



Little Drops: Big Change

Creating an Environment Conducive
to Learning

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learning

Organization new individual must Science develop job employees inf management success workshops focuses

based ways information focusing University changes Organizational using library Libraries results open leadership database process Retrieved change transferring practices development libraries

organizations staff learn create processes Full Public article study disciplines Journal Academic level developed specific structure LO information competencies customers

libraries librarians New systems Administration research offer role ColP share York improvement business Journal business Journal business Journal business

knowledge organizational university team action shared Internet potential ideas

also needs best organizing well individuals transformation people resources shared Internet potential ideas

Text future Organizations work literacy focus order behavior

Learning organizations are "organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge, 1990, 3).



"A learning organization is an organization skilled at creating, acquiring, interpreting, transferring, and retaining knowledge, and at purposefully modifying its behavior to reflect new knowledge and insights"
(Garvin, 2000, 11).

Senge's Five Disciplines

Personal
Mastery

Mental Models

Shared Vision

Team
Learning

Systems
Thinking



Relevant Theories



Knowledge
Management



Total Quality
Management

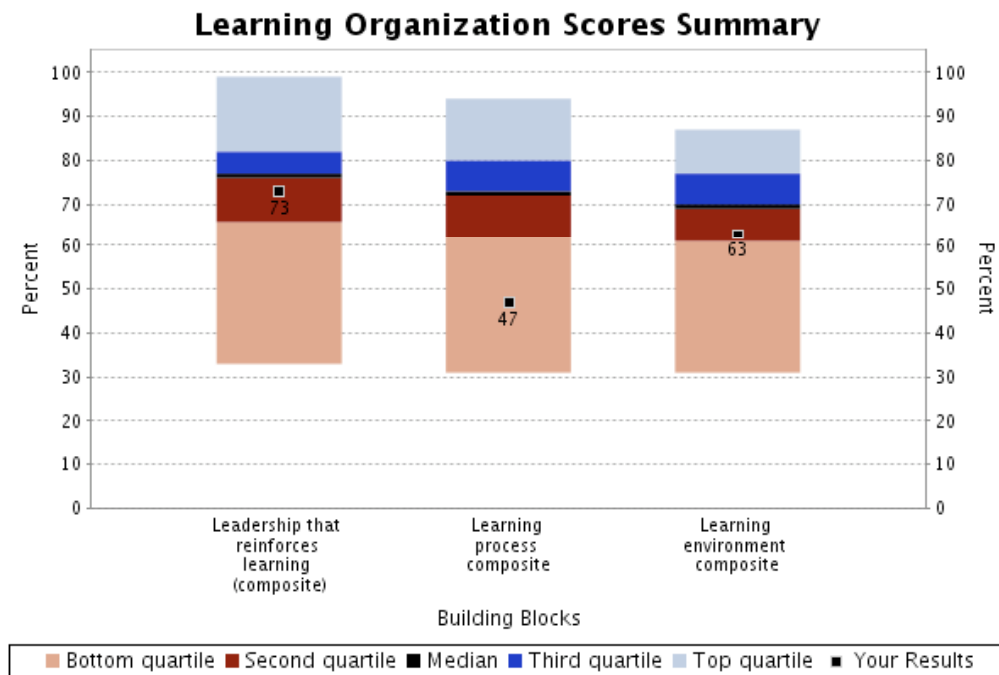


Innovative
Learning



Assessment

- In order to move forward, most organizations begin with an assessment phase to determine where their organization is on the “LO scale”



• [Is Yours a Learning Organization?](#) By Amy Edmondson, David Garvin, and Francesca Gino



Creation

- Define your library's unique goals, based on your community, your staff, and your vision
- Integrate the learning organization theory into all aspects of the library
 - Part time staff and full time professionals
 - Mission, values, and goals
 - Include in performance evaluation – TAILOR learning to each individual

Continuing Learning and Evaluation

- Many library organizations have ongoing training programs for staff at all levels and conduct evaluations of the individual sessions for content and delivery. However, very few libraries conduct any type of formal evaluation of the impact it has on the organization. Therefore, libraries have no real idea whether their staff training programs are contributing to the improvement of services to their customers. (Baughman & Kaske, 2002, 665)



Libraries as LOs

University of Maryland
Vanderbilt University
University of Nevada, Las Vegas
Duke University
Multnomah Public
Library (Portland, OR)
Peirce County Library
University of Nebraska,
Lincoln
North Suburban Library
System (Chicago)
University of Idaho
California - collections
collaboration


Is the library inherently a learning organization?

Libraries change, do more with less, keep up with technological changes, and adapt to online environment. Entire library staff, especially library leaders – set stage, model good behavior, provide resources (Riggs, 1997).

University of Maryland



1. Define the LO
2. Assess and Create
3. Content Areas for Learning Education Program
 - Development of Organization
 - Development of Self and Team
 - Exploring Leadership and Followership
 - Defining Customer Service
 - Self-Awareness and Improvement



Multnomah Public Library Portland, Oregon

1. hiring

2. Training

3. just-in-time learning

4. team building

5. individual learning
plans with self-
assessment tool

6. customers are a fertile
source of ideas, so
encourage staff to be
active in the community
as well as professional
organizations.

Everyone must be on
board

learning library's
commitment to personal
growth will be reflected in
the budget

Results in job satisfaction
and higher retention,
and *"we become the very
best librarians we can be"*
(Sewell, 2004).



- ▣ The burden of learning is on the individual
- ▣ Everyone needs to know what the organization's big-picture success looks like and each individual's part in creating that success
- ▣ Learning happens at all levels of the organization
- ▣ Organic communication is encouraged
- ▣ Consistency of policy implementation and practice
- ▣ Curiosity is encouraged, learning is supported, new skills are actively pursued
- ▣ Coaching and mentoring happens at all levels
- ▣ Feedback is essential to success
- ▣ Mistakes are a learning opportunity

Common Barriers

- linear thinking
- controlling leadership
- negative mental models
- lack of vision
- individual competition

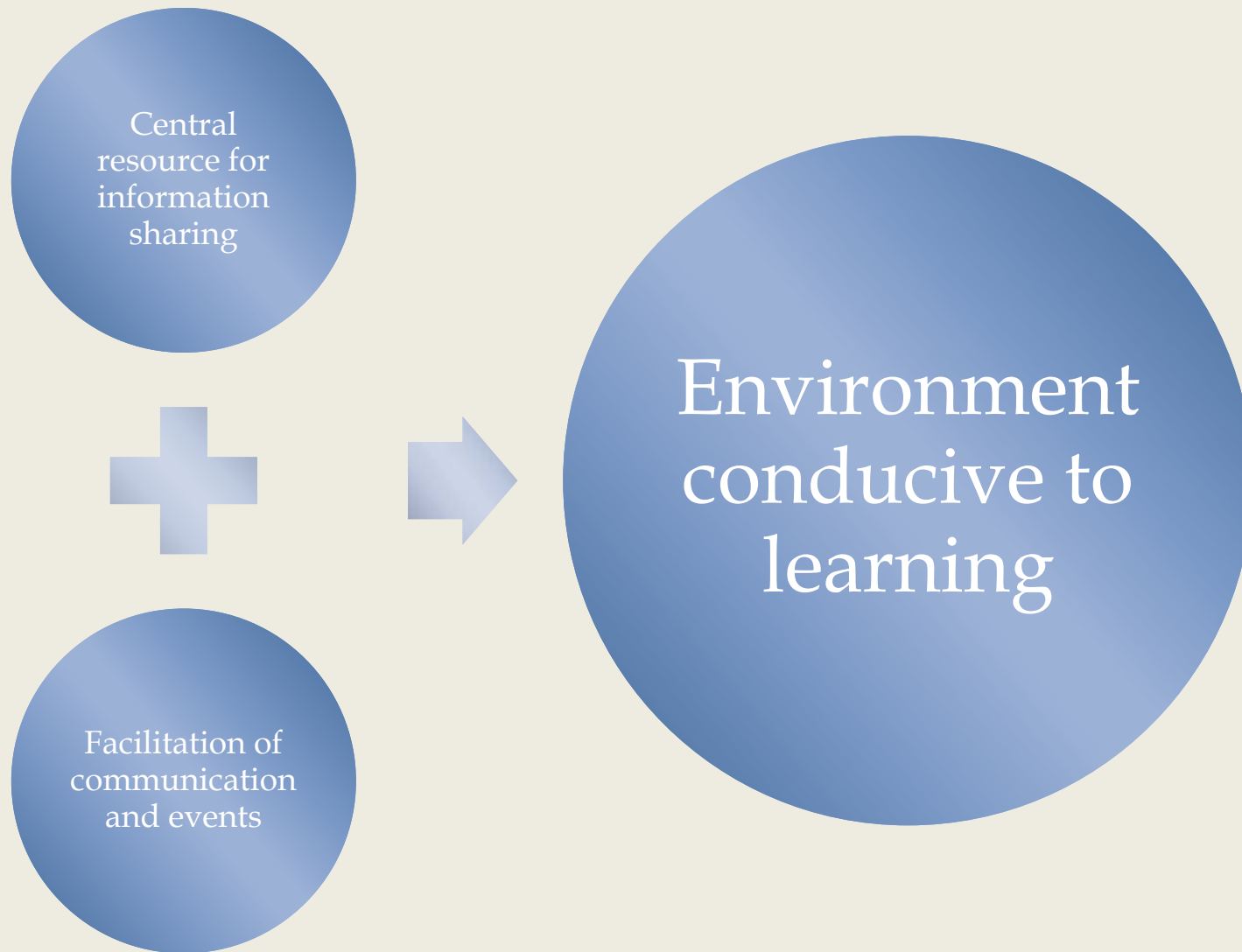
(Phipps, 1993)

The library is uniquely challenged because its environment is shaped by market economy as well as business and political agendas. Barriers to libraries: tension between public service, political agendas, and business efficiency results in an ambiguous mission that can undermine effective learning (Rowley, 1997)



Leadership

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Suggestions

- ▣ Learn about Learning Organizations
- ▣ Conduct assessment of individual libraries or state libraries in general
- ▣ Evaluate/create vision, mission, and goals (focusing on learning)
- ▣ Make learning primary throughout state at all levels
- ▣ Treat your staff as knowledge assets
- ▣ Develop a central site for knowledge sharing, perhaps with incentives for doing so