Human Resource Development Strategies for Academic and Research Libraries - KAUST Story

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Part 1
- HRD/CPD International Guidelines

Part 2
- HRD/CPD at KAUST Library
- Q&A
Human Resource Development/Continuing Professional Development

The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services. [1994, UNESCO/IFLA Public Library Manifesto]

The adequacy of the service depends on personnel who are well prepared and continuously learning. Therefore, the quality of educational opportunities and the ability of staff to regularly utilize those opportunities are of vital concern. The IFLA code of ethics includes the statement: “Librarians and other information workers strive for excellence in the profession by maintaining and enhancing their knowledge and skills” (IFLA, 2012a)
The Learner (individual library and information professional) is primarily responsible for pursuing ongoing learning that constantly improves knowledge and skills.

- Regular self-assessment, performance appraisal participation
- Monitor developments in the profession, identify opportunities advance knowledge and skills
- Develop a personal learning plan, make judicious choices, seek learning needed for new roles
Employers of library/information personnel are responsible for providing staff development programmes and support for continuing education.

One staff to oversee staff development
A performance management system
Access to a broad range of learning opportunities
Consistent documentation and recognition
Minimum of 0.5% to 1.0% of institutional budget earmarked for staff development
Approximately 10% of work hours provided to professionals for CPD
Periodic evaluation of the staff development program
In the interest of advancing the profession, associations and other organizations are active providers, advocates, and arbiters of continuing professional development quality.

Develop guidelines, recognition systems, certification/licensure processes

Identify topics and learning needs that should be addressed

Coordinate efforts in their area of expertise and/or geographical region and promote collaboration in continuing education provision

Disseminate timely and accurate information about continuing education opportunities to their constituencies

Sponsor resources such as publications, electronic communication, and learning objects that inform education.
LIS educators motivate their students to continue learning after graduating, conduct and disseminate research on continuing education and staff development, act as instructors/presenters in their areas of expertise, and advise on policy. LIS degree-granting programmes may also offer specialised continuing education opportunities to the profession.

Convince students of the imperative of staying abreast, while maintaining their own expertise;

Acquaint students and practitioners with research on and best practice in continuing education and staff development;

Encourage efforts of LIS schools to provide continuing education and post-graduate certificate programmes;

Advise professional and government bodies on continuing education needs and practices.
Providers of continuing learning activities, programmes, or products follow best practices for design, implementation, and evaluation.

Instructional design based on needs assessment
Appropriate activities include hands-on practice, learner interaction, and progress checks
Instructors who possess teaching ability, subject expertise, and sensitivity to learners
Adequate facilities, technology, and materials are available
“Transfer of training” from the learning event to application in practice
Evaluation of effectiveness
In Summary

Best practice places responsibility for ongoing learning, based on regular assessment, on the individual practitioner.

Best practice for employers requires commitment and leadership from administration and designated staff development managers.
Career development and continuous learning is essential AND is the shared responsibility of the individual, the employer, formal education providers, and professional associations.

Employers are responsible for providing training that supports the work of their organization. This can take the form of planned staff development activities or less formal activities such as committee assignments and special projects.
Library and Information Studies and Human Resource Utilization
A Statement of Policy Adopted by the Council of ALA
January 23, 2002

Education providers are responsible for developing and making available learning opportunities that reflect the needs of the profession.

Professional associations are responsible for providing learning opportunities that meet the needs of their membership.

For the individual, career development and continuous learning includes both formal and informal learning situations and need not be limited to library and information studies. In some cases, post-masters and doctoral programs may be appropriate.
University Library

• Born digital (98% of collection is online)
• Open 24x7 with inspiring space and highly specialized collection
• First Open Access mandate in the Middle East
• Best Library Architecture award from AIAA / ALA in 2011
• Successful research repository supported by policies and tools
• Integrations to ORCID, PlumX, PURE etc, DataCite membership
• Direct relations and negotiations with publishers and vendors
• Inter-library co-operation and Saudi library outreach programs
The University Library builds on best practices in information and knowledge management to support KAUST’s advancement, preservation and dissemination of scientific knowledge for the public good, and to serve as a beacon for future generations.

KAUST LIBRARY
Mission

Values and strategies

Serve
- Resource Access
- Research Support
- Preservation
- Inspiring Space
- Community Engagement

Assess
- Measure Impact
- Establishing Value
- User Experience
- Improvement

Innovate
- Development
- Research
- Capacity Building
- Collaboration

Excellence
Leadership
Transparency
Resilience
Innovation
User focus
Staff development goals are part of Library strategic plan

“To ensure that library staff are equipped with advanced knowledge and skills through learning and development partnerships and opportunities”

Internal development courses on personal skills development

Opportunities with international professional development programs (online and onsite)

Specialized/Tailored onsite workshops

Course modules from Universities

*Library staff training & development is a crucial element in ensuring positive user experiences*
In order to achieve one/some of the contribution objectives, an employee may require learning/development in a particular skill or knowledge area. By ensuring that learning objectives are linked to contribution objectives, we ensure that development enables the individual to contribute to the achievement of the overall mission of the University.
Performance Management Program: the Annual Process

Managers work closely with their staff:
- contribution objectives and learning plans are agreed at start of the year
- budget is allotted to each staff member for programs relevant to their learning/development needs
- periodical & annual reviews and ratings include both contribution and learning performances

Induction program for new staff
**Target Audience for Each Program**

**All Permanent Staff**
- Negotiation Skills
- Persuasive Presentations
- Dealing with Conflict
- Developing EI through Mindfulness
- Emotional Intelligence (EI)
- Intercultural Communications
- Constructive Conversations
- Asserting yourself Professionally
- The Foundations of Influence
- Professional Presence Program
- Time Management
- Excel – Intermediate, Advanced
- PowerPoint for Business Professionals
- Finance for Non-Finance Professionals
- Introduction to Management
- Project Management Professional

**English Language**
- Staff English Program
- Business Writing for Staff

**Spouses of Staff**
- Spouse English Program

**All People Managers**
- Management Series (8x0.5 day workshops)*
- Managing People
- The Performance Management Process
- Evaluating Individual Performance

**Senior Professionals and People Managers**
- Leading & Influencing Through Authentic Conversations
- Leading Across Cultures
- Leading for Innovation
- Coaching for Performance
- Managing Conflict

**Managers (M-Level)**
- Manager as a Developer

**Nominated Programs**
- Professional Development Program
Tailored Personal Development Programs

In addition to HR courses, many special programs are held for all library staff.

Courageous Conversations
Myers Briggs Types
Library Customer Service
Library Management Skills Institute (DeEtta Jones)
Library Staff Retreat activities

Design thinking (under discussion)
Wellness program (under discussion)
INNOVATIVE PROJECTS

CHANGING NEEDS

How to upskill?
Towards Meaningful Search & Discovery

Digital Transformation in Poster Sessions – ePoster Service
Research Data Management

From the curation To research support roles

UX Studies

Supporting Researchers in the 21st Century
Professional Associations
Networks
• Conferences
• Courses
• Webinars
• Discussion forums
• Interest groups
• Board memberships
• Journals/Newsletters
• Boot camps
- Trainings courses
- Institutes
- Conferences
- Workshops
- University courses
<table>
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<th>Social media</th>
<th>User experience</th>
<th>Design thinking</th>
<th>Copyright</th>
<th>Intellectual property</th>
<th>Teaching methods</th>
<th>Graphic designing</th>
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**Library Visits & Partnership**

Learn from the Leaders
Special Interest Groups on RDM

**Group brainstorming**

**Reading list**

**Teach others**

**Literature review**

**Environmental scanning**

**Contact experts**

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**Administration**

- **Brief description:** Embarking upon research data management has major implications at the institutional level, particularly in relation to policies and procedures but more broadly to include data management plans, publication requirements for data availability, reward mechanisms for staff and preservation/archiving issues.

- **Scope of the group:**
  
  - Awareness raising and contact persons for engagement with Divisions in KAUST
  
  - Develop local expertise related to specific RDM topics to benefit both the Library and KAUST
  
  - Be contact points for selected groups including (but not limited to): [Active Data Management Plans IG](#), [Libraries for Research Data IG](#), [Long tail of research data IG](#)

- **Objective of the group:** To identify those working groups, interest groups and birds of a feather groups with whom those of us involved in administrative areas of the KAUST Library could potentially benefit through targeted involvement of staff both as contributors and liaison points with RDA groups

**Suggested members** – Chris (Lead); Vijay; Garry; Janis; Mohamed; Jaya

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**SIG Outcomes**

**Technology Interest Group - Phase 1**

**Report**

**Actionable recommendations**

**DataCite membership**

**Research Domain Interest Group - Phase 1**

**Report**

**Actionable recommendations**

**Faculty Survey**

**Libguide on Data management**

**Administration Interest Group - Phase 1**

**RDM Policy is drafted**
Share the learning / Shared learning

Within the team:
Share the materials, Report writing, Knowledge sharing sessions

Saudi outreach programs:
Saudi Seminars, Outreach Lectures, Workshops at partner sites
KAUST Library Approach to Staff Development

- L&D is Part of Library Strategic plan
- Annual Performance Management Program
- Annual Individual Learning Plan
- Enough budget is allocated
- Participative management style
- Good University culture of L&D
Questions?

Thank You

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