Abstract: African librarianship is determined by the socio-cultural, developmental, economic and political contexts within which it is located. The importance of developing leaders within the library and information services (LIS) sector has never been as crucial as it is today. There is a critical need to develop the next generation library leaders who are able to respond and adapt LIS to the needs and demands of community development imperatives, emerging technologies for access to information and knowledge, and most importantly recognise its ability to impact the intellectual capital of the continent. The current model of library practice is steeped in managerialism and positional leadership that disallows innovation, creative thinking and a dynamic organisational culture to evolve.

The Carnegie Library Leadership project, located within the University of Pretoria, was designed to address the above by identifying those with the potential to be the next generation library leaders and who will be able to make an impact within and beyond their institutions. The programme recognised that the transition from managers to leaders is not an easy journey but commences with the path to personal leadership, which then leads to more effective public leadership. This approach has succeeded in developing dynamic young professionals who are succeeding in elevating the standards of practice within their institutions and contributing to the development of the profession nationally. This paper therefore aims to share the rich content, learning and outcomes of the programme, and how it may be used for future development opportunities.

Keywords: Library leadership, African librarianship, public librarians, academic librarians
A. INTRODUCTION
African librarianship is determined by the socio-cultural, developmental, economic and political contexts within which it is located. The African library and information services (LIS) sector is to a large extent being challenged by the need for greater collaboration, networking and developing the next generation of library leaders on the continent who will be able to raise the level of practice higher within the continental development context, as well as providing a voice to the global issues impacting the profession. Bearing in mind that leadership, which includes strategic thinking; the ability to envision and plan for the future, to mentor, to identify opportunities and harness resources, is not taught as part of the LIS curriculum, the onus of developing the next generation library leaders falls within the purview of institutions and library associations in the form of continuing professional development (CPD). Johnson (2007) in his article on LIS education posits that “librarians and other information professionals need to take a leadership role in ensuring that their communities can make the best possible use of these resources and thus contribute to the social and economic advancement of their people.”

The Mortenson Center for International Library Programs, University of Illinois, a long-standing leadership development partner with LIASA and an entity which has worked with several African university libraries, through various donor funded projects, released a report in 2004 wherein library leadership and management is highlighted as a challenge which still holds true today. This challenge speaks directly to the need for managers to have enhanced training in leadership/management; the lack of formal training of some managers; the leadership/management aspirations of individual practitioners as well as the need for a change in the attitude of African librarians to that of seeing themselves as library leaders and managers, and that all can benefit from training to enhance their skills as their work environments, roles and responsibilities change.

This paper will explore the concept of African librarianship, the need for and how library leadership development is being addressed within the African and South African contexts, and share the experience of the Carnegie Library Leadership project, which successfully planted the seed of leadership development amongst a cohort of 120 South African academic and public librarians. These librarians, through their enhanced understanding of their role and contexts, are making a difference within their respective institutions and the broader profession by strengthening the leadership of the Library and Information Association of South Africa (LIASA).
B. AFRICAN LIBRARIANSHIP: A COMPLEX CONCEPT OR REALITY?

In seeking to define librarianship, Meijer (1982) concludes

“Librarianship is a form of cultural enterprise whose main characteristic is the stimulation of the optimum use of mankind’s cultural heritage insofar as it consists of coded thoughts recorded in documents that are and must be held in readiness for use with the ultimate objective of making possible cultural progress (also in the fields of religion and science) in its particular sphere.”

Culture herein refers to both human endeavours underpinned by a spiritual motivation and the results of these human activities. Heritage refers to the “all-embracing and extremely divergent content” of library collections, which are representative of the universality of the coded thoughts recorded in documents. Meijer (1982) further clarifies that implicit to the “holding in readiness for use” are the main functions of screening, selection, acquisition, preservation and making accessible the content through subject analysis of the various sources of information. Ultimately the aim of librarianship is directed towards enhancing and contributing to the cultural progress of society.

The historical, socio-cultural, economic, political and developmental divergences make it a rich and fertile ground for librarianship. Therefore the concept of African librarianship as per Meijer’s definition and within the African context may be read as:

African Librarianship is a cultural enterprise whose main aim is the stimulation of the optimal use of documented and oral African cultural heritage organised according to acceptable professional principles for sharing and raising the visibility of African knowledge towards enhancing and contributing to the development and progress of the continent.

However the complexities of African librarianship are steeped in Anglo-American practices and physical library spaces that are predominantly colonial constructs, which to a large extent ignores the rich oral traditions and indigenous knowledge systems.

For the majority of African countries the locus of African librarianship is predominantly within academic libraries, which tend to insulate practitioners from the stark socio-economic and developmental realities most often confronted by public librarians. These two distinct spheres of practice often tend to function as parallel universes whose differences are often exacerbated by the digital and skills divide, resources and opportunities for continuing professional development and an inability to converge towards defining a common purpose and sphere of practice. Academic libraries in Ghana, Nigeria, South Africa, Tanzania and Uganda have benefited positively from donor-funded projects designed to implement automation, enhance staff development and access to information for research.
A perusal of the African library landscape further elicits a dissonance between continental or national goals and the ability of libraries to contribute to the realisation of these goals. Very often “blame” is apportioned to external factors that contribute to the lack of use, appreciation of and adequate resources in libraries. The familiar litany of challenges, namely high rates of illiteracy, the absence of a reading culture, dysfunctional education systems, lack of local publishing and the dearth of books in local languages, lack of or inadequate government policies supporting libraries, high cost of resources, unstable economies, fiscal austerity measures, paucity of bandwidth, inappropriate donor interventions, and lack of infrastructure, have all contributed to the manifest professional and organizational malaise, and a deflection of underlying factors that affect their ability to function as contributors to a developing information resource (Mortenson Center, 2004). This is further demonstrated by management arrogance, staff complacency and a denial of the realities that confront or challenge practice such as emerging technologies, user needs, learning styles and stakeholder demands (Moropa, 2010). Ironically it is this very challenging milieu within which library and information workers need to locate themselves; seize the opportunities to think creatively and innovatively to redefine and reimagine their role and services, thereby demonstrating their value towards developing their countries.

John-Okeke (2009) articulates the need for a paradigm and mindset shift so that the current model of African librarianship is reimagined and redefined as a profession with new enabling roles and competencies to meet the information, educational, developmental and technological demands of the continent. This model needs to be further driven by strong policy, advocacy, public/private partnerships for sustainability and a commitment to effect a balance between the universal and local information cultures so that the space for human development is more broadly inclusive.

For this new model of African librarianship to become a reality, a new generation of dynamic and visionary library leadership needs to be developed based on the realisation that it cannot be business as usual when managing library and information services in Africa.

C. LIBRARY LEADERSHIP: BUSINESS UNUSUAL…

African library leadership has emerged from structures such as national library associations (Botswana, Cameroon, Ghana, Namibia, Nigeria, South Africa, Swaziland, Tanzania, Zambia), regional associations (WALA, SCECSAL), national libraries, university libraries, and library schools. The determining factor in most cases was the importance to give a voice to African librarianship, to raise awareness of the challenges and successes of African librarianship, as well as the impact of global trends on African librarianship and society. But whilst these entities are in existence, leadership was provided by a few, who also took it further into the international LIS arena.
The last decade has seen significant interventions that built on past initiatives and which will certainly have huge implications for the future of the African LIS sector and African librarianship. Initiatives such as the biennial African Library Summit, the formation of the African Library and Information Associations and Institutions (AFLIA), the African Public Libraries Network and the Directory of African National Libraries are significant towards organizing and developing a robust LIS on the continent. The IFLA Trend Report, information and communication technologies (ICTs), and its implications for library practice; donor funding for library automation, ICT implementation and staff development; dynamic professional development programmes such as the IFLA international Leaders Programme, the IFLA Building Strong Library Associations (BSLA) programme, the Carnegie M.IT programme and the “Enhancing librarians’ ICT skills for research enablement in African universities: A Carnegie CPD programme”; greater networking through social media and professional communities of practice; Open Access and the use of open source tools; and, most importantly, the developmental aspirations of the continent as embodied in Agenda 2063 should serve as impetus for library managers to reflect and review their role in nurturing creative and innovative thinking towards initiating change within constrained environments.

The Mortenson Center report (2004) further recommends participation of library personnel in international library leadership programs to:

- Nurture and educate future library administrators and ICT library leaders
- Maintain exposure to emerging best practices within the profession
- Develop leadership skills
- Encourage partnerships across national boundaries.

The above developments have huge implications for library management, strategy formulation, staff development, organizational culture and most importantly change management. But it has to be led by individuals who recognize that for a reinvigorated practice of librarianship it must be business unusual.

D. THE SOUTH AFRICAN LIS CONTEXT

South Africa has a history of libraries dating back to 1818. As with the rest of the continent, it is predominantly based on colonial constructs and an Anglo-American model of practice. Post-1994 South Africa has undergone a myriad of changes towards promoting and entrenching a democratic civil society. These two decades of democracy have seen great strides being made to build new public and school libraries, merge academic libraries and upgrade historically disparate library facilities throughout the country. The burgeoning of the library and information services (LIS) sector in South Africa has resulted in a wide network of libraries that currently serve 51.7m South Africans and which function within a strong legal framework of legislation, policies and regulations.
This network of libraries include the National Library of South Africa (Pretoria and Cape Town); the South African Library for the Blind; 5 Legal Deposit Libraries; the Library of Parliament; 26 Higher Education libraries; 10 Research Council Libraries; approx.1993 public libraries (1612 provincial/381 metro); approx. 3000 school libraries; and a range of corporate libraries; law libraries and special libraries, including prison libraries; Government libraries; and 9 library schools.

During this time huge investments in the form of grants from both internal (central and local government) and external (donor agencies) entities have contributed to the enhancement of existing library buildings, design of new buildings, purchase of resources in all formats, training and development of librarians with a special emphasis on leadership, technology in academic libraries, meeting the research needs of emerging African researchers and scholarships for acquiring professional and postgraduate qualifications. The sector has been on the receiving end of:

- Approx. $200m for public libraries as government Conditional Grants from the Community Library Services Grant
- Over $25m in grants from external donors including the European Union, the British Council, the Andrew Mellon Foundation, the Carnegie Corporation of New York (CCNY) and the Bill & Melinda Gates Foundation

This national web of libraries has created the opportunity for a dynamic networked and connected society, which has access to information and knowledge from all types of libraries around the country.

However, the legacy of apartheid/separate development, spatial divide, differentiated library structures and resources still persists. This is further exacerbated by disparate training of LIS graduates at historically advantaged and disadvantaged institutions, which have created a certain mindset amongst local professionals that manifest as barriers to service delivery. The former recreational role of libraries is fast being challenged by the educational needs and demands of users. Despite having made great strides, the transformation of libraries into vehicles of open and free access to information is slow and hampered by a lack of funds, confusion about local and provincial governance issues, and poorly trained staff. In order to redress these imbalances and to align itself to the National Development Plan 2030, the profession has to undergo a major revitalization process and transformation, as recommended by the recently approved LIS Transformation Charter.

E. SOUTH AFRICAN LIBRARY LEADERSHIP DEVELOPMENT

South Africa was the first country to explore and succeed in addressing library leadership development. The formation of the Library and Information Association of South Africa (LIASA) in 1997, which was the amalgamation of the separate library associations, gave impetus to concertedly address the leadership gap in the sector. It
must be noted that sanctions during apartheid also isolated South African librarians. Hence post-apartheid initiatives were directed towards redress and seeding democracy.

1. The South African Library Leadership Project (SALLP), 2001-2004

Library leadership development gained prominence in 2000 when a national fact-finding trip was undertaken by Marianna Tax Colden (former Director: Mortenson Center for International Library Programs at the University of Illinois, Urbana Champaign) and Susan Schnuer (Associate Director: Mortenson Center) in February 2000. Sixteen institutions were visited and discussions of services, especially in rural and historically disadvantaged areas, highlighted two critical needs, namely,

- Leadership training - the development of a cadre of new potential leaders and middle managers; and well trained library managers
- Continuing education for librarians at all types of libraries: academic, national, public and school.

This initiative served to reiterate the important role that libraries can and should play in a country where previously access to information was selective and/or completely withheld. It was further felt that an initiative be identified that afforded the opportunity for library leadership to be redressed within the context of new and broader services, the merging of higher education institutions, and the redressing of library management based on employment equity. The SALLP, the first global leadership intervention of this calibre, was subsequently located within LIASA in 2001 and pursued as a 3-year partnership project with the Mortenson Center, with a $299 000 grant from the Mellon Foundation.

The project was aimed at addressing the leadership development skills of senior and middle managers of LIS services through participation in 6-8 week leadership programme held at the Mortenson Center. The programme, designed around the unique needs of South African librarians included self assessment tools, seminars, workshops and site visits that addressed library leadership, library management, change management, fund raising, effective meeting skills, managing technology in libraries, refining of IT skills, mentorship, etc. Although this project highlighted the need for LIS leadership development in South Africa, it enabled the exposure of young and dynamic professionals to international librarianship in practice as well as a global perspective on their particular career choice/s.

The impact of the SALLP was felt throughout the sector when 16 of the 23 participants assumed various leadership positions within LIASA. It produced 2 presidents, 2 national secretaries and treasurer, several branch chairpersons and committee convenors; 2 Librarians of the Year; Deputy National Librarian, several Directors and Deputy Directors of LIS together with various successes in the workplace.

2. The Carnegie Library Leadership Project (CLLP)
Having observed the success of the SALLP, a further library leadership component was built into the continuing education grant awarded by the CCNY to LIASA in 2005. This component focused on leadership training and development of five personnel from Carnegie model libraries located in South Africa at the Mortenson Center. The Corporation felt that it was important to develop personnel to ensure the sustainability of the huge investment made in these libraries, and it certainly paid off! The current LIASA President-Elect is a beneficiary of this programme.

Hereafter it seemed a natural progression for the CCNY to address the issue of broader library leadership development in South Africa.


“I learned that library leaders can create the future their patrons want to live in”

Viva Nodwengu-Dastile

In 2008 the University of Pretoria Library Services (UPLS) was awarded a 3-year $1m grant to locate the Centre for African Library Leadership within the precincts of the Merensky Library. The grant proposal (University of Pretoria, 2008) details the following:

The primary goal of the grant was to address the leadership development needs of current and future middle and senior managers of academic, public/community and national library and information services (LIS) in partnership with three identified library schools located at the Universities of Cape Town, KwaZulu Natal and Pretoria.

To realise the goal of the project, the following objectives were identified:

- The Centre would host six 2-week residential Library Leadership Academies and three Train-the-Trainer programmes
- A state of the art training facility would be located within the Merensky Library

The following outcomes were identified:

- A self-sustaining independent library leadership centre
- Design of a comprehensive library leadership plan
- Achieve a high level of measurable improved skills
- Develop a cadre of 120 well trained library leaders
- Build a team of library trainers
- The content of the academies could be made available electronically and shared with others.

This grant afforded the opportunity to:

- Make a difference to the LIS sector
• Contribute to the development of visionary LIS leaders
• Create a network of library leaders
• Become an acknowledged library leadership centre
• Expand to include the rest of the continent.
• Contribute to the continuance of the profession.

Project Governance: The Project was located within the precincts of the Merensky Library on the Hatfield Campus of the University of Pretoria. Procurement and financial management of the Project was according to the official policies and procedures of the University under the purview of the UPLS Financial Officer. Ms Ujala Satgoor, former Deputy Director: UPLS served as the Project Director and was directly involved with the overall management and implementation of the Project. A Project Co-ordinator, Ms Martha de Waal, was appointed for the day-to-day running of operations for the duration of the Project and reported directly to the Project Director. The governance of the Project comprised the following:

• An independent Project Advisory Committee (PAC) comprising of high level representatives of the relevant stakeholder sectors and the library school partners was established. The PAC provided strategic leadership, supported the implementation of the project, reviewed operations and set policies for the Leadership Academies and Train-the-Trainer programmes, and met annually to discuss the progress of the Project and sustainability options.

• A Project Management Team comprising of Mr Robert Moropa, UPLS Director and the Project Director was responsible for the executive decisions of the Project. Prof Theo Bothma, (Head: UP Department of Information Science) was often included in discussions relating to the Library Leadership Academy as the Academy programme was accredited through his academic department.

3.1 Leadership Training and Development Programmes

From the outset, it was determined to create a programme of prestige and excellence which would be conveyed in every aspect of the project – governance, branding, application process, location, quality of content, delivery and experience.

Over a period of three years (between July 2009 and April 2012) the Centre for African Library Leadership, now known as the Carnegie Centre for Library Leadership and Training, successfully facilitated the following programmes:

3.1.1 Carnegie Library Leadership Academies (CLLAs)

Six 2-week residential Library Leadership Academies were hosted which resulted in a cadre of well-trained emerging library leaders who are able to effectively lead their institutions and the sector through current and future challenges. Details of the Academies are available at http://www.library.up.ac.za/carnegie/academy.htm.
Academy accreditation: the Department of Information Science, University of Pretoria, one of the collaborating library schools initiated the process of accreditation with the continuing education entity (CE@UP) at the University of Pretoria. This was finalised in June 2009 which then enabled all participants to be awarded a University of Pretoria Certificate of Completion.

Eligibility Criteria

- A degree in library and information science
- Current employment in a senior or middle management position in an academic, public/community or national library service for at least 5 years
- Age eligibility 30-50 years
- Willingness and ability to share what is learned with others in the profession
- Demonstrated commitment of participant’s home institution to supporting sharing and future development activities
- Excellent communication skills - ability to communicate well in both the spoken and written media, with a fluent command of English
- Willingness and ability to work as a team member
- Interest in current international library issues
- Commitment to attend the Academy in July 2009.

All applicants were evaluated on the following criteria:

- Strong leadership potential and skills in the workplace, the profession or the community – evidence of this had to be documented and substantiated in some way
- An articulated vision of how his/her participation in this Academy would contribute more widely to the development of the profession
- Commitment to the profession as demonstrated by participation in professional activities
- Knowledge of field of study and interest to engage effectively in, and derive benefit from, the academic as well as the practice-oriented content of the Academy
- Clarity of thought and presentation.

Academy Programme: The Academy programme was designed with the intention of initiating a mindset and paradigm shift amongst potential LIS leaders. The programme was divided into distinct modules offering different information and each presented in a different format. The intention hereof was to provide a variety of activities that would stimulate individual and group participation. These included formal presentations, workshops, leadership tools, simulation games, site visits and dinner speakers.

The speakers and presenters were selected on the basis of their expertise in their field of specialisation and were drawn from the LIS sector, the corporate environment as well as academia. This selection was an effort to align current and future library leaders to the many challenges of the 21st century library environment.
The programme focused on an introduction to Web 2.0 technologies; the Hermann Brain Dominance Instrument (HBDI); contextualising librarianship; international librarianship; best practices in library management; personal leadership styles & development; advocacy and communication skills; leadership theory & application; the dynamic organisation – strategy, culture, leadership; human capital management; ethics & leadership; reconciliation and cultural integration in the workplace; knowledge management; competitive intelligence; marketing and branding; current trends in practice; etc. The experiential learning approach was deliberately chosen so that theory could be grounded in hands-on practice. Most important was the networking and the forging of personal reference groups. The overall opinion of all involved is that a quality programme had been put together that enabled all participants to have a full, challenging and dynamic experience.

**Academy participation:** A total of 120 librarians, from 215 applications, were selected through an open, merit-based selection process for participation in the Academies. Participants included:

- 70 academic librarians from 20 of the 23 academic institutions
- 50 librarians from public and community libraries, including the National Library
- Representation from each of the nine provinces of South Africa

A total of 109 participants (91%) successfully complied with the academic requirements of the Academy and graduated during six different graduation ceremonies. Certificates of Completion were awarded by the University of Pretoria under the auspices of the Department of Information Science.

All the participants were assessed on:

- the completion of an individual assignment
- a group assignment
- the use of blogs and wikis
- a research project which had to be submitted within 3 months following participation in the Academy.

The participants were further evaluated, amongst other things, on their knowledge of the LIS sector, on individual performance and group participation, leadership skills, language proficiency, information literacy, presentation skills, critical thinking, Web 2.0 knowledge, time management, and research and report writing skills.

### 3.1.2 Personal Leadership Building Block Series

Further to the six Academies and based on the Academy evaluations and observations, the need for further personal leadership development was evident. It was then decided to arrange a Personal Leadership Building Block series, which were offered to the Academy participants as one-day **Pre-Conference Workshops** (40 participants per workshop) at the Annual LIASA Conferences in 2010, 2011 and 2012.

<table>
<thead>
<tr>
<th>Academy</th>
<th>Graduates</th>
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<tbody>
<tr>
<td>July 2009</td>
<td>17 graduates (6 distinctions)</td>
</tr>
<tr>
<td>Mar 2010</td>
<td>20 graduates (10 distinctions)</td>
</tr>
<tr>
<td>Nov 2010</td>
<td>17 graduates (3 distinctions)</td>
</tr>
<tr>
<td>Mar 2011</td>
<td>19 graduates (9 distinctions)</td>
</tr>
<tr>
<td>Nov 2011</td>
<td>16 graduates (10 distinctions)</td>
</tr>
<tr>
<td>April 2012</td>
<td>20 graduates (11 distinctions)</td>
</tr>
</tbody>
</table>

**TOTAL:** 109 graduates (49 distinctions)

*Table 1: Successful completion of Academy requirements University of Pretoria, 2013*
The personal leadership building-block series addressed:
- Personal Mastery: discovering the power of emotional intelligence
- Being an effective change master
- Coaching and mentoring – the key leadership task.

3.1.3 Emerging Library Leaders Symposium
The culmination of all the academies was the Emerging Library Leaders Symposium held on 27-28 October 2012 at the Leriba Lodge, Centurion, Pretoria. This was based on a request approved for the use of the interest earned on the grant awarded. Attendance was by invitation for all those who successfully completed the Academies. Seventy-five alumni were in attendance. The programme included:
- a 3-hour session on Leadership in Practice: Strategy that Works by Ian Mann, an international business consultant and author
- a 3-hour session on Libraries and Technology: Taking the Lead for Development by Arthur Goldstuck, a leading South African technology futurist and expert
- Group discussions on the impact of the Academies
- Formulation of a Declaration of Intent from the alumni for taking the activities forward. Those present, listed, declared and pledged the following:
  ➢ To be lifelong members of LIASA, the national professional body for the South African LIS sector
  ➢ To establish Library Leadership as a standing item on the Annual LIASA Conference programme
  ➢ To work towards the establishment of a library leadership portal on the LIASA website
  ➢ To select three representatives on an annual basis from the academic, public and national library sectors to coordinate alumni activities
  ➢ ‘To be committed, involved and active.’

By concertedly addressing the leadership development needs of mid-level librarians in the public and academic library sectors, this project has succeeded in strengthening the current LIS profession. Alumni were able to attest to personal and professional growth on many levels:

- Promotions and appointments to senior positions and moves within organisations and to different institutions ((31 alumni)
- Election to LIASA leadership portfolios at Branch, Interest Group and National levels (41 alumni)
- Awarded branch and national Librarian of the Year accolades (9 alumni)
  ✓ Viva Dastile, 2014 Librarian of the Year (2nd Runner-up)
  ✓ Shireen Deoraj, 2014 Librarian of the year (2nd Runner-up)

Samantha Christians: This entire experience has changed my life. Although I am still a work in progress, I am definitely a better product. The Academy has given me wings to be an eagle...”
Theresa Denton, 2012 Librarian of the Year
Rebecca Senyolo, 2012 Gauteng South Librarian of the Year
Zukiswa Ketiwe, 2012 Free State Librarian of the Year
Zukiswa Maya, 2012 Eastern Cape Librarian of the Year
Christelle Lubbe, 2011 WC Librarian of the Year & National 1st Runner-up
Abigail Chuene, 2011 Limpopo Librarian of the Year
Erika Rood, 2010 North West Librarian of the Year

- Acceptance in leadership positions in other LIS bodies
  - Siphelele Gcukumana, National RDA Steering Committee
  - Zukiswa Maya, National Legal Deposit Committee
  - Harry Nkadimeng, IFLA SC: Preservation & Conservation
- Recognition of professional performance through personal and institutional awards
- Paper presentations at conferences and other professional forums; Public speaking, lecturing and facilitation (23 alumni)
- Publication of research in accredited journals & LIS related publications (7 alumni)
- Motivation to further post-graduate studies (22 alumni)
- Leadership and innovation in various library related fields
- Determination to take what was learned at the Academies into the work environment and the profession at large.

3.2 External Evaluation

An external evaluation process was undertaken by Prof Genevieve Hart of the University of the Western Cape, as per the Project plan. Several focus group and individual interviews were conducted as well as observation of participants during the Emerging Library Leaders Symposium. According to Hart (2012):

- 80 (74%) of alumni completed the questionnaire in full, most also volunteering comments.
- On a 7-point scale from extremely satisfied to extremely dissatisfied, 54% of respondents were extremely satisfied with CALL training received, 39% very satisfied and the remaining 7% moderately satisfied – none were dissatisfied.
- There was 75% to 100% agreement (much of it strong) with 33 statements about the positive impact of the course on their skills, knowledge, behaviour and workplace activities.
- 48% were applying the skills and knowledge gained at the CLLA academy every day, and 75% at least once a week.
- 95% had taken on more challenging tasks.
- Open ended comments were predominantly positive, with detailed examples of how the learning experience from the CLLA training was being applied at work.
The positive nature of these ratings and percentages was fairly consistent across a range of respondent demographics, library types, and job levels. No subgroup responded negatively overall, just more or less positively.

As a summative evaluation, the CALL project was evaluated against its grant outcomes as stated on the CALL website (http://www.library.up.ac.za/carnegie/centre.htm). These are:

- A self-sustaining Library Leadership Centre in the Merensky Library at the University of Pretoria
- A comprehensive library leadership development plan for library managers in South Africa
- The achievement of a high level of measurable improved skills and service delivery among library leaders
- The development of a cadre of 120 well-trained library leaders who can lead libraries effectively through the challenging LIS landscape in South Africa
- The building of a team of 30 library trainers who would be able to continue training after the termination of the grant.

The evaluation found sound evidence that the second, third and fourth grant outcomes had been well achieved. The first grant outcome had been met in the sense of creating a fine CALL facility. However, there was not clarity about how the programme would be self-sustaining in relation to the CALL project or library leadership specifically. The last grant outcome was met in terms of training the 30 trainers effectively in a follow-up course, but there was a lack of clarity from participants and management about the team aspect, who they would be training, and on what areas or topics.

Taking into consideration the convincing evidence of the success of the project, the evaluation report (Hart, 2012) recommends that:

- the project be furthered, and cover a wider set of libraries
- any future project continue to use the experiential approach to training in which theory is grounded hands-on practice
- the emphasis on self-development and self-awareness continue to infuse any future programme
- clarity be developed on how best to use the Train the Trainer alumni
- ways of maintaining the enthusiasm of alumni be sought, perhaps through the auspices of LIASA and/or social media
- management of libraries and their stakeholders be fully informed of the CALL project
- the courses be made available to library schools, which might offer a platform for wider impact across the LIS profession.
CONCLUSION
The success of the Carnegie Library Leadership Academies is evident from the following:

- the impact on individuals in terms of cognition of personal leadership and achievements as well as professional growth
- a positive contribution being made to employer institutions
- the strengthening of the LIS sector
- the next generation of LIS leaders will be drawn from this corps of librarians based on the participation and engagement of alumni in regional and national initiatives, as well as the pursuit of higher qualifications and motivation to publish

While there is acknowledgement that this project has succeeded in addressing an immediate need, it cannot be seen as an end in itself! While the impact of the Academies has been felt at both a personal and professional level by participants, and that it has given rise to a greater awareness of leadership development amongst librarians and Library Directors, the challenge for further development and the opportunity, or the lack thereof, to take the lead internally at an institution is a very stark reality. The opportunity exists for further development of some of the alumni who have shown great potential for leadership and that journey can only continue if institutional support is available and given willingly. With more programmes of this nature and calibre, African Librarianship will certainly be taken to new heights!

REFERENCES

Theresa Denton: “This journey was a life changing experience. Never before was I exposed to such high quality work, lecturers and talks that were specifically directed towards changing behaviours and attitudes. I am enriched in so many ways and my growth can only benefit those around me...”


