GET OUT YOUR SMARTPHONES!

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Everyday Succession Planning for Music Librarians

Janneka Guise, UofT Music Library
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OVERVIEW

• What is succession planning?
• Landscape: Music Libraries
• Literature: How to do Succession Planning
• Reflective Exercises

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If I left my position tomorrow...
“It tends to be, when somebody leaves, it's like, ‘Oh, crap!’”

Succession planning is...

“...a systematic effort by the library to ensure continuity in key positions, retain and develop intellectual and knowledge capital for the future, and encourage individual advancement.”

(Singer, 2010, 1)
Landscape: Music Library staffing

- MLA: 45+ postings in past 1 year
- *Core Competencies and Music Librarians (2002)*, in revision

Landscape: Our Changing Roles

<table>
<thead>
<tr>
<th>Cataloguer</th>
<th>Metadata specialist</th>
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<tbody>
<tr>
<td>Music Liaison</td>
<td>Digital Humanities</td>
</tr>
<tr>
<td>Collection Dev</td>
<td>License Negotiator</td>
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Landscape: Discussion (10 min)

1. If you left your position, is there anyone local with these skills who could step in?
2. If you were looking for a position, how could you acquire these skills?

Gibbs’ Model (1988)

https://www.mindtools.com/media/Diagrams/Gibbs-Reflective-Cycle.png
REFLECTIVE EXERCISE – 1 of 3 (5 minutes)

Gibbs’ Model (1988)

Description: What happened?

Feelings: What were you thinking and feeling?

Literature: How to do Succession Planning

1. Needed skills & competencies
   Now ➔ Future

2. Identification of talent
   Existing talent ➔ New talent

3. Developing talent
   Who gets developed ➔ Fairness

4. Review, revise...regularly!
How is Succession Planning happening at your institution? (in one word)
Study: Findings (How is SP happening)

- some people are favoured
- happens more in certain departments than in others
- it’s happening below the radar screen of people who work here
- I’m not really in the loop

Study: Findings (Themes)

It’s a bit of the elephant in the room.

- some people are favoured
- I’m not privy to the discussions
- it’s happening below the radar screen of people who work here
REFLECTIVE EXERCISE – 2 of 3 (5 minutes)

Gibbs’ Model (1988)

Evaluation: What was good and bad about the experience?

Analysis: What sense can you make of this situation?

GROUP DISCUSSION (5 minutes)

What could you do to preserve YOUR tacit knowledge, to benefit those who come after you?
Implications

- Benefits: self, institution, profession
- Create leaders at all levels
- What does good communication look like?
- Conversations
- Knowledge Transfer

REFLECTIVE EXERCISE – 3 of 3 (5 minutes)

Gibbs’ Model (1988)

Conclusion: What else could you have done?

Action Plan: If it arose again, what would you do?
Questions?

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