

Leading *and*  
Managing

Archives *and*  
Manuscripts  
Programs

SAA PREVIEW



# ARCHIVAL FUNDAMENTALS SERIES III

Peter J. Wosh, Editor

- 1** **Leading and Managing Archives and Manuscripts Programs**  
Peter Gottlieb and David W. Carmicheal, Editors
- 2** **Arranging and Describing Archives and Manuscripts**  
Dennis Meissner
- 3** **Advocacy and Awareness for Archivists**  
Kathleen D. Roe
- 4** **Reference and Access for Archives and Manuscripts**  
Cheryl Oestreicher
- 5** **Advancing Preservation for Archives and Manuscripts**  
Elizabeth Joffrion and Michèle V. Cloonan
- 6** **Selecting and Appraising Archives and Manuscripts**  
Michelle Light and Margery Sly
- 7** **Introducing Archives and Manuscripts**  
Peter J. Wosh

# Leading *and* Managing

Archives *and*  
Manuscripts  
Programs

**Peter Gottlieb &  
David W. Carmicheal**  
Editors



**SOCIETY OF  
American  
Archivists**

CHICAGO

SAA PREVIEW

**The Society of American Archivists**

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## FOREWORD

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# The Evolution of a Book Series



The Society of American Archivists (SAA) first conceived the notion of developing and publishing “manuals relating to major and basic archival functions” in the early 1970s. Charles Frederick Williams (popularly known as C. F. W.) Coker (1932–1983), a former US Marine Corps captain and North Carolina state archivist who recently had been appointed to head the Printed Documents Division of the National Archives and Records Services, edited the initial Basic Manual Series. The first five basic manuals, which appeared in 1977, illustrated the ways in which archivists defined and classified their core concepts at that historical moment:

- *Archives & Manuscripts: Appraisal & Accessioning* by Maynard J. Brichford
- *Archives & Manuscripts: Arrangement & Description* by David B. Gracy II
- *Archives & Manuscripts: Reference & Access* by Sue E. Holbert
- *Archives & Manuscripts: Security* by Timothy Walch
- *Archives & Manuscripts: Surveys* by John Fleckner

The entire series accounted for only 163 pages of text, which included numerous illustrations, graphics, sample forms, charts, and bibliographic insertions. Each 8.5” by 11” softbound pamphlet contained three holes, punched down the left side, for easy insertion into a loose-leaf binder that might be handily referenced at an archivist’s desk. Individual volumes sold for \$4, though SAA members received a \$1 discount.

Archivists operated within a far different cultural, legal, and professional framework during the early and middle years of the 1970s. In 1973, the same year that SAA began work on the Basic Manual Series, IBM introduced the Correcting Selectric II typewriter as its major technological breakthrough, thereby eliminating the need for such popular tools as rubber erasers, correction fluid, and cover-up tape. This revolutionary product seemed destined to alter the nature

of document creation forever. During this period, a few archivists had begun grappling with the challenges of something known as “machine-readable records,” but a bibliographer who surveyed this puzzling development could still confidently conclude in a 1975 *American Archivist* article that “only a few archival establishments” appeared to be “developing programs for accessioning” such materials. Other momentous—and occasionally unsettling—changes appeared on the horizon. A new copyright law, which was enacted by Congress in 1976 and became effective on New Year’s Day 1978, contained significant implications for how archivists would manage collections and serve researchers. Richard Nixon’s resignation in 1974 prompted the promulgation of new legislation in 1978 that declared for the first time that presidential and vice presidential records are public documents. Professionally, the archival landscape seemed to be shifting as well. The Association of Canadian Archivists launched an exciting new journal, *Archivaria*, in winter 1975/1976, a development destined to deepen the discipline’s intellectual discourse. Regional archival associations formed, became fruitful, and multiplied in the United States. In addition, a new era in archival education began as library schools and history departments inaugurated archives-based graduate programs in the late 1970s, ultimately resulting in a highly credentialed and formally trained corps of professional practitioners.

Such transformations, and many others too numerous to mention here, convinced the Society of American Archivists that only an active publications program that regularly refreshed the existing literature could provide its membership with easy access to rapidly changing trends and best practices. SAA accordingly published the Basic Manual Series II—a second set of five volumes—in the early 1980s:

- *Archives & Manuscripts: Exhibits* by Gail Farr Casterline
- *Archives & Manuscripts: Automated Access* by H. Thomas Hickerson
- *Archives & Manuscripts: Maps and Architectural Drawings* by Ralph E. Ehrenberg
- *Archives & Manuscripts: Public Programs* by Ann E. Pederson and Gail Farr Casterline
- *Archives & Manuscripts: Reprography* by Carolyn Hoover Sung

Over the years, SAA published scores of other titles, each illustrating the rich diversity of archival work: administration of photo collections, conservation, machine-readable records, law, management, a basic glossary, collections of readings on archival theory and practice, and books specific to archives in a variety of institutional settings (i.e., colleges and universities, businesses and corporations, religious and scientific institutions, museums, government agencies, historical societies, etc.). Even with the proliferation of publications, the bedrock of archival practice rested on the core knowledge represented in the basic manuals, which were reconceptualized and rechristened between 1990 and 1993 as the Archival Fundamentals Series:

- *Understanding Archives and Manuscripts* by James O’Toole
- *Arranging and Describing Archives and Manuscripts* by Fredric M. Miller
- *Managing Archival and Manuscript Repositories* by Thomas Wilsted and William Nolte
- *Selecting and Appraising Archives and Manuscripts* by F. Gerald Ham
- *Preserving Archives and Manuscripts* by Mary Lynn Ritzenthaler
- *Providing Reference Services for Archives and Manuscripts* by Mary Jo Pugh
- *The Glossary of Archivists, Manuscript Curators, and Records Managers* by Lynn Lady Bellardo and Lewis Bellardo



A second iteration of the seven books in this revamped series appeared roughly fifteen years later as the Archival Fundamentals Series II:

- *Understanding Archives and Manuscripts* by James O'Toole and Richard J. Cox
- *Arranging and Describing Archives and Manuscripts* by Kathleen D. Roe
- *Managing Archival and Manuscript Repositories* by Michael Kurtz
- *Selecting and Appraising Archives and Manuscripts* by Frank Boles
- *Preserving Archives and Manuscripts* by Mary Lynn Ritzenthaler
- *Providing Reference Services for Archives and Manuscripts* by Mary Jo Pugh
- *A Glossary of Archival and Records Terminology* by Richard Pearce-Moses

Mary Jo Pugh and Richard J. Cox edited these multivolume compilations, which almost instantaneously became required texts in archival education courses and necessary additions to archivists' bookshelves. The Archival Fundamentals Series I and II differed in scope and scale from the initial Basic Manual Series. For example, John Fleckner's comprehensive treatment of surveys did not appear in need of revision and dropped out of the series. Security became incorporated into a broader manual on preservation. SAA commissioned an introductory overview of the field, added a new book that focused on managerial issues, and developed a glossary with the goal of defining and historicizing key archival concepts. Beginning in the 1970s, both Archival Fundamentals Series I and II incorporated and delineated the evolving descriptive standards that defined professional practice, dissected the contentious debates surrounding appraisal and deaccessioning that enlivened archival discourse in the 1980s, and reflected the growing emphases on an expanding user base and more complex reference services that revolutionized reading rooms and repositories in the late twentieth century.

This third edition—Archival Fundamentals Series III—contains important continuities and significant departures from its predecessors:

- A new book, *Advocacy and Awareness for Archivists* by Kathleen D. Roe, reflects an increased understanding that these functions undergird all aspects of archival work.
- The management volume, *Leading and Managing Archives and Manuscripts Programs* edited by Peter Gottlieb and David W. Carmicheal, has been reconfigured to focus especially on leadership and to provide readers with opportunities to explore their individual managerial styles.
- *Advancing Preservation for Archives and Manuscripts* by Elizabeth Joffrion and Michèle V. Cloonan addresses digital challenges and focuses on such current issues as risk management, ethical considerations, and sustainability.
- *Arranging and Describing Archives and Manuscripts* by Dennis Meissner, *Reference and Access for Archives and Manuscripts* by Cheryl Oestreicher, and *Selecting and Appraising Archives and Manuscripts* by Michelle Light and Margery Sly may appear familiar topics to readers of the previous two series, but each book illustrates the innovations in thought and practice that have transformed these archival functions over the past fifteen years.
- A general overview volume which I am preparing, *Introducing Archives and Manuscripts*, provides a broad introduction to the historical, philosophical, and theoretical foundations of the profession.

One contribution that constituted a cornerstone of the previous series has been reformatted to maximize its currency and usability. Although not part of the Archival Fundamentals Series III, the *Dictionary of Archives Terminology* ([dictionary.archivists.org](http://dictionary.archivists.org)) will replace *A Glossary of Archival and Records Terminology* and will be maintained and updated as a digital resource by SAA's Dictionary Working Group.

We hope that undergraduate and graduate students, new professionals, seasoned archival veterans, and others in the information science and public history fields will find the seven volumes in the Archival Fundamentals Series III helpful, provocative, and essential to both their intellectual life and their daily work. As Richard J. Cox observed in his preface to an earlier edition of the series, the time has long passed “when individuals entering the archival profession could read a few texts, peruse some journals, attend a workshop and institute or two, and walk away with a sense that they grasped the field’s knowledge and discipline.” This series provides an entry point and a synthetic distillation of a much broader literature that spans an impressive array of academic disciplines. We encourage you, of course, to do a deeper dive into each of the individual topics covered here. But we also remain confident that this series, like its predecessors, provides an honest and accurate snapshot of archival best practices at the end of the second decade of the twenty-first century.

The authors, of course, deserve full credit for their individual contributions. The Archival Fundamentals Series III itself, though, constitutes a collaborative enterprise that benefited from the work of SAA Publications Board members, editors, and interns throughout the past decade. These individuals helped to define the series parameters, reviewed proposals and manuscripts, and shepherded various projects to conclusion. Special shout-outs (in alphabetical order) are owed to: Bethany Anderson, Jessica Ballard, Roland Baumann, Cara Bertram, Mary Caldera, Amy Cooper Cary, Jessica Chapel, Paul Conway, J. Gordon Daines, Todd Daniels-Howell, Sarah Demb, Jody DeRidder, Keara Duggan, Margaret Fraser, Thomas J. Frusciano, Krista Gray, Gregory Hunter, Geoffrey Huth, Petrina Jackson, Joan Krizack, Christopher Lee, Donna McCrea, Jennifer Davis McDaid, Kathryn Michaelis, Nicole Milano, Lisa Mix, Tawny Nelb, Kevin Proffitt, Christopher Prom, Mary Jo Pugh, Aaron Purcell, Colleen Rademaker, Caryn Radick, Dennis Riley, Michael Shallcross, Mark Shelstad, Jennifer Thomas, Ciaran Trace, Anna Trammell, Joseph Turrini, Tywana Whorley, and Deborah Wythe. Nancy Beaumont has been an inspirational executive director for SAA, as well as a brilliant editor in her own right. Abigail Christian, SAA’s editorial and production coordinator, has skillfully shepherded design and layout. Teresa Brinati, keenly insightful and good-humored as always, remains the epitome of competent leadership and has transformed the SAA publications program into a model for professional associations. It has been a privilege and great fun to work with everyone on this project.

PETER J. WOSH  
Editor, Archival Fundamentals Series III  
Society of American Archivists

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# Introduction



Books about leadership are more likely to start conversations than to provide answers. Obviously, there is no step-by-step formula of leadership that can be learned from a manual and then applied repeatedly thereafter. Yet leadership is an appropriate topic for a series addressing fundamental archival skills. We believe leadership can be taught, though not as a process. Leadership skills are best learned by observing and following the example of leaders; they're best taught through mentoring. For that reason, this is a book about personal experiences.

The leadership of archival programs has much in common with leadership of most other kinds of programs. As in other settings, archival leadership includes the roles of both managers and leaders. Like most program managers anywhere, those in archives must plan, budget, supervise, collect and analyze data, and communicate well. Archival leaders perform the same roles that their counterparts in many other organizations do: projecting vision, inspiring change, forging strategy, building relationships, and communicating. These common aspects of leadership mean that archivists can learn much from the enormous body of literature on leadership, whether it pertains to the for-profit, nonprofit, or public sectors of American life.<sup>1</sup>

This book puts leadership into the framework of archival programs, specifically. We do this by exploring the experience of leading and managing archival repositories. Drawing on our combined fifty years' work in manuscript, government, and state historical society repositories, we discuss in the first section of the book what we found most effective in carrying out significant areas of archival leadership responsibility. In the second section, five authors from a variety of repositories deepen our own perspectives on archival leadership by offering their accounts of the challenges of directing programs in these various settings and of what has proven successful. An additional chapter in the second section discusses the most significant development for archival leadership in the last ten years: the advent of a leadership institute for archivists.

Our book builds on previous publications about archival leadership, particularly Bruce Dearstyne's *Leading and Managing Archives and Records Programs* (2008) and Michael J. Kurtz's *Managing Archival and Manuscript Repositories* (2004). Beyond the prescriptions for program leadership that these books offer, we provide the experiential element to give readers a clear idea of how leadership looks and feels in practice. Throughout the book, readers will learn about actual problems we encountered and solutions we devised for them. In some places, we use scenarios in order to highlight issues, but these also broadly derive from our real experiences in tackling leadership problems. Both in our own chapters about key aspects of program leadership and in the chapters describing leadership in different archival settings, this book focuses on what leaders and managers should anticipate as they direct archival programs and on how they can successfully handle challenges in a variety of situations.

## The Contours of Archival Leadership

Leadership encompasses the work of executive leaders and also of program managers and all other influencers, wherever they work in an organization. Leadership is not a role limited to those who are in charge. In fact, heads of organizations who think that they alone provide leadership rarely play transformative roles. Transformative leaders care more about the ideas or people they serve than about being in the spotlight or commanding instant obedience. That's good news for people who don't see themselves as leaders in the traditional understanding of that word. Even followers (a word that slowly may be losing its negative connotations) can express passion and excellence in their work.<sup>2</sup> Such people often "lead from the middle" without even seeing themselves as leaders.

In the archival world in particular, where repositories are often small and the management structure relatively flat, the boundary between leaders and managers is sometimes blurred, but we believe the distinction is no less real and important, and that understanding has informed part I of this book in particular. Following the concepts of John P. Kotter, we view managers' roles as coping with complexity and leaders' roles as coping with change.<sup>3</sup> Managers most often focus on budgets, staffing, planning, providing control, and solving problems. Leaders, on the other hand, concentrate on creating vision, setting direction, and aligning and motivating people. The emphasis in managers' work falls on stability and continuity; the heart of leaders' work lies in new departures, transformations, and inspiration. While the book relies on this conceptual distinction between leaders and managers, it treats both roles as essential and complementary. Further, it recognizes that for many archival program directors, leadership often means combining the roles of leader and manager.

A sizable proportion of archivists direct the repositories and programs where they work. According to the 2004 census of US archivists, 32 percent hold positions with managerial responsibilities.<sup>4</sup> This significant representation of managers among all archivists reflects the modest size of most archival institutions. While several notable archives in the United States are large, complex organizations, the vast majority are relatively small programs. A common personnel configuration includes one to three full-time employees assisted by a few more full- or part-time paraprofessionals, clerical employees, interns, student hourly workers, and volunteers. While the actual scope of authority they exercise in these characteristically small programs undoubtedly varies a good deal, the archivists who lead many repositories frequently must wear both the manager's and the leader's hat.

Though we recognize this reality of program leadership in archives, our chapters in part I often describe the roles of manager and leader separately. We believe there is value in considering how each role plays out in different situations. By distinguishing between their respective functions, we suggest not that the lead archivist can just switch from one to the other but that it is important to understand both roles and, in particular, not to sacrifice the leader's role to the often more pressing demands of the manager's part.

In fact, the exercise of archival leadership is anything but linear. In larger archives, where more bureaucratic organizations include distinct manager and leader positions, managers can gradually grow into leader roles as they assert their desire not just to implement improvement or change but also to influence the direction of the program. Leadership emerges from all parts of the archival staff as well. Perhaps especially true in the overwhelming majority of small repositories, where staff work daily in close association with program heads, it also frequently happens in larger archives, especially when strategies and organizational change invite staff to contribute ideas and carry out projects.

## Themes in This Book

As we developed our own chapters and edited those of our contributors, certain fundamental aspects of leadership emerged as recurring themes. Whether we were addressing communication or strategy or budgeting, these traits surfaced repeatedly as characteristics of archival leaders. And in our contributors' chapters, where a diverse group of archivists discuss their journeys to and along the path of leadership, these themes emerged again with enough consistency to be notable. Many of these themes are applicable to all leadership (whether corporate or archival, executive leader or manager):

***Leaders are intentional.*** In effect, leaders are always preparing for the role, often starting to “study” well before they have any formal leadership responsibilities and continuing throughout a lifetime of shifting responsibilities, opportunities, technologies, and cultural norms. Leadership can be learned, but it requires thoughtful intentionality and, like any skill, constant practice. Even as a leader grows, some aspects of leadership remain aspirational, and true leadership comes from behavior and not from a title or a position.

***Leaders are self-managing and self-aware.*** The best leaders and managers are unflinching in their assessment of their own strengths and weaknesses. They conduct regular personal assessment and solicit honest feedback from colleagues, mentors, and even subordinates. They strive to recognize how their own emotions and behavior affect those around them. Having uncovered weaknesses, they do not shy away from self-improvement.

***Leadership is fundamentally about relationships rather than ideas.*** Great ideas are just that: ideas. Leaders manage to transform ideas into results, and that requires the ability to inspire people and focus their efforts on a shared goal. For that reason, all leadership stands on a foundation of relationships. The archival world, in particular, is inherently about people—we collect and preserve the record of human activity, after all—making relationships particularly important to archival leaders.

***The engine of leadership is communication.*** All good leaders and managers communicate effectively to a variety of audiences, and this is also true in the archives profession. In hierarchical terms, leadership is about communicating up, to those who support the organization and provide funding; around, to peers and colleagues whose cooperation is essential for success; and down, to those who must work effectively if goals are to be achieved.

***Leaders are agents of change.*** As noted earlier, management is about stability, leadership is about change. Leaders think often about potential changes that they do not initiate—new technologies, political winds, economic trends—and how to prepare their organization for those changes. But they also think about how to instigate positive change within their organization, never resting on yesterday's success and always anxious to keep the organization nimble and alert.

If archival leaders share certain characteristics with leaders everywhere, they are distinguishable from other leaders in certain ways. Archival leaders face challenges and opportunities not typical in the corporate, for-profit setting that most leadership books address, though many are more typical of nonprofit organizations.<sup>5</sup> These can make archival leadership more challenging and more rewarding than leadership in a corporate setting. At the risk of overgeneralizing, some of the challenges faced by archival leaders and managers include the following:

***Archival leadership and programs pursue broad missions.*** Leaders in corporate settings often lead organizations that have a relatively narrow, well-defined focus and employ staff (or management staff, at least) that have had consistent and comparable training. Ultimately, companies like Apple exist to make money, a focused goal to which everything else is subsumed and from which their understanding of customer service and product quality derive. In addition, the majority of their corporate managers share a common understanding of business skills, such as accounting and strategic planning, because these are mature skills taught with a high degree of consistency from one business school to another. Archival leaders, on the other hand, may find it difficult to define their mission in any focused way, given the scope of their collections and the varied interests or needs of their customers and supporters. It is likely, too, that they employ staff who have an incredible diversity of employment backgrounds and education and who may take a variety of approaches to even basic archival tasks such as arrangement and description.<sup>6</sup>

***Archival leadership has limited opportunities to provide staff with financial incentives.***

One of us worked for several years in a corporate setting, where he earned annual performance bonuses and where he was able to reward his staff with bonuses of 6 to 8 percent of their annual salaries. Such incentives can be very effective but are rarely available to the archival leader. Instead, most archival leaders face the challenge of motivating staff with little or no control over their wages. Fortunately, archivists are often passionate about their work, and leaders can motivate by creating a vision and reinforcing the role each employee or volunteer plays in achieving it.

***Archival leadership must make many noneconomic decisions.*** In businesses where the bottom line is the bottom line, most decisions are predicated on one underlying question: will it increase our profits? Archival leaders, on the other hand, often face decisions that have

no economic basis at all. As one of us has said many times (in his government archives): “If we could make money at this, the government wouldn’t be doing it.” If, as many suspect, 20 percent of the typical archives’ collection receives 80 percent of the use, then the cost of maintaining 80 percent of our collections makes no economic sense. Our programs also perform tasks to benefit future users—including ones who have not yet been born. Consequently, archival leaders must muster noneconomic arguments to justify much of what they do. This lack of clear economic benefit means that archival leaders may be subject to more pressure from political interests and competing constituencies than is common in corporations, where the ultimate question about any action is whether it will increase profits and where the success of the leadership is evident in quarterly balance sheets.

One blogger has suggested that the challenges faced by nonprofit (and we would add *archival*) leaders mirror those faced by leaders of startups, where success depends to a great extent on passion sustained by a vision of what the future can hold.<sup>7</sup> Although the word *passion* crops up frequently these days in connection with the conduct of businesses, professions, and occupations, we think it applies particularly to archival leadership.

## Overview of Contents

The six chapters in part I of this book cover key archival leadership functions. We do not claim that they include every phase of leadership, but we believe that they are all critical to the success of leaders and managers. While we have each separately written three of these chapters, we have collaborated on all of them by critically reading and commenting on each other’s work. More importantly, we began with a strongly shared understanding of the concept for the book and of our goals for it.

Part I of the book begins with a chapter on communication, undoubtedly the key to effective leadership that all the other chapters in the book also discuss in connection with their own topics. The first chapter examines leaders’ communications with five different audiences of archival programs and stresses the importance of advocacy. The second chapter discusses leading through strategy. It investigates elements of a strategic approach to growth and improvement of archives while describing the roles of both leaders and managers. Chapters 3 and 4 deal with existential challenges for archival leadership. While chapter 3 looks at how leaders maximize resources and budgets, chapter 4 explores how leaders meet the demands of transformative change and crises. Chapter 5 describes leadership roles in forging productive relationships among staff, between the archives and its parent organization, and among an archives program and other organizations. Chapter 6 concludes the first part of the book by discussing leadership development in archives and ways that all archivists can foster leadership, particularly how they—having assumed leadership roles—mentor others toward becoming leaders.

Our chapters in part I provide many specific examples of leadership tasks and challenges, but they do not address the nuances that arise from different institutional settings for archives. This is what readers will find in part II, where five authors examine their leadership experiences, each one in a different kind of repository. Each of them specifically reflects on her growth as a leader and a manager and on the requirements for effective leadership in their own institution. Part II of the

book complements the first part by providing cases through which to examine the leadership functions we examine in part I.

Sarah Koonts discusses her formative experiences at the North Carolina State Archives, which have shaped her view of a leader's ambassador role. Jennifer Johnson, senior archivist at Cargill, Incorporated, examines the most important functions of corporate archives and how her leadership efforts seek to strengthen them. Lynette Stoudt provides a detailed account of how she handled her multiple managerial responsibilities as director of the Georgia Historical Society's Research Center. Samantha Norling explains how her work to expand a relatively new archives program at the Indianapolis Museum of Art has given her valuable leadership experience. Megan Sniffin-Marinoff, university archivist at Harvard University, analyzes leadership in critical areas through the lens of her experience in higher education archives. Finally, Rachel Vagts discusses how archival leaders develop from her perspective as director of the Archives Leadership Institute.

## Whom Is This Book For?

We envision this book as being especially appropriate for five related audiences: graduate students in archival and library education programs who desire some introduction to basic theory and practice in the field; younger archivists entering their first managerial positions who have not been exposed to these concepts but now have the responsibility for leading archival programs; mid-career archivists who are transitioning from skills-based jobs (e.g., processing archivists or reference archivists) into middle-management positions where they need to be conversant with best practices in leadership; archives project managers who are leading key initiatives within a broader repository; and even well-established archival leaders who would like to examine their own approach to leadership and who may find here some insight into why they lead as they do or how they might encourage leadership development in others. We also hope that the resulting book will be useful for the Society of American Archivists Education Department, as it builds on workshops from the Archives Leadership Institute.

Leadership is not a process or a formula. While all archival leaders need to strategize and build relationships, be comfortable managing change, and communicate effectively, each faces distinctive challenges. The situations in which you, as a leader or potential leader, find yourself will be unique to your repository, institutional setting, and constituencies. Your responses to those situations likewise will reflect your unique combination of temperament, experience, and skills. This book should be viewed, then, as a tool to help you explore and develop individual approaches to leadership. We hope that the experiences and insights of the eight archivists whose leadership this book recounts will prompt you, leaders and managers in the profession, as well as students and current archivists who aspire to these roles, to explore your own approaches to leadership, to examine your own capacity for leadership, and to discover ways to expand and develop personally as an archival leader.





## NOTES

- <sup>1</sup> For a good overview of the literature on leadership, see Denise Kwan and Libi Shen, “Senior Librarians’ Perceptions of Successful Leadership Skills,” in *Advances in Library Administration and Organization*, Vol. 33, ed. Delmus E. Williams, Janine Golden, and Jennifer K. Sweeney (Bingley, UK: Emerald Publishing, 2017), 89–134. Our annotated bibliography includes all the works in a variety of disciplines that we consulted while writing the first six chapters of this book.
- <sup>2</sup> See Susan Cain, “Not Leadership Material? Good. The World Needs Followers,” *New York Times*, March 24, 2017, captured at <https://perma.cc/LW5Y-EU77>.
- <sup>3</sup> John P. Kotter, “What Leaders Really Do,” in Harvard Business Review’s *10 Must Reads: On Leadership* (Boston: Harvard Business Review Press, 2011), 37–56. Two authorities on archival leadership echo Kotter’s model. See Michael J. Kurtz, *Managing Archival and Manuscript Repositories* (Chicago: Society of American Archivists, 2004), 26–27; Bruce W. Dearstyne, *Leading the Historical Enterprise: Strategic Creativity, Planning and Advocacy for the Digital Age* (Lanham, MD: Rowman and Littlefield, 2015), 26.
- <sup>4</sup> Victoria Irons Walch, “A\*Census: A Closer Look,” *American Archivist* 69, no. 2 (2006): 344.
- <sup>5</sup> For a study of the challenges of nonprofit leadership (from which these thoughts are largely derived), see Eric Johnson, “Striving for No Difference: Examining Effective Leadership between Nonprofit and For-Profit Contexts,” Northwestern School of Education and Social Policy, December 2012, <http://www.sesp.northwestern.edu/masters-learning-and-organizational-change/knowledge-lens/stories/2013/striving-for-no-difference-examining-effective-leadership-between-nonprofit-and-for-profit-contexts-.html>, captured at <https://perma.cc/T5LQ-VTDR>.
- <sup>6</sup> The staff and volunteers one of us led over three decades have included a retired soap opera director, a jewelry designer, and a composer who had a published/performed symphony to her credit, as well as archivists whose education ranged from internships to archival certificates to full master’s degrees. Such diversity has been both challenging and exhilarating.
- <sup>7</sup> Joan Garry, “The Difference between Corporate and Nonprofit Management,” <http://www.joangarry.com/corporate-nonprofit-management/>, captured at <https://perma.cc/3YV9-D8G9>.