There are no risks with participating in this survey. There are no direct benefits to you for participating in this research.

Confidentiality:

Any information obtained in connection with this research study that can be identified with you will be disclosed only with your permission; your results will be kept confidential. In any written reports or publications, no one will be identified or identifiable and only group data will be presented. No one in your library association (if applicable) or place of employment will be made aware of your participation or of your results.

I will keep the research results locked in my home office, and only I and my advisor will have access to the records while I work on this project. I will finish analyzing the data by December 15, 2013. I will then destroy all original reports and identifying information that can be linked back to you.

Voluntary nature of the study:

Participation in this research study is voluntary. Your decision whether or not to participate will not affect your future relations with your library association or St. Catherine University in any way. If you decide to participate, you are free to stop at any time without affecting these relationships

Contacts and questions:

If you have any questions, please feel free to contact me, Laura Deshler, at 651-246-1709 or at lmdeshler@stkate.edu. You may ask questions now, or if you have any additional questions later, the faculty advisor, (Dr. Grealy, 651-690-8633), will be happy to answer them. If you have other questions or concerns regarding the study and would like to talk to someone other than the researcher, you may also contact the faculty advisor.

You may keep a copy of this form for your records.

Statement of Consent:

You are making a decision whether or not to participate. Your signature indicates that you have read this information and your questions have been answered. Even after signing this form, please know that you may withdraw from the study at any time.

I consent to participate in the study and agree to be audiotaped.

Signature of Participant

Date

Appendix C: Survey Responses

MAOL Leadership Action Project - Formal Leadership Education for Library Professionals

Do you give your consent to participate in this survey?

Answer Options	Response Percent	Response Count
I consent	100.0%	54
I do not consent	0.0%	0
<i>answered question</i>		54
<i>skipped question</i>		0

Please indicate the gender by which you most closely identify:

Answer Options	Response Percent	Response Count
Male	7.4%	4
Female	92.6%	50
Prefer not to answer	0.0%	0
Other	0.0%	0
<i>answered question</i>		54
<i>skipped question</i>		0

Please indicate your age:

Answer Options	Response Percent	Response Count
Under 25	0.0%	0
25-34	11.1%	6
35-44	24.1%	13
45-54	29.6%	16
55-64	27.8%	15
65 or older	7.4%	4
Prefer not to answer	0.0%	0
<i>answered question</i>		54
<i>skipped question</i>		0

How long have you been working in a public library setting?

Answer Options	Response Percent	Response Count
Less than one year	0.0%	0
One to five years	11.1%	6
Between five and ten years	24.1%	13
Over ten years	64.8%	35
<i>answered question</i>		54
<i>skipped question</i>		0

How would you categorize your current role?

Answer Options	Response Percent	Response Count
Library Assistant or Technician	1.9%	1
Librarian	46.3%	25
Library Manager	14.8%	8
Library Director	16.7%	9
Other (please specify)	22.2%	12
<i>answered question</i>		54
<i>skipped question</i>		0

Do you currently have a supervisory position with your place of employment?

Answer Options	Response Percent	Response Count
No	53.7%	29
Yes	46.3%	25
<i>answered question</i>		54
<i>skipped question</i>		0

How many years of supervisory experience have you had within a public library setting?

Answer Options	Response Percent	Response Count
Less than one year	4.0%	1
One to five years	12.0%	3
Between five and ten years	24.0%	6
Over ten years	60.0%	15
<i>answered question</i>		25
<i>skipped question</i>		29

Do you currently hold a leadership position within a professional library association (ALA, LLAMA, MLA, PLA, etc.)?

Answer Options	Response Percent	Response Count
No	83.3%	45
Yes	16.7%	9
If you would like to provide information on which association and your role within it, please do so below:		8
<i>answered question</i>		54
<i>skipped question</i>		0

Do you currently hold a leadership position within other organizations (school board, city council, PTA, athletic association, etc.)?

Answer Options	Response Percent	Response Count
No	79.6%	43
Yes	20.4%	11
If you would like to provide information on which association and your role within it, please do so below:		6
<i>answered question</i>		54
<i>skipped question</i>		0

Do you have aspirations to hold a leadership or management position within a public library setting?

Answer Options	Response Percent	Response Count
Yes, and I currently hold a leadership or management position within a public library	48.1%	26
Yes, I have aspirations to hold a leadership or management position within a public library setting, but currently do not hold this type of position	14.8%	8
No, I do not have these aspirations, but I currently hold this type of position	0.0%	0
No, I do not have these aspirations and do not intend on pursuing this option in my career	18.5%	10
I am unsure at this time in my career	18.5%	10
<i>answered question</i>		54
<i>skipped question</i>		0

Do you have an ALA-accredited MLS/MLIS degree?		
Answer Options	Response Percent	Response Count
Yes, I have completed an ALA-Accredited MLS/MLIS degree	88.9%	48
No, but I have taken some coursework in an ALA-Accredited MLS/MLIS program	1.9%	1
No, but I have another type of graduate degree	3.7%	2
No, but I have another type of graduate degree and have also taken some coursework in an ALA-Accredited MLS/MLIS program	0.0%	0
No, I do not have an ALA-Accredited MLS/MLIS degree, nor another graduate degree	5.6%	3
<i>answered question</i>		54
<i>skipped question</i>		0

From what institution did you obtain your MLS/MLIS degree?		
Institution	Response Percent	Response Count
Dominican University	4.2%	2
Emporia State University	4.2%	2
Kent State University	4.2%	2
Northern Illinois University	0.0%	0
Simmons College	4.2%	2
Southern Connecticut State University	2.1%	1
St. Catherine University	0.0%	0
St. Catherine University*	20.8%	10
University of Alberta	2.1%	1
University of Illinois - Urbana-Champaign	2.1%	1
University of Iowa	4.2%	2
University of Maryland	2.1%	1
University of Minnesota	8.3%	4
University of North Carolina	2.1%	1
University of Pittsburgh	2.1%	1
University of Washington	4.2%	2
University of Wisconsin - Madison	10.4%	5
University of Wisconsin - Milwaukee	10.4%	5
Wayne State University	2.1%	1
Western Michigan University	2.1%	1
<i>answered question</i>		48
<i>skipped question</i>		6

Did you take courses within your MLS/MLIS program of study involving leadership or management of people or teams?

Answer Options	Response Percent	Response Count
No	35.4%	17
Yes	64.6%	31
<i>answered question</i>		48
<i>skipped question</i>		6

Please indicate why you did not enroll in these courses (select all that apply)

Answer Options	Response Percent	Response Count
Because these courses were not offered	70.6%	12
Because these courses did not interest me	5.9%	1
Because I did not have time in my program to take these courses	17.6%	3
Other (please specify)	11.8%	2
<i>answered question</i>		17
<i>skipped question</i>		37

Were these courses required as part of your program?

Answer Options	Response Percent	Response Count
No	25.8%	8
Yes	74.2%	23
<i>answered question</i>		31
<i>skipped question</i>		23

How do you prefer to develop and/or improve your leadership skills? (check all that apply)

Answer Options	Response Percent	Response Count
Through practice in my workplace by leading others	70.4%	38
Reading books, blogs, or other materials on leadership	66.7%	36
Attending seminars	64.8%	35
Informal networks	55.6%	30
Professional associations	55.6%	30
Leadership institutes	37.0%	20
Through mentoring others	33.3%	18
Formal education programs that result in a certificate or degree	20.4%	11
I am currently not interested in developing these skills	9.3%	5
<i>answered question</i>		54
<i>skipped question</i>		0

Of the answer(s) you selected above, which of these methods is the MOST effective way for YOU to develop your skills?

Answer Options	Response Percent	Response Count
Through practice in my workplace by leading others	31.5%	17
Attending seminars	11.1%	6
Reading books, blogs, or other materials on leadership	11.1%	6
Formal education programs that result in a certificate or degree	7.4%	4
Leadership institutes	7.4%	4
Informal networks	7.4%	4
Professional associations	7.4%	4
Through mentoring others	7.4%	4
<i>answered question</i>		54
<i>skipped question</i>		0

Have you heard of the Certified Public Library Administrator® Program offered through the ALA?

Answer Options	Response Percent	Response Count
No	61.1%	33
Yes	38.9%	21
<i>answered question</i>		54
<i>skipped question</i>		0

Have you completed the Certified Public Library Administrator® Program

Answer Options	Response Percent	Response Count
Yes, I completed the CPLA® program	0.0%	0
No, but I completed some of the program	0.0%	0
No, I have not completed any coursework as part of the CPLA® program	100.0%	21
<i>answered question</i>		21
<i>skipped question</i>		33

Do you have an interest in participating in the CPLA® program?

Answer Options	Response Percent	Response Count
No	47.6%	10
Yes	14.3%	3
Unsure	38.1%	8
<i>answered question</i>		21
<i>skipped question</i>		33

Please rank the following statements about the CPLA®							
Answer Options	Completely Disagree	Somewhat Disagree	Somewhat Agree	Completely Agree	Unsure	Rating Average	Response Count
The CPLA® increases my likelihood for a pay increase	8	4	3	1	4	1.81	20
The CPLA® increases my likelihood for a promotion	7	3	6	0	4	1.94	20
The CPLA® increases my likelihood to hold higher leadership positions within a public library setting	4	3	9	0	4	2.31	20
The CPLA® is an affordable program	2	3	1	0	14	1.83	20
I find value in possessing a CPLA®	1	5	7	0	6	2.46	19
My manager finds value in having his or her employees completing the CPLA®	4	5	3	0	7	1.92	19
I find value in hiring other people who have completed the CPLA® program	2	2	5	2	8	2.64	19
The CPLA® is a well-known certification among public library professionals	3	8	4	0	4	2.07	19
<i>answered question</i>							20
<i>skipped question</i>							34

Do you have any other professional certifications (i.e. Certified Project Manager, Six Sigma Certification, etc.)

Answer Options	Response Percent	Response Count
No	84.9%	45
Yes	15.1%	8
If you would like to provide additional information on the certification(s) you possess, please list them below:		9
<i>answered question</i>		53
<i>skipped question</i>		1

Have you taken courses intended to lead to a graduate or post-graduate certificate in leadership or management? (a certificate is defined as an award that requires completion of an organized program of study above and beyond a baccalaureate or graduate degree, but does not result in another graduate or post-graduate degree)

Answer Options	Response Percent	Response Count
No	86.8%	46
Yes	13.2%	7
<i>answered question</i>		53
<i>skipped question</i>		1

How would you categorize your progress in completing the certificate?

Answer Options	Response Percent	Response Count
I am at the beginning of my program	0.0%	0
I am about in the middle of my program	14.3%	1
I am nearly finished with the program	0.0%	0
I have completed all of my coursework and currently obtain a certificate	42.9%	3
I took some courses, but do not intend to finish	42.9%	3
<i>answered question</i>		7
<i>skipped question</i>		47

Was the certificate program focused on leadership and management specifically for library professionals?

Answer Options	Response Percent	Response Count
No	42.9%	3
Yes	57.1%	4
<i>answered question</i>		7
<i>skipped question</i>		47

Are you aware that St. Catherine University in St. Paul, MN has a Library Leadership Certificate available?

Answer Options	Response Percent	Response Count
No	54.7%	29
Yes, I've heard a little bit about it	43.4%	23
Yes, I'm very familiar with it	1.9%	1
<i>answered question</i>		53
<i>skipped question</i>		1

Are you aware of any other colleges or universities that offer leadership or management certificates specifically for library professionals?

Answer Options	Response Percent	Response Count
No	81.1%	43
Yes	18.9%	10
If yes, please list the institution(s) below		5
<i>answered question</i>		53
<i>skipped question</i>		1

Please indicate the level of interest you have in completing the Library Leadership Certificate at St. Catherine University:

Answer Options	Response Percent	Response Count
Not at all interested	56.6%	30
Somewhat interested	34.0%	18
Interested	0.0%	0
Very Interested	1.9%	1
Not sure	7.5%	4
<i>answered question</i>		53
<i>skipped question</i>		1

Please indicate the level of interest you have in completing a leadership or management certificate specifically for library professionals at another college or university:

Answer Options	Response Percent	Response Count
Not at all interested	58.5%	31
Somewhat interested	26.4%	14
Interested	1.9%	1
Very Interested	3.8%	2
Not sure	9.4%	5
<i>answered question</i>		53
<i>skipped question</i>		1

Please list any concerns that may stop you from enrolling in a program that offers this type of certificate (i.e. concerns with tuition amount, time, work/life balance, etc.):

Answer Options	Response Count
Tuition	27
Time	24
Value (career advancement or pay; ROI)	19
Work/Life Balance	11
Lack of interest	10
Age	7
Location	5
Relevancy	4
Other Degree Interest	1
Fear	1
Already have degree	1
<i>answered question</i>	
53	
<i>skipped question</i>	
1	

Please rank the following factors in order of most importance (1) to least importance (8) when considering whether or not to enroll in a certificate program

Answer Options	1	2	3	4	5	6	7	8	Rating Average	Response Count
Location of classes in proximity to your residence	8	6	4	9	6	15	3	0	4.10	51
Class size	1	1	4	7	2	5	14	17	6.22	51
Tuition	16	11	7	4	5	4	2	2	3.02	51
Ability to take classes online	3	7	8	10	8	7	4	4	4.37	51
Availability of classes on the weekends	2	1	4	5	10	12	10	7	5.57	51
Content of coursework	11	14	8	6	8	0	2	2	3.08	51
Prestige of institution	2	4	4	3	3	7	12	16	5.94	51
Time to complete the entire program	8	7	12	7	9	1	4	3	3.71	51
<i>answered question</i>										51
<i>skipped question</i>										3

Please rank the following statements about graduate and post-graduate certificates:							
Answer Options	Completely Disagree	Somewhat Disagree	Somewhat Agree	Completely Agree	Unsure	Rating Average	Response Count
Having a certificate increases my likelihood for a pay increase	17	13	10	2	8	1.93	50
Having a certificate increases my likelihood for a promotion	13	8	21	1	6	2.23	49
Having a certificate increases my likelihood to hold higher leadership positions within a public library setting	10	6	26	4	4	2.52	50
Completing a certificate is an affordable option for me	8	18	10	5	9	2.29	50
I find value in possessing a certificate	8	16	17	3	6	2.34	50
My manager finds value in having his or her employees having a certificate	11	11	8	2	17	2.03	49
I find value in hiring other people who have completed certificates	7	7	15	6	15	2.57	50
Having a certificate is common among public library professionals	18	19	1	0	12	1.55	50
I would be more likely to enroll in a certificate program if it	8	7	16	3	16	2.41	50

also resulted
in CPLA®
certification

<i>answered question</i>	50
<i>skipped question</i>	4

Have you completed a second master's degree in leadership, business management, or business administration?

Answer Options	Response Percent	Response Count
No	94.0%	47
No, but I am currently enrolled in a program that will result in a second master's degree in this field	0.0%	0
Yes, I completed a second master's degree in this field before my MLS/MLIS	0.0%	0
Yes, I completed a second master's degree in this field after my MLS/MLIS	6.0%	3
Yes, I completed a second master's degree in this field as part of a joint program in conjunction with my MLS/MLIS (i.e. a dual-degree)	0.0%	0
	<i>answered question</i>	50
	<i>skipped question</i>	4

Please rank the following statements about master's degrees in leadership, business management, or business administration:

Answer Options	Completely Disagree	Somewhat Disagree	Somewhat Agree	Completely Agree	Unsure	Rating Average	Response Count
A second master's degree in this field increases my likelihood for a pay increase	15	16	8	2	9	1.93	50
A second master's degree in this field increases my likelihood for a promotion	12	12	16	2	8	2.19	50
A second master's degree in this field increases my likelihood to hold higher leadership positions within a public library setting	6	12	20	5	7	2.56	50
A second master's degree in this field is an affordable option for me	20	11	10	2	7	1.86	50
I find value in possessing a second master's degree in this field	9	18	13	6	4	2.35	50
My manager finds value in having his or her employees completing a second master's degree in this field	10	11	8	4	16	2.18	49
I find value in hiring other people who have completed a second master's degree	7	11	12	4	16	2.38	50
Having a second master's degree is common among public library professionals	15	20	3	2	10	1.80	50
<i>answered question</i>							50
<i>skipped question</i>							4

If you were to obtain formal leadership and/or management education, what programs would you choose to enroll in over the entire course of your career?

Answer Options	Response Percent	Response Count
I would not enroll in any program	44.0%	22
Obtain only a graduate or post-graduate certificate	16.0%	8
Obtain only the CPLA® certification	4.0%	2
Obtain only a secondary master's degree	16.0%	8
Obtain both a graduate/post-graduate certificate and CPLA® certification	10.0%	5
Obtain both a graduate/post-graduate certificate and a secondary master's degree	2.0%	1
Obtain both a secondary master's degree and a CPLA® certification	4.0%	2
Obtain all three formal education credentials (a graduate/post-graduate certificate and a CPLA® certification and a second master's)	4.0%	2
	<i>answered question</i>	50
	<i>skipped question</i>	4

Appendix D

Interview Inventory

Questions:

For former St. Kate's faculty

1. Tell me about your history with St. Catherine University
2. How did the idea for a graduate certificate come about?
3. What research was done (and by whom) to implement the program?
4. How were the required courses picked for the certificate?
5. Was it the intent of the certificate to replace the certification by the ALA-APA (the CPLA program)?
6. What is the goal of the baccalaureate certificate (for those without an MLS/MLIS)?
7. What marketing was done to inform potential students of this program?
8. If you could give advice to either the MAOL office or MLIS office concerning this degree, what would you say?

For current St. Kate's faculty

1. How did you first hear about the Library Leadership Certificate?
2. Tell me about the current partnership you have between the MLIS and MAOL programs concerning this certificate?
3. How is this program marketed (either to potential students unaffiliated with St. Kate's, current MLIS students, or MLIS alumnae/i)?
4. How many inquiries do you get a year on this program by potential students? Or who can I check with to get these numbers?
5. What challenges have you had to sustain this program?
6. What are your opinions on the curriculum of the program - do you feel like the right courses, right instructors, and right focus has been achieved?
7. How do you see this program evolving in the future?

8. What changes - if any - would you like to see with the program itself?
9. What changes - if any - would you like to see with the marketing of the program?
10. In your opinion, what needs to be done to increase enrollment in the Library Leadership Certificate?

For current St. Kate's staff

1. How does your office market or recruit for the library leadership certificate?
2. How many inquiries have you received from prospective students on the library leadership certificate?
3. Can you give me any examples of types of questions you receive on the certificate from prospective students?
4. Do you work with marketing/communications at all (as it relates to the library leadership certificate)?
5. Approximately how many recruiting events are attended by graduate admissions staff to recruit for the library leadership certificate?
6. Is any research done on the library leadership certificate (i.e. who to market to, what events to attend)?
7. Can you tell me a bit more about how budgeting impacts the recruitment of the library leadership certificate?
8. If you could give advice to either the MAOL office or MLIS office concerning this degree, what would you say?
9. What changes – if any – would you like to see with the marketing or recruitment of the program?

For Library Leaders

1. Tell me a bit about your role as a library director
 - Career history, education, training you have attended
2. What leadership development takes place within the library among your employees?
 - Mentorships, leadership conferences, institutes
3. How do you determine which librarians are interested or best suited for leadership roles?
 - Is there a leadership development initiative or program?

4. What do you view to be the biggest challenges with developing leadership in a library setting?
5. Tell me more about the process by which you determine who to hire or promote into a leadership or supervisory position within the library system
 - What experience do you look for when hiring leaders within your libraries?
6. What formal leadership education do you typically look for in a candidate for a management position?
7. When you evaluate whether or not to hire someone in to a supervisory or leadership position, how much does formal education of the candidate impact your decision making process?
 - What types of formal or non-formal education do you value in your employees?
8. What opinions do you have on the CPLA program - is this something that you typically look for or encourage your employees to participate in?
9. What about graduate certificates in leadership - are these valued when hiring or promoting employees?
10. Have you - or have your employees mentioned to you - anything about the Library Leadership Certificate offered at St. Catherine University?
11. What competencies would you expect an employee to demonstrate coming out of a graduate certificate program in leadership?
12. Do you feel that the CPLA and other graduate certificate programs conflict with one another?
13. Do you feel that leadership and library administration competencies can be built entirely on-the-job?
14. Is formal education above and beyond the MLS/MLIS degree valued or rewarded within the library system?
15. If you were to give advice to a public librarian about developing his or her leadership skills, what would you say to them?

Appendix E: Website Analysis

Institution	URL to Institution	URL to Library Science Program	State	Total MLIS Enrollment	Is this institution an iSchool?
Dominican University	http://public.dom.edu/	http://gslis.dom.edu/	Illinois	452	N
University of Illinois, Urbana-Champaign	http://illinois.edu/	http://www.lis.illinois.edu/	Illinois	618	Y
Indiana University	http://www.indiana.edu/	http://ils.indiana.edu/	Indiana	490	Y
University of Iowa	http://www.uiowa.edu/	http://slis.grad.uiowa.edu/	Iowa	59	N
Emporia State University	http://www.emporia.edu/	http://slim.emporia.edu/	Kansas	335	N
University of Michigan	http://www.umich.edu/	https://www.si.umich.edu/	Michigan	381	Y
Wayne State University	http://wayne.edu/	http://slis.wayne.edu/	Michigan	532	N
St. Catherine University	http://www.stkate.edu/	http://www.stkate.edu/academic/mlis/	Minnesota	197	N
University of Missouri (Conditional)	http://missouri.edu/	http://education.missouri.edu/SISLT/	Missouri	265	N
Kent State University	http://www.kent.edu/	http://www.kent.edu/catalog/2013/ci/GR/LIS	Ohio	599	N
University of Wisconsin - Madison	http://www.wisc.edu/	http://www.slis.wisc.edu/	Wisconsin	217	Y
University of Wisconsin - Milwaukee	http://www4.uwm.edu/	http://www4.uwm.edu/sois/	Wisconsin	586	Y

Institution	Does the institution offer any post-graduate certificates in leadership, business, or management as part of the LIS program?	How many courses?	How many credits?	Is the education focused on public librarians, other librarians, or all librarians?	Are all courses face-to-face, all online, all hybrid, or a mix?
Dominican University	Y (Certificate of Special Study)	5	15	All librarians	face to face
University of Illinois, Urbana-Champaign	Y (Certificate of advanced study)	10	40	All librarians	Both fully available online and in person
Indiana University	Y (Specialist in Library and Information Science)	10	30	All librarians	Both
University of Iowa	N	N/A	N/A	N/A	N/A
Emporia State University	N	N/A	N/A	N/A	N/A
University of Michigan	N	N/A	N/A	N/A	N/A
Wayne State University	Y (Specialist Certificate in Library and Information Science)	10	30	All librarians	Both
St. Catherine University	Y (Library Leadership Certificate, as well as a certificate of Special Study)	5 or 6	15 or 18	All librarians	face to face
University of Missouri (Conditional)	N	N/A	N/A	N/A	N/A
Kent State University	Y (Advanced Study in Library and Information Science)	6	18	All librarians	Both
University of Wisconsin - Madison	N	N/A	N/A	N/A	N/A
University of Wisconsin - Milwaukee	N	N/A	N/A	N/A	N/A

Institution	Does the institution offer any dual or coordinated degrees between the LIS program and business departments?	How many courses?	How many credits?	Is the education focused on public librarians, other librarians, or all librarians?	Are all courses face-to-face, all online, all hybrid, or a mix?
Dominican University	Y - Dual MBA	18 to 25	Between 54 and 75	All	Mix
University of Illinois, Urbana-Champaign	N	N/A	N/A	N/A	N/A
Indiana University	N	N/A	N/A	N/A	N/A
University of Iowa	N	N/A	N/A	N/A	N/A
Emporia State University	N	N/A	N/A	N/A	N/A
University of Michigan	Y - Dual MBA	27	81	All	face to face
Wayne State University	N	N/A	N/A	N/A	N/A
St. Catherine University	N	N/A	N/A	N/A	N/A
University of Missouri (Conditional)	Y (Student-designed programs)	16	48	All	Mix
Kent State University	Y - Dual MBA	23	69	All	Mix
University of Wisconsin - Madison	N	N/A	N/A	N/A	N/A
University of Wisconsin - Milwaukee	N	N/A	N/A	N/A	N/A

Institution	Does the institution offer a concentration in leadership, business, or management as part of the MLS program?	How many courses?	How many credits?	Is the education focused on public librarians, other librarians, or all librarians?	Are all courses face-to-face, all online, all hybrid, or a mix?
Dominican University	Y (Management and Administration)	8	24	All	Mix
University of Illinois, Urbana-Champaign	N	N/A	N/A	N/A	N/A
Indiana University	N	N/A	N/A	N/A	N/A
University of Iowa	N	N/A	N/A	N/A	N/A
Emporia State University	Y (Leadership and Administration)	3	9	All	Mix
University of Michigan	N	N/A	N/A	N/A	N/A
Wayne State University	N	N/A	N/A	N/A	N/A
St. Catherine University	Y (not official; through advising)	Unknown	Unknown	Unknown	face to face
University of Missouri (Conditional)	N	N/A	N/A	N/A	N/A
Kent State University	N	N/A	N/A	N/A	N/A
University of Wisconsin - Madison	N	N/A	N/A	N/A	N/A
University of Wisconsin - Milwaukee	Y (Public Library Leadership Concentration)	7	21	Public	Both