Grow your own leaders: Nurturing leadership and management skill for staff at every level
The Need for Nurturing and Developing Leaders

- Succession planning
- Change Management
- Dynamic vision and Services
- Attracting/retaining/developing professional talent
“a strategy for developing leaders from within the company or organization”  
(Nixon, 2008, p. 249)
Little Succession Planning Is Happening

ONLY 24% of libraries have succession plans

18% of academic libraries
34% of public libraries
14% of school libraries
25% of special libraries
16% didn’t know (excluded)

(Leuzinger & Rowe, 2017, p. 4)
Need for Succession Planning

- Retirements within organization
- Potential personnel changes
- Recruitment
- Loss of organizational knowledge

(Charbonneau & Freeman, 2016, p. 884)
Change Management vs Change Leadership

**Change Management**
- Collection of strategies and methods to control change
- Limiting problems
- Smaller changes

**Change Leadership**
- Energy motivating the change
- Empowering staff to transform
- Big visions

(Kotter 2001)
Dynamic Vision and Services

What does a library operating at its best look like?

(The Center of Appreciative Inquiry, n.d.)
“The vision is the vehicle that allows the leader to transport followers along for the ride.”

(Halaychik, 2016, p. 9)
ATTRACT • RETAIN • DEVELOP

Professional Talent

- Engagement / Opportunities for Growth
- Satisfaction can become boredom
- Career growth = new projects, new teams

(Pendell, 2017)
Appreciative Inquiry Approach

“AI...seeks to locate, highlight, and illuminate the ‘life-giving’ forces of an organization’s (and individuals’) existence.

• Approaching all conversations through the lenses of strength and positivity.

• Inquire = Ask questions, study, search, explore, investigate. Maintaining a constant state of curiosity, wonder, willingness to learn
AI Framework – Circular Approach

Discovery
“What gives life?”
The best of what is *Appreciating*

Destiny
“How to empower, learn, and improvise?”
*Sustaining*

Design
“What should be – the ideal?”
*Co-constructing*

Dream
“What might be?”
*Envisioning Results/Impact*

Affirmative Topic

(Cooperrider & Whitney, 2005)
The eight principles of Appreciative Inquiry

1. The Constructionist Principle
2. The Poetic Principle
3. The Simultaneity Principle
4. The Anticipatory Principle
5. The Positive Principle
6. The Wholeness Principle
7. The Enactment Principle
8. The Free-Choice Principle
Constructionist Principle

“Reality is what we make it through language, conversation, attitude, behavior”

(Kelly, T. 2010, p. 168)

• Social niceties
• Word choices
• Reaction to negativity
• Sincere engagement
Constructionist Strategies

Open every conversation with a positive statement and/or genuine curiosity

Intentional communication
- Formal and informal
- Daily conversations, regular reviews, touchpoints

Less telling. More asking.

Articulating what they want
- Direct articulation of future goals

Encourage celebrations, points of pride
Simultaneity Principle

“Inquiry and change are not separate moments”

(Cooperrider & Whitney, 2005, p. 50)

• Encourage (Require?) questions
• Reflection
• Questions should elicit aspirations
Simultaneity Strategies

SOAR Analysis

- Strengths: What are we best at? What is going right?
- Opportunities: What possibilities are out there?
- Aspirations: What future do we hope for?
- Results: What outcomes do we want to see?

(LaRue, 2017)

Leaders can’t step up if they don’t know where the library is headed
The Poetic Principle

“what we focus on grows”

(https://www.appreciatingpeople.co.uk, 2018)

- Multiple interpretations of the narrative
- Organizations/cultures/people are not definitive.
- Perspectives and interpretations vary drastically.
- Deliberately finding the value in each scenario.
Poetic Principle Strategies

- Value each perspective equally
- Shifting habits: Dialogue verses debate
- Asking “why” five times
- Reorganize, regroup, rethink
- Reframe responses
The Anticipatory Principle

Image Inspires Action

“Our expectations of the future – and therefore of what we believe is possible – are constantly shaped by our conversations”

(https://coachingleaders.co.uk, 2018)
The Anticipatory Principle

Positive future planning
- Envision more and greater possibilities
- Excitement to move towards goals
- Long-term planning for growth and improvement
- Inspired positive action

Negative future planning
- Sense of foreboding creates lack of imagination about future possibilities
- Holding back, playing safe, ignoring opportunities
- Survival planning for worst case scenarios
- Inspired inaction or negative action
Anticipatory Principle Strategies

- Looking ahead – eye on trends
- Matching current and future trends with skills and goals
- Encourage independent development – say yes whenever possible
- Build professional development into job descriptions and work time
The Positive Principle

Ask positive questions!

- Social bonding: fellowship, trust, shared aspirations
- Puts attention on successes
- Changes focus from problem-solving to goal achieving
Positive Principle Strategies:

- Identify Examples of Leadership

- Examine successful internal leaders
  - What conditions were present
  - What factors contributed to the success
The Wholeness Principle

“[F]ocus on higher ground rather than common ground”

- The need for the whole story.
- Appreciate differences
- Develops trust as no one is left out
Wholeness Principle Strategies

In seeing the whole, future leaders can:
• See the interconnections of the parts
• Navigate the whole
The Enactment Principle

- Embody the future you want
- Builds on the power of imagery
- If you want positivity, be positive
Enactment Principle Strategies

Pygmalion effect

• Individuals perform according to expectations

• Act the part/model leadership

(Preskill & Catsambas 2006)
The Free Choice Principle

“People perform better and are more committed when they have freedom to choose how and what they contribute”

(Kelly, T. 2010, p. 167)
Free Choice Strategies

- Foster and nurture trust
- Democratic brainstorming
- Provide regular “invitations”
References


-Cooperrider, D. & Goodwin


