Succession Planning Through Mentoring in the Library

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Introduction

Succession planning is the recruitment, development, retention and advancement of library personnel to fill staffing gaps and prepare future leaders. Succession planning is well represented in the library literature. One book in particular, *Succession Planning in the Library: Developing Leaders, Managing Change*, by Paula Singer and Gail Griffith[1], has had significant impact on the authors' research in this area. For steps on how to put a succession plan together for your library, the authors cannot recommend a better, more practical resource than the Singer and Griffith book[2]. This article builds on the strategies outlined in their book and serves the purpose of integrating mentoring as a crucial component in succession planning. Through a survey of librarians and a review of the library and business literature, the authors explore concepts in succession planning and mentoring. Libraries will benefit from mentoring in succession planning because this combination cultivates knowledgeable and confident employees.

Research Questions

This article answers the following research questions through the combination of library and business literature and survey results:

- Who is responsible for succession planning in the library?
- How does mentoring enhance succession planning in the library?
- What are the challenges involved with succession planning and mentoring in the library?
- When can succession planning through mentoring be applied to other areas of the library besides management?

Literature Review

Research on mentoring in libraries led the authors to the Singer and Griffith book[3] and it was in this text that the relationship between succession planning and mentoring became apparent, along with the possibility that mentoring can greatly enhance succession planning. Though succession planning in libraries is well represented in library literature, enriching succession planning with mentoring has not received much attention. A search on *"succession*

*planning" and mentor** in EBSCO Library and Information Science Source produced twelve articles dating back to 2004.

Business literature has covered succession planning since at least 1961[4] and mentoring tied to succession planning since the late 1990's,[5] which is around the time librarians start adding to the literature on succession planning in general.[6] The library literature provides information on a leadership mentoring program at a specific library,[7] an article about a particular learning and education model applied to a group of academic librarians,[8] research on capturing and transferring institutional knowledge,[9] a description of a Caribbean academic library that identified the needed skills for their academic librarians to guide them in employee selection and succession planning[10] and an article on succession planning being the next step in "vision building."[11] In addition, library literature offers a study on formal and informal mentoring programs,[12] guidelines on succession planning for business librarians,[13] survey results from a peer generational study that could have an impact succession planning,[14] an article highlighting the contributions an individual made to succession planning,[15] a task force recommendation[16] and highlights from a conference.[17] One library-related article comes within range of touching on the concept of succession planning through mentoring: an article about an Association of Research Libraries (ARL) mentoring program meant to "prepare the next generation of library directors" through the collaboration of ARL member libraries.[18]

So what was learned from this search? There is library literature on succession planning and there is library literature on mentoring, but there is really no library literature that clearly states the benefit to the library organization and staff by specifically incorporating mentoring throughout the succession planning process. Mentoring appears to be only mentioned as an afterthought in most of the articles. Therefore, the authors of this paper chose to explore these concepts and the research questions through business literature and survey results below.

Method

For this research, the authors created a twenty-five question survey including a request for basic demographic data in the survey including: type of library (academic, public, school or special), job title (support staff, librarian, middle management or administration) and number of employees in the library (ranges 1 to 10, 11 to 50, 51 to 99 or 100+.) Survey participants were provided with a definition of succession planning, as given in the introduction of this article, and asked that they respond to the statements to the best of their ability based on their impressions or direct knowledge. The survey offers a set of thirteen succession planning questions as well as a set of nine mentoring questions. For all of the questions the authors provided an "I don't know" option given this information could also be valuable in the analysis. Finally, respondents were asked if they had a succession plan available that they were willing to share; unfortunately no survey participants shared their library's succession plan. A full list of survey questions may be viewed at the end of this article (Appendix A.)

The survey was tested internally, then reviewed and approved by the University of North Texas Institutional Review Board. Non-probability (or non-random) sampling was used by posting the survey to the American Library Association email lists and Paula Singer, co-author of *Succession Planning in the Library*,[19] sent the survey to her Singer Group client list. While the survey was sent out to the appropriate audience, the respondents were all self-selected. Snowball sampling was likely also a factor, given the survey was likely forwarded from participants to other interested individuals. The authors, therefore, do not claim the results are representative of the current state of succession planning through mentoring within all libraries. The authors do believe that their survey results provide some beneficial information to determine the next stages of research for themselves or other researchers interested in contributing to the available literature on this topic.

Results

The survey received 261 total responses, however, 31 participants dropped out of the survey after the basic demographic data questions (type of library, job title and number of employees.) Responses that only contained demographic information were excluded from the following analysis. When appropriate for analysis, the authors used pairwise deletion of missing responses.

Of the remaining 230 responses:

- By library type
    - 43% -academic libraries
    - 43% -public libraries
    - 13% -school libraries
    - 1% -special libraries
- By job title or job description
    - 12% -support staff or paraprofessionals
    - 32% -librarians
    - 15% -middle management
    - 41% -administration
- By library size
    - 24% -1 to 10 employees
    - 30% -11 to 50 employees
    - 18% -51 to 99 employees
    - 28% -100 or more employees
- Has a succession plan in place
    - 24% -have a succession plan
    - 60% -did not have a succession plan
    - 16% -didn't know
- Has a formal mentoring program
    - 23% -have a formal mentoring program
    - 74% -do not have a formal mentoring program
    - 3% -didn't know

Public library survey participants more frequently have succession plans in place than participants from other library types, at 34% (see Table 1). Academic library respondents comprised the plurality of those respondents that either do not know if they have a succession plan or do not have a succession plan in place, at 46%. For the remainder of this analysis, the authors use "has a succession plan" and "has a formal mentoring program" as the independent variables, believing these variables have some influence over the responses, based on findings from the literature. In addition, for the remainder of this paper the authors will abbreviate succession plan as SP and mentoring program as MP. These survey results are then tied back to the research questions mentioned above. Full results of the survey may be found in the Institutional Repository at the University of North Texas Libraries http://digital.library.unt.edu/ark%3A/67531/metadc848632/.

Table 1: Library Type *("I don't know" responses excluded from table)*

	Has Succession Plan	Has Mentoring	Succession Plan & Mentoring	No Succession Plan & No Mentoring
All Library Types	24%	23%	16%	49%
Academic	18%	25%	4%	49%
Public	**34%**	17%	14%	62%
School	14%	**39%**	7%	50%
Special	25%	0%	0%	50%

Has a Succession Plan (SP)

Some of the findings from the survey were as expected given that the literature demonstrates the benefit of implementing SPs within organizations. Survey responses indicate that organizations with no SP in place are far more likely to have leadership vacancies for over twelve months (59%) than those who do have SPs in place (18%). Individuals who are interested in leadership roles are far more likely to seek employment outside of their organization when no SP is in place. Of the total survey respondents, 57% responded that individuals *frequently* look for work outside their library in organizations with no SP compared to only 14% in organizations with a SP.

Having a SP in place, according to the survey results, may indicate greater transparency within an organization. Survey respondents report that reasons for promotions from within are not stated at all at 77% when no SP is in place compared to 9% when the organization has a SP. In addition, 68% who stated leadership opportunities are provided for only a select few do not have a SP in place while only13% responded the same that do have a SP. Transparency can lead to greater trust and engagement and therefore employee retention, which has the potential to benefit an organization.

Has a Formal Mentoring Program (MP)

Of the 23% of respondents who have a formal MP in their library, 56% said that there is support from all levels of management and leadership for mentoring and 38% said that there is support from some levels. Of the 73% who do not have a formal MP, 22% stated that there is support from all levels of management and leadership for mentoring and 51% said there is support from some levels.

One of the hallmarks of mentoring is asking staff or mentees their long term career goals or aspirations. 58% of survey respondents in libraries with MPs stated that they have been asked their career goals, 40% have not been asked, compared with those with no mentoring, 50% stated they have been asked and 50% stated they have not been asked. Another central feature of mentoring is providing staff with challenging or stretch assignments to expand their skills. Of the survey respondents who work in libraries with MPs, 35% answered that they sometimes receive challenging assignments, 48% frequently receive challenging assignments and 17% always receive challenging assignments compared with those libraries without mentoring: 6% stated they never receive challenging assignments, 46% stated they sometimes receive challenging assignments, 33% frequently receive challenging assignments and 16% always receive challenging assignments.

Has a Succession Plan (SP) and a Formal Mentoring Program (MP)

9% of respondents have both a SP and a MP and should be reviewed here in detail compared to the 49% who do not have a SP or MP in their library (see Table 2.) The comparisons below show a likelihood of greater engagement on the part of the organization and staff member when a SP and a MP are in place as opposed to those libraries with no SP or MP.

The survey results below are generally predictable given the literature discussed in this paper. There was some discussion between the authors that we expected the percentage of individuals who *sometimes* look for leadership roles outside their library would be higher in the neither succession planning nor mentoring group than the both group; however, central tendency bias in survey respondents could be one explanation to this exception given individuals might be less likely to select extremes such as *always* or *never*. In addition, the authors expected support for leadership and mentoring in libraries with neither a succession nor a mentoring plan should be lower than in libraries with both succession planning and mentoring; however, this table does not take into account the libraries that had one or the other, SP or MP, as a possible explanation for the percentage given (54% support from some levels). The benefits of having both a SP and a MP will be outlined in greater detail through the research questions and discussion further in this paper.

Table 2: Comparison

(Has both succession plan and mentoring/ Neither succession plan nor mentoring)

	Both succession plan *and* mentoring (9%)	Neither succession plan *nor* mentoring (49%)
Individuals who are interested in leadership roles are likely to seek employment outside my library		
Never	5%	3%
Sometimes	80%	51%
Frequently	10%	26%
Always	0%	11%
Don't know	5%	9%
The path to leadership is clearly defined		
Strongly disagree	10%	24%
Disagree	25%	46%
Agree	45%	22%
Strong agree	20%	3%
Don't know	0%	5%
When promotions do occur from within, reasons for promotion are…		
...not stated at all	10%	27%
...stated informally	45%	33%
…stated clearly	40%	26%
Don't know	5%	14%
My library provides leadership opportunities for…		
…no one	0%	14%
…a select few	20%	41%
…anyone who expresses interest	70%	41%
Don't know	10%	4%
My library has support from all levels of management and leadership for mentoring		
Yes, support from all levels	75%	17%
Support from some levels	20%	54%
No support at all	0%	24%
Don't know	5%	5%

Who is responsible for succession planning in the library?

Several articles focus on who bears responsibility for succession planning. Some authors suggest that human resources professionals,[20] managers,[21] advisory boards[22] and administration within the organization are responsible; however, the successor or mentee is identified as a significant and active participant.[23] Veteran employees can help identify knowledge and skills gaps to assist in the succession planning process, which has the additional benefit of showing these employees their significance to the organization.[24] Professional associations can also be a valuable resource and should be seen as collaborators in the area of succession planning and mentoring.[25]

Of the survey respondents in libraries with a SP, 60% strongly agree that the path to leadership is clearly defined, verses only 3% of those without a SP responded that they strongly agree that path to leadership was clearly defined. This result supports the assertion that top-down communication from human resources, managers and administrators plays a key role in succession planning within the library. Current leaders do need to ask individuals about their career goals[26] for any SP to work effectively. This feedback should be used to provide opportunities for professional growth based on their stated career goals. These consultations will allow current leadership to identify potential future leaders for the organization. While many are involved, full support from top organization leaders is required. It cannot be only mid-level managers mentoring staff.[27]

How does mentoring enhance succession planning in the library?

Mentoring can enhance and influence a SP in positive ways for both the individuals involved and the organization as a whole. The mentee receives "benefits such as increased self- esteem, strength of interpersonal bond, confidence, identity and socialization… and career-related benefits such as promotion, increased compensation, career development, and increased job satisfaction."[28] Mentees will also experience a greater understanding of the organization as a whole.[29] Survey responses also indicate the mentee is likely to benefit from promotion. For example, libraries with both succession planning and mentoring (9% of respondents) are highly likely to promote from within to middle or upper level management at 45%, compared with those who only have a SP (24% of respondents), of which only 36% report that their libraries are highly likely to promote from within. These survey results mirror what is found in the literature in regards to promotion, succession planning and mentoring.[30]

The mentor will likely see "career revitalization, social recognition, personal satisfaction, increased power, leadership skill development, and supervisory and training ability development…at the organizational level, mentoring benefits include increased organizational commitment, employee retention, employee motivation, leadership development, improved organizational communication and productivity."[31] Survey results support that libraries with both succession planning and mentoring in place always have current employees who want to take on leadership roles (at 55%), but libraries with succession planning only (31%) stated they always have employees who want to take on leadership roles.

There are benefits to a mentee for having a "mentor network" of both formal and informal mentors for greater employee success. Having a "mentor network" also supports the mentee's need for different mentors at different points throughout his or her career.[32] In addition, experiences outside the mentor/mentee relationship are important for growth in the field, not just for the specific job. These experiences help the mentee develop a professional identity and interests that are unique from that of his or her mentor.[33] Haynes and Ghosh note that "mentoring and succession management are aimed at leadership development [therefore] organizations sponsoring MPs supplement their SPs with the internal pool of groomed leaders"[34] creating a broadened "leadership pipeline"[35] of individuals ready to step into key roles in the organization.[36] The survey results align with the literature in that **80%** of respondents with both a SP and a MP in their libraries have employees ready to step into management positions today. Of the 49% of organizations with no succession planning or mentoring at all, only 26% stated they have employees ready to step into management positions today. The corresponding numbers for those ready in six months with training and mentoring may indicate that respondents see the value in including support for their staff by way of a SP that includes mentoring. The results also indicate that having staff development in place by way of a SP with mentoring will assure that organizations have a much broader pool of future ready leaders.

Table 3: My library has employees who already possess the skills to step into management or administrative positions if they become vacant today ("I don't know" responses excluded from table)

	Succession Plan & Mentoring	Succession Plan Only	No Succession Plan	No Mentoring	No Succession Plan & No Mentoring
Employees ready today	**80%**	55%	38%	32%	26%
Employees ready in 6 months with training & mentoring	20%	45%	54%	49%	47%
No employees ready today or within 6 months	0%	0%	18%	16%	23%

Additionally, the organization will find these efforts help to create more of a seamless shift from one group to the next[37] due to knowledge sharing.[38] Less employee turnover and greater staff productivity are realized when mentoring is incorporated into a SP.[39] Other research shows that mentoring (both formal and informal) are vital to effective succession planning[40] and in the long run, will save the organization time and money.[41] One study states there is a 30 percent increase in "human capital expenditures" over a ten-year period when there is an absence of succession planning and mentoring.[42] Another author claims a lack of succession planning and mentoring leads to poor management in an organization.[43] In general,

succession planning and mentoring are considered by business researchers to be best practices along with networking, job assignments and action learning.[44]

One specific study from the business literature that has impacted this study is, "Mentoring and Succession Management: An evaluative approach to the strategic collaboration model" by Ray Haynes and Rajashi Ghosh published in *Review of Business* in 2008.[45] Hayes and Ghosh highlight "Wasburn and Crispo's Strategic Collaboration Model (SCM)[46]… [which] is one of the few succession management models that incorporate mentoring as an essential mechanism in fostering leadership development and succession."[47] The authors summarize that "mentoring can be viewed as a means of increasing the effectiveness of succession management programs… The SCM is a phased and distinct model because it is mentoring-centered, and uses appreciative inquiry to help the organization and its succession candidates."[48] This article highlights a specific example in which mentoring can enhance succession planning.

What are the challenges involved with succession planning and mentoring in the library?

With any plan or effort there are always challenges and the organization should determine if the positives outweigh the negatives. The success of a MP can depend on intangibles such as the rapport and connection of the mentees and mentors. Potential pitfalls of MPs include: some mentors will not be as involved, personalities may not match[49] or there may be little incentive for the mentor to invest the necessary time in the mentoring relationship. While there is value in formal MPs, informal mentoring should be encouraged as a way to ensure that mentoring is ongoing, even when formal MPs exist and certainly when they do not exist.[50]

There is work involved with maintaining mentoring relationships and SPs. The challenges of caretaking for MPs and SPs are very similar. For both types of plans, updates should be made periodically[51] as participants' goals may have evolved, individuals' situations may have changed or the organizational focus may have shifted. Both succession planning and mentoring require a time investment on the front end to establish, but the experience can be meaningful for all involved.[52] For example, creating those stretch assignments[53] takes time on the part of the manager or mentor; however, these efforts do help in keeping people interested[54] and motivated to continue in their jobs. Managers and mentors need to be willing to have honest discussions with staff about skill gaps, which is something that is not easy for everyone. Also, the employee needs to be willing to be coached.[55] Many times, day-to-day work can take priority over succession planning and mentoring[56] as well as time and scheduling conflicts,[57] and sometimes it is difficult to have access to high-level executives as mentors.[58]

Other challenges in incorporating mentoring into the SP can include overcoming a lack of resources or developmental opportunities[59] and ensuring the program supports the organization's goals[60] and the strategic plan.[61] Time and effort are required and many organizations will wait to consider succession planning until the last minute[62] when several key employees are retiring within a short period of time. These organizational succession planning and mentoring efforts should be transparent.[63] Succession planning should not be for a select

few, but for all employees in the organization.[64] Ensuring that a diverse body of employees are receiving mentoring and thus being groomed for succession is crucial to the organization's future.[65] Also, many see succession planning as someone else's job so it is pushed aside.[66] Finally, much of the assessment research is based on participant satisfaction and not the return on investment for the organization; therefore, return on investment needs to be moved to the forefront of the conversation about succession planning and mentoring, to ensure that all individuals involved will understand the value in putting in the time, resources and effort for the benefit of the organization as well as the staff.[67]

When can succession planning (SP) through mentoring be applied to other areas of the library besides management?

Succession planning through mentoring can be used for general "knowledge sharing," for staff development, other areas of specialization (both technical and front line managers)[68] and "non-vertical" career growth.[69] Succession planning and mentoring needs to include others outside of management; however, most of the literature focuses on upper level management. Consideration should also be given to creating plans for entry level catalogers, new subject librarians, supervisors of part-time staff or volunteers, or support staff in general. Attention given to succession planning in these area can only make the organization stronger, with more knowledgeable staff, and can lead to greater staff engagement and morale.

The author's survey posed a question specifically to gauge the correlation between the practice of hiring outside the library field due to a lack of qualified candidates with an MLS or paraprofessionals with library experience and whether or not organizations have mentoring or succession plans in place. According to the survey results, those organizations without a succession plan in place are far more likely to have to hire someone from outside the profession (60% vs. 15%). Hiring outside the field can be beneficial to an organization and can bring in new perspectives. These skills outside the traditional MLS can be incorporated into a succession planning and MP by bringing in staff from different backgrounds to share those skills with current staff.

Discussion and Recommendations

The library literature emphasizes the urgent need for libraries to implement succession planning, due to the aging demographic of managers and administrators.[70] Another reason to prioritize mentoring and succession planning is high turnover among Millennials and Generation X employees. These groups expect development which promotes both recruitment and retention as well as employee engagement.[71] Implementing succession planning programs requires buy-in from all levels of an organization and takes a significant amount of time and dedicated resources. Not all organizations have the capacity to support succession planning or MPs, which may be why only 24% of the survey participants reported that their libraries engage in succession planning. The survey results also highlight a potential concern for libraries—only 30% of respondents indicated that their library has employees who already possess the skills to

step into management or administrative positions if they become available today (compared to 55% in libraries with a SP).

Mentoring should be a central component to succession planning. MPs can facilitate leaders being identified and prepared for leadership and other key roles within the library. This study combined with the literature provides evidence to libraries that adopting MPs may enhance their SPs. This study shows public libraries leading the way in succession planning (34%), and a significantly higher percentage of school libraries reported having mentoring plans (39%) than SPs. Perhaps librarians in other types of libraries should look to public libraries' accomplishments in succession planning and school libraries' achievements in mentoring as well as consider leveraging existing MPs, to support succession planning efforts, to maximize benefits and minimize resources spent on succession planning.

Organizational mentoring that facilitates the organization reaching its strategic goals and meeting current and future staffing needs is one type of MP that directly supports succession planning.[72] An organizational MP should be available to all, including support staff. As Singer and Griffith outline, identifying the competencies that "key positions" have in common, with the intent of building these up within all staff, is a great place to start.[73] This approach can also serve to increase the diversity of the leadership pool within the organization; therefore, mentoring can be employed, not just to prepare leaders but to support employees with very specialized skillsets and to assure there are suitable successors to assist or replace them if they leave the organization.

Elements of effective mentoring that should be included in succession planning are:

- Asking mentees to identify their career goals and aspirations
- Assigning tasks that challenge mentees and cultivate new skills and/or experience
- Requiring mentees to self-inventory their key skills
- Providing sponsorship or coaching for mentees from older, more experienced professionals
- Protection for the mentee or advocacy on behalf of the mentee, by the mentor[74]

Another point about mentoring is that having a network of mentors, such that one person has many different mentors, possibly different mentors for different aspects of professional life, is ideal and should be encouraged.

This study shows the advantages of adopting SPs that include MPs. The authors encourage libraries to adopt, as part of their succession planning efforts, not just the kind of MPs that orient new employees to the organization, but continuous organizational programs that promote the strategic goals of the entire organization, identify potential leaders, and cultivate leadership skills in all employees across the library. Many libraries simply will not be able to devote the needed resources and support to these programs. For this reason, professional organizations should be acknowledged for the work they do to mentor future library leaders, which is crucial to the growth of the profession. The authors wish to highlight the need for more of these types of programs.

The ARL Research Library Leadership Fellows Program, briefly mentioned earlier, is one such example. In this program, nominated candidates are mentored and prepared to step into senior library leadership roles. The participants in this program must already be in leadership roles and a want to prepare to be directors/deans of large research libraries. Over a two year period, cohorts participate in specialized leadership development experiences and strategic issues institutes, and visit sponsoring libraries—which includes shadowing a director/dean. In addition, participants receive a 360 degree personal assessment, and are afforded opportunities to be involved in meetings of ARL and other key groups. Participants receive mentoring, coaching, and complete a research project as a part of the Fellows Program.[75]

An additional example of professional organizations stepping up to provide needed developmental opportunities is the National Library of Medicine's and Association of Academic Health Sciences Libraries' Leadership Fellows Program. The program prepares emerging leaders for positions as directors of health sciences libraries, in large part through mentoring. Participants are paired up with current library directors, on the basis or their interests and expertise. Two-week site visits to mentor libraries give participants leadership perspective at a different library.[76]

The American Library Association's Public Library Association (PLA), offers the PLA Leadership Academy which is an immersive 4-day program for public librarians with five years of "increasingly responsible experience in a public library" with coaches from library leadership and city management, culminating in a project proposal to put in place at their home library. School librarians may attend the Lilead Fellows Program, which is another professional development program, but not specifically sponsored by a professional organization.[77] In addition, many state library associations offer programs to support librarians within the state in leadership development. The American Library Association provides a full listing of state and national *Library Leadership Training Resources* at their organization web site.[78]

Regional groups or consortia could also become leaders in these programs to lessen the burden on libraries. This could include job shadowing for developmental purposes between libraries within the region and could have the added benefit of broadening an individuals' mentor network. These groups could share any financial resources or staff time commitments and possibly yield the same gains as one library might take on individually.

Conclusion

This article outlines both the benefits and challenges to employees, the library and the profession when succession planning and mentoring are part of the organizational culture. The review of the literature and survey results offer support to the need for inclusion of mentoring in succession planning and lead into the next steps for study in this research area.

Further study may come in the form of connecting, facilitating, coordinating, and assessing pilot programs for regional or consortia groups, since it may not be realistic for some organizations to take on this level of effort on their own. Thoughtful collaboration here is the key to success in this type of coordinated effort.

In addition, further investigation of Wasburn and Crispo's Strategic Collaboration Model[79] as referenced in the Haynes article[80] should be included in the next steps of this research. The Model concentrates on both succession planning and mentoring, and the positive approach of the Model that focuses on what is working well instead of what is not working, should be explored further. The Strategic Collaboration Model also leverages the strengths of the "mentor networks" as referenced earlier in this article. Essentially, "Strategic Collaboration retains all of the positive benefits of mentoring while avoiding the pitfalls that can plague the mentoring process. It provides a positive group of individuals, two of whom are senior members of the organization,"[81] so the team aspect appears to be its key to success. As with succession planning efforts at an individual library, however, this would again require buy in from several stakeholders.

To be successful, succession planning and MPs within any group or organization require effort, time, thoughtfulness, and a coordinated effort from the entire organization. The authors believe that evidence gathered from the literature and from the study reported here support the notion that succession planning and mentoring can be effective and work synergistically within a library, to produce employees who are better prepared to take on new tasks, to the benefit of the entire organization.

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Appendix A

Succession Planning Through Mentoring Survey Questions

1) What type of library do you work in?
    a. Academic Library
    b. Public Library
    c. School Library
    d. Special Library
2) What best approximates your job title/description?
    a. Librarian
    b. Library Support Staff/Paraprofessional
    c. Library Middle Management
    d. Library Administration
3) How many employees work at your library?
    a. 1 to 10
    b. 11 to 50
    c. 51 to 99
    d. 100+

For the purposes of this survey, succession planning is defined as the recruitment, development, retention and advancement of library personnel to fill staffing gaps and prepare future leaders.

Please respond to the statements below to the best of your ability based on your impressions or direct knowledge.

4) My library has a succession plan in place.
    a. Yes
    b. No
    c. I don't know
5) My library is likely to promote from within for middle management positions.
    a. Not likely
    b. Likely
    c. Highly likely
    d. I don't know
6) My library is likely to promote from within for upper level management positions.
    a. Not likely
    b. Likely
    c. Highly likely
    d. I don't know
7) My library has employees who already possess the skills to step into management or administrative positions if they became vacant today.
    a. Yes, employees would be ready today
    b. Employees would be ready within 6 months with training and mentoring

c. No, there are no employees ready today or within 6 months
    d. I don't know
8) My library has had to hire outside the library field because candidates with an MLS or paraprofessionals with library experience did not have the skills required for the vacancy.
    a. Never
    b. Sometimes
    c. Frequently
    d. Always
    e. I don't know
9) My library can find current employees who want to take on leadership roles.
    a. Never
    b. Sometimes
    c. Frequently
    d. Always
    e. I don't know
10) My library can find current employees who want to learn new skills outside of their area of expertise.
    a. Never
    b. Sometimes
    c. Frequently
    d. Always
    e. I don't know
11) My library has had a leadership position vacancy for over 12 months.
    a. Yes
    b. No
    c. I don't know
12) Individuals in my library who are interested in leadership roles are likely to seek employment outside of my library.
    a. Never
    b. Sometimes
    c. Frequently
    d. Always
    e. I don't know
13) The path to leadership in my library is clearly defined.
    a. I strongly disagree
    b. I disagree
    c. I agree
    d. I strongly agree
    e. I don't know
14) When promotions do occur from within…
    a. Reasons for promotion are not stated at all
    b. Reasons for promotion are stated informally
    c. Reasons for promotion are stated clearly
    d. I don't know
15) My library provides leadership opportunities for….
    a. No one
    b. A select few
    c. Anyone who expresses and interest
    d. I don't know
16) My library has a strategic plan that is reviewed and updated…
    a. Never

b. Every year
        c. Every 2 years
        d. Every 3 years
        e. Every 5 years
        f. I don't know
17) My library values mentoring.
        a. I strongly disagree
        b. I disagree
        c. I agree
        d. I strongly agree
        e. I don't know
18) My library has a formal mentoring program.
        a. Yes
        b. No
        c. I don't know
19) My library has support from all levels of management and leadership for mentoring.
        a. Yes, support from all levels
        b. Support from some levels
        c. No support at all
        d. I don't know
20) My library provides or supports training that improves my skill set.
        a. Never
        b. Sometimes
        c. Frequently
        d. Always
        e. I don't know
21) Individuals in my library who have been mentored are like to be promoted.
        a. Not likely
        b. Likely
        c. Highly likely
        d. I don't know
22) I receive challenging assignments that expand my skill set.
        a. Never
        b. Sometimes
        c. Frequently
        d. Always
        e. I don't know
23) I have been asked what my long term goals or aspirations are for my career.
        a. Yes
        b. No
        c. I don't know
24) I have a mentor.
        a. Yes, I currently have a mentor
        b. I have had a mentor in the past, but not currently
        c. No, I have never had a mentor
        d. I don't know
25) I am a mentor.
        a. Yes, I currently am a mentor
        b. I have been a mentor in the past, but am not currently a mentor
        c. No, I have never been a mentor
        d. I don't know

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