



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



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**مؤتمر المكتبات
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جامعة الملك عبدالله
للعلوم والتقنية
King Abdullah University of
Science and Technology

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)

IFLA Continuing Professional Development: Principles and Best Practices, 2016



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

IFLA Continuing Professional Development: Principles and Best Practices, 2016



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

IFLA Continuing Professional Development: Principles and Best Practices, 2016



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

IFLA Continuing Professional Development: Principles and Best Practices, 2016



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;

Advice professional and government bodies on continuing education needs and practices.

IFLA Continuing Professional Development: Principles and Best Practices, 2016



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

IFLA Continuing Professional Development: Principles and Best Practices, 2016



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

Library and Information Studies and Human Resource Utilization

**A Statement of Policy Adopted by the Council of ALA
January 23, 2002**



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



KAUST LIBRARY Mission

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

Values and strategies



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



HR Learning & Development

KAUST PERFORMANCE OBJECTIVES

THE WHAT

Specific
Measurable
Achievable
Realistic/Relevant
Time-bound



THE HOW

Passion
Achievement
Inspiration/Integrity
Diversity
Openness
Citizenship

*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

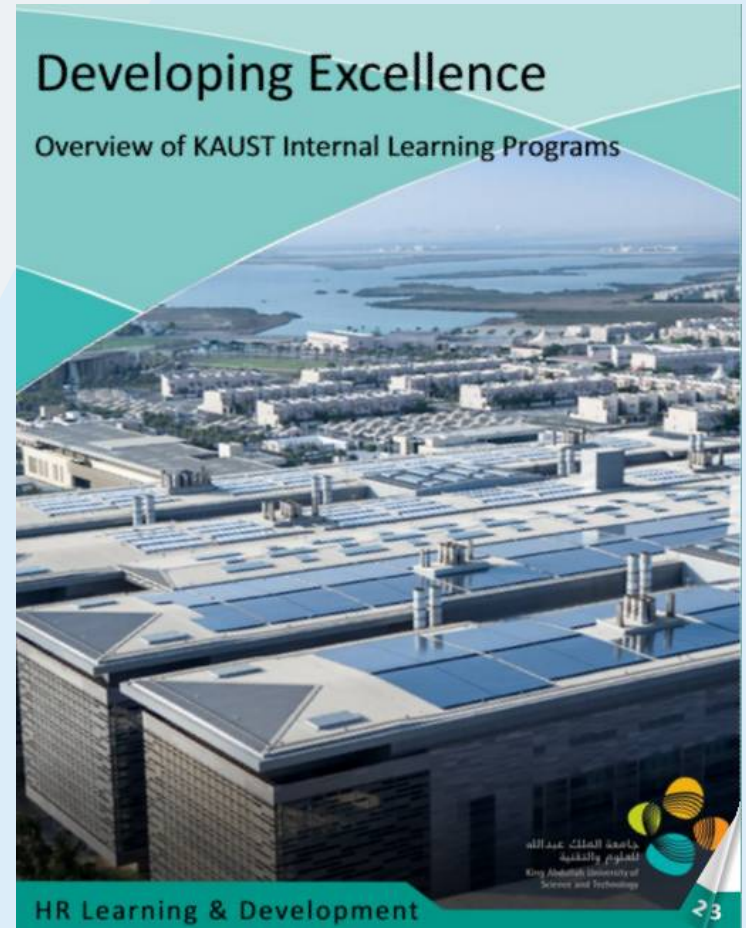
Professional Development Program

Skillsoft eLearning Courses

HR Learning & Development

Developing Excellence

Overview of KAUST Internal Learning Programs



HR Learning & Development



Tailored Personal Development Programs

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

Courageous Conversations

Myers Briggs Types

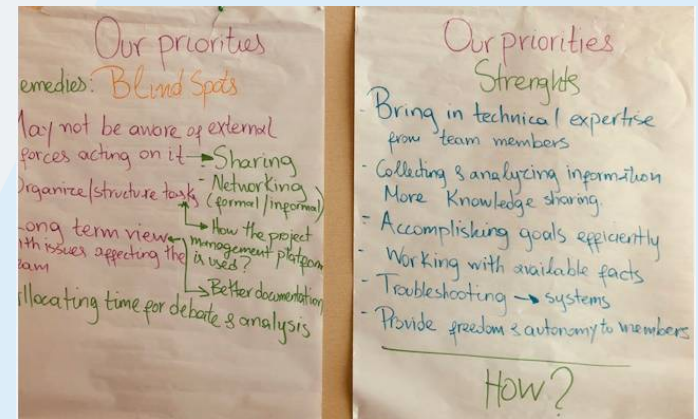
Library Customer Service

Library Management Skills Institute (DeEtta Jones)

Library Staff Retreat activities

Design thinking (under discussion)

Wellness program (under discussion)



INNOVATIVE PROJECTS

CHANGING NEEDS

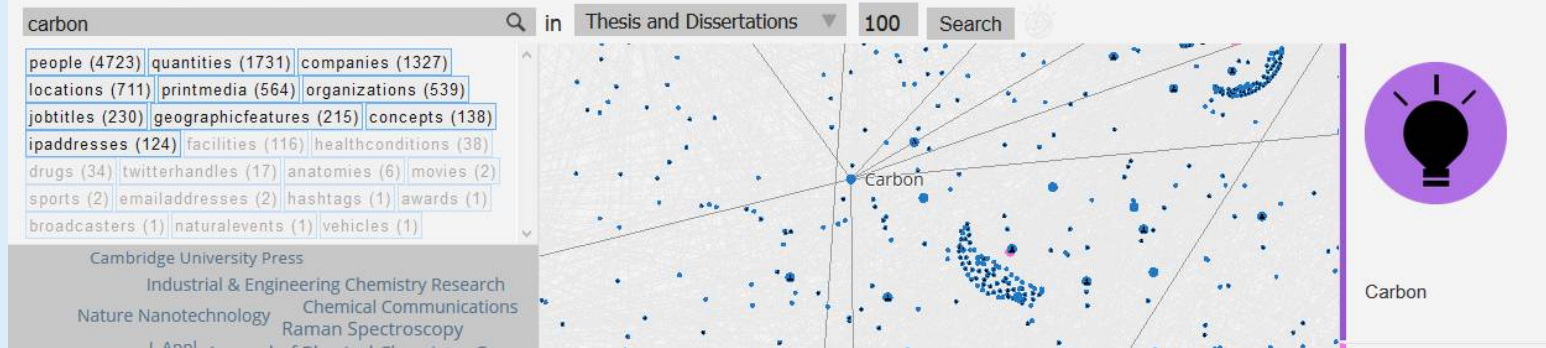
How to upskill?





Towards Meaningful Search & Discovery

Visual Insights *experimental*



Digital Transformation in Poster Sessions – ePoster Service

Software



- Submission
- Review
- Hosting
- Voting
- Website
- Online support

Display



- 65" touch screens
- Slot-in PC
- Movable stands
- Vertical and Horizontal
- Multi media

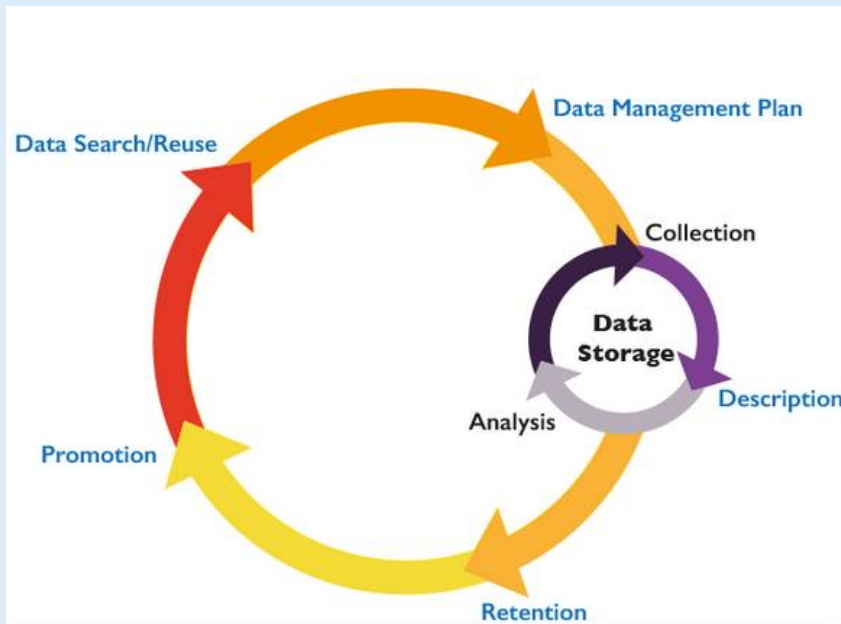
Preservation



- KAUST Research Output
- Persistent identifier
- Long term preservation
- Embargo
- Permissions



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Research Data Management



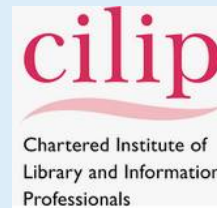
UX Studies

**From the curation
To research support roles**

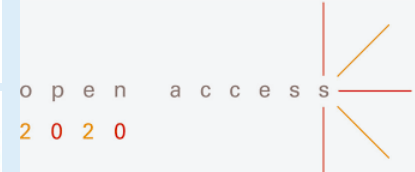
**Supporting Researchers
in the 21st Century**

Professional Associations Networks

- Conferences
- Courses
- Webinars
- Discussion forums
- Interest groups
- Board memberships
- Journals/Newsletters
- Boot camps



- Trainings courses
- Institutes
- Conferences
- Workshops
- University courses



Topics Covered

Acquisitions
Collection development
Metadata
Negotiation skills
Assessment
Licensing
Open access
Research data management
Marketing
Scholarly communication

Social media
User experience
Design thinking
Copyright
Intellectual property
Teaching methods
Graphic designing
Space planning
Research support
and more....

Library Visits & Partnership
Learn from the Leaders

Special Interest Groups on RDM



Group brainstorming
Reading list
Teach others
Literature review
Environmental scanning
Contact experts

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:**
 - o Awareness raising and contact persons for engagement with Divisions in KAUST
 - o Develop local expertise related to specific RDM topics to benefit both the Library and KAUST
 - o 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

SIG Outcomes

Technology Interest Group – Phase 1

Report

Actionable recommendations

DataCite membership

Research Domain Interest Group - Phase 1

Report

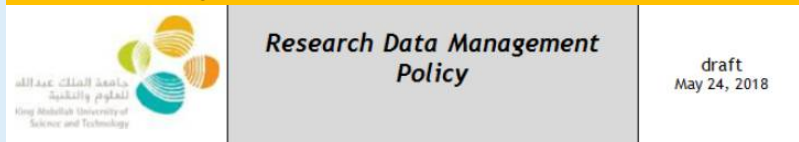
Actionable recommendations

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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