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President’s Message

Jason Openo

This issue celebrates the success of the Pacific Northwest Library Association’s second Leadership Institute, held October 2006 at Tamarack Resort in Idaho. This powerful approach to professional development is designed to create the library leaders who will be necessary to expand and improve library service as our more experienced leaders retire. As a participant in the first PNLA Leadership Institute, it is impossible to communicate how profound this experience has been for me professionally and personally. As a result of my participation in the PNLA Leadership Institute, I am more involved in my library association; I have taken on increasingly responsible and difficult tasks at work; I understand the different personality styles of my colleagues, and I know how best to approach them about change and innovation; and I finally have the confidence and courage it takes to make difficult decisions, and to stand stalwart in my resolve even when unpopular.

I do not think one can ever look forward without looking back, however, and at the last PNLA Board meeting in February, Anne Abrams and I went to the University of Washington Archives. We went in order to research PNLA’s history and to begin preparing for our 100 year anniversary in 2009. Library history is a time warp because you realize that we are still struggling with many of the same issues we have been dealing since libraries began – starvation budgets, difficulties in recruiting and retaining individuals to the profession because of low wages, and the difficulty in convincing people that culture is important and essential to a vibrant and healthy society.

I am going to share a quotation from a past PNLA leader that speaks to something that resonates deep within me and makes me proud to be part of the tradition of librarianship and part of this organization.

“The tenth PNLA conference met August 28-30, 1919 in Vancouver, B.C., and one of the most colorful and eloquent librarians of the Northwest was president—UBC’s John Ridington. Mr. Ridington came to British Columbia in 1915 to take charge of the library of the then infant University with a legacy of 700 books from McGill College and a staff of one assistant. He immediately became a member of PNLA and took an enthusiastic interest in its activities. His presidential address, ‘The Challenge of the Present Days’ was a vigorous appeal to the 105 attending librarians, who came from Utah, Montana, Alberta, and Idaho, as well as Washington and Oregon. The war had ended; times were changing:

‘Books set up ideals, they create sympathies, they disseminate knowledge. Are not these three of the things of which the world today stands in direct need? Will men undertake long, laborious, thankless tasks unless inspired and sustained by a vision of the better things their struggle will accomplish and achieve? Will they sacrifice bodily ease and personal comfort unless impelled thereto by a fellow feeling for those they aim to serve? And will not their efforts be foredoomed to failure unless directed by intelligence and accurate knowledge? In all these things, books, libraries, and librarians can help mightily.’”


The most rewarding aspect of my trip to the University of Washington Archives was the realization that PNLA was even more important and vital to the regional library network than I could have ever expected. I have always been honored to be the President of such an association, but I did not fully grasp what a profound honor it is or the legacy I have to live up to. It is a challenge, but the best challenge one could possibly have and the present PNLA Board is working very hard to carry on the great work that has come before us. YRCA voting is now open and online. Online membership will debut shortly. And most importantly, the 2007 conference is quickly approaching. Make sure to register. I hope to see you in Edmonton.

MISSION

The Pacific Northwest Library Association is an organization of people who work in, with, and for libraries. Its mission is to facilitate and encourage communication, networking, and information exchange for the development and support of libraries and librarianship in the Pacific Northwest.
**From the Editor**

MARY K. BOLIN

Last October, thirty-two emerging library leaders and eight experienced library mentors from the PNLA region came together at the Tamarack Resort in Donnelly, Idaho for the PNLA Leadership Institute. That exhilarating and intense experience is chronicled in this issue by some of the participants and mentors. Another author reports on an international leadership institute that sounds equally valuable. The participants, mentors, and sponsors such as OCLC, Ebsco, and IMLS deserve recognition for their willingness to work hard to strengthen libraries and the library profession.

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**To the Editor**

I write regarding the article "Public Patrons in the Academic Library," presented in the Winter 2007 issue. The topic and information presented was very interesting, but I feel the need to correct a statement regarding the practice of Boise State University in Idaho. The article claims Boise State offers no borrowing program for the general public. Boise State, does, in fact, offer such a program; I know because I own an Albertsons special borrower card. While I can access any material I need quite easily through ILL delivery, I am also pleased to be able to walk into the Library at Boise State and check something out.

Information from the Albertsons Library website:
http://library.boisestate.edu/circulation/circulation_general_i.htm#spb

Albertsons Library participates in the Idaho-wide LiLI Express program.
Special borrowers cards may be given to Idaho citizens 18 years or older upon presentation of a current Idaho driver’s license, a state ID, or proof of Idaho residency.
Two books may be checked out at the time of application. The special borrowers card is mailed to the address on the application. Once the card is received, the borrower may have up to 10 items checked out.

Mary DeWalt, Boise ID

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**Call For Submissions**

*All contributors are required to include a short, 100-word biography and mailing address with their submissions. Each contributor receives a complimentary copy of the issue in which his/her article appears.*

Submit feature articles of 1,000-6,000 words on any topic in librarianship or a related field.

We are always looking for short, 400-500 word descriptions of great ideas in libraries. If you have a new project or innovative way of delivering service that you think others might learn from, please submit it.

**Summer 2007 Issue (Deadline June 1, 2007):**
**Fall 2007 Issue (Deadline September 1, 2007):**

Please email submissions to mbolin2@unl.edu in rtf or doc format.

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**Submission Guidelines**

**Format**
Please submit all documents as either a .doc or an .rtf

**Font style**
PNLA Quarterly publishes in the Verdana font, size 8.

**Spacing and punctuation:**
- Please use a single space after a period.
- Please use full double dashes (i.e., “–” not “--”)
- Please place punctuation within the quotation marks.
- Please omit http:// when quoting Web site addresses
- Please place titles within text in italics (not underlined).
- Please do not capitalize nouns such as “librarian” unless the word is included in a title.

**Spelling**
Web site, Internet, email, ILL; please use the spelling conventions of your country.

**Citation Style**
Please use whatever style you wish, as long as it is used consistently.

**Additional Information**
Please submit a 100-word biography and postal address with article.
PNLA Leads 2006 is made possible through a grant from the federal Institute of Museum and Library Services (IMLS). IMLS is an independent federal agency that grows and sustains a “Nation of Learners,” because lifelong learning is critical to success.

OCLC Western is a supporter of PNLA Leads 2006

OCLC Western offers high-quality library service: discounted electronic database subscriptions, QuestionPoint Virtual reference, NetLibrary eAudiobooks and eBooks, CONTENTdm for digital collection management, as well as an array of training, continuing education and professional development courses.

EBSCO Information Services is a contributor to PNLA Leads 2006

EBSCO Information Services offers high-quality library service: discounted electronic database subscriptions, QuestionPoint Virtual reference, NetLibrary eAudiobooks and eBooks, CONTENTdm for digital collection management, as well as an array of training, continuing education and professional development courses.

Special thanks to OCLC Vice President for Member Services George Needham for personal support of PNLA Leads

"I support leadership institutes because I think it’s vital for those of us who have had good careers in librarianship to help nurture and develop the next generation of leaders. Library schools and on-the-job training can only go so far; potential leaders need time out of their regular worlds for self-discovery and the opportunity to network with their peers. And these institutes also give the mentors and organizers a chance to re-charge their "leadership batteries" too! “
If a colleague asked you about PNLA Leads, what would you tell them? Oh, of course...

...You would probably begin by providing an “elevator speech” for PNLA Leads. Because you know elevator speeches can be a very effective advocacy tool, you might say something like:

PNLA Leads mentors emerging leaders through a week-long institute and post-institute activities. Library staff — degree or not — from the five states and two provinces of the Pacific Northwest Library Association region are eligible to apply. Every other year 32 participants along with 8 mentors come together to work on visioning, conflict resolution, teamwork, and commitment to community as they endeavor to reach their potential. It is an incredible experience for all.

Knowing you, you would then go beyond the elevator speech and delve into the need for, and importance of, PNLA Leads and other leadership, mentoring and networking opportunities. You’d explain how PNLA Leads seeks active involvement of institutions and individuals within our library community in creating organizational cultures that demonstrate the value of growing leaders from within.

You would recall statistical and anecdotal evidence that predicts greater numbers of professionals retiring over the next ten years than new librarians entering the field, and bring to mind shortages that already exist in certain specialties and the looming loss of talent hangs over all types of libraries. You might even ponder whether there exists a sufficient number of adequately trained, experienced, emerging leaders ready to fill positions of greater responsibility created by upcoming retirements.

You might cite a recent small-scale survey conducted in 2005 by the Canadian Library Association that investigated 124 libraries’ anticipated retirement levels, and their self-assessed preparedness for filling vacancies. In that survey, twenty-one percent of respondents felt “not at all prepared,” and 53 percent felt “somewhat prepared.” However, when asked about their strategies for succession planning, “no strategies developed” was the second most frequently-stated response. It is here that you would likely note that PNLA Leads endeavors to address the need for succession planning in all library settings by offering specific leadership training while supporting an overall library leadership culture in the region.

Perhaps you would consider the fact that an American Library Association Task Force on Rural School, Tribal and Public Libraries report illustrated the fact that staff in these libraries in particular are in great need of support and opportunities. Then you would, of course, note that PNLA Leads strives to reach rural staff through a goal of at least one third of institute participants hailing from rural areas. You would add that PNLA Leads encourages institute participants to practice leadership skills and aptitudes while connecting rural library staff with mentors for ongoing communication. You’d point out that PNLA believes reaching deeper into the rural setting will create vital connections and assist in providing a support system for otherwise isolated library staff.

If asked about institute outcomes, you would say that, among other things, participants clarify personal and professional goals, assess the environment and publicly express their thoughts. You might even quote a past participant who noted “[t]his has given me the courage and inspiration to step out of my safe environment and know I can fly higher and further.” You would add that participants leave feeling confident in taking leadership action in one form or another e.g. publishing, other association membership, board or committee work, or mentoring another library worker. You would note that a network of peers, urban and rural, from all types of libraries in the region, are empowered to work together to build collaborative relationships and address common issues within the profession while feeling connected to one another and to state/provincial and regional peers. You might even suggest a means for succession planning through retention and development of talented staff is taking shape.

You would proudly state that PNLA believes so strongly in the value of quality leadership institutes that the association is conducting surveys and sharing data with the greater library community. You would add that this effort is coordinated by Jan Zauha, a past president of PNLA and Associate Professor and Reference Librarian at The Libraries Montana State University – Bozeman.

Of course you would credit the state and local library associations, PNLA Leads

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PNLA Leads

Mary Dewalt

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Turned on and Tuned In? Professional Side Effects of a Library Leadership Institution

Janelle M. Zauha

It is clear from our professional literature that leadership institutes are becoming more and more common as a means of professional development. Not all of us clearly understand, however, what these institutes deliver, who they are geared for, and how their success is measured. The Pacific Northwest Librarian Association (PNLA) has offered its PNLA Leads Leadership Institute (LI) twice now: once in fall of 2004 and once in fall of 2006. By looking at what this leadership institute offers and how graduates of the 2004 LI have reacted to the experience, we can perhaps find the answers to some of our many questions about leadership institutes broadly.

Understanding first what leadership institutes are not may be the best place to begin. They are not conferences where attendees go to a location with a group of fellow registrants and are free to map out their own experience, dipping in and out of a multi-track program. Neither are LIs like on-site training delivered through in house expertise or through outside consultants hired to insert focused content into an employee’s work day. They are not geared toward “fun” or relaxation; LIs do not represent a peaceful break from regular work. The content of an LI is usually not about policy review or creation, not about technical skills, or really about any sort of “practical” skills acquisition at all.

Leadership Institute Characteristics

So just what is a leadership institute? Leadership institutes are not all exactly alike so polling participants of some of the institutes currently available might net descriptions that resemble blind examination of the same elephant. Some general characteristics, however, can be determined. Most LIs are residential and take place over 3-5 days or more. This means that participants attend an institute away from their work and their families, often traveling some distance to gather as a group at a center or resort of some kind. On site they take their meals, spend most of their time in group learning spaces, and are assigned sleeping quarters, either singly, in pairs, or small groups. Family members are usually prohibited from accompanying them. Participants may or may not know anyone else attending the institute, depending on how large the region from which they are pulled.

As you might expect from these basic arrangements, LIs are commonly very intense. Participants work together from morning until night on most days, with very little free time. They are pulled away from regular work and personal lives to facilitate intense experiential learning in small and larger group settings. Numbers of participants vary from 20-50, a number which also includes any mentors, facilitators, administrative staff, or other personnel involved in staging the LI.

Who attends these institutes? That very much depends on what the sponsors or planners of the LI decide. Some LIs are limited to librarians with MLS degrees. Some focus on a specific number of years in the profession, drawing either very new librarians or mid-career. Some are very open, as is PNLA’s LI, and encourage participants from staff as well as professional ranks, with vast ranges of years working in libraries. Institutes may also focus on a single type of library, such as public or academic, but most are multi-type and seek representation from all kinds of libraries. While some institutes are geared toward those in named leadership or managerial positions, many institutes simply require applicants to show some leadership potential, which may include work in associations or at committee levels in their libraries.

Leadership institutes may sound very secretive about their content or agenda because participants are often discouraged from sharing specific information after their experiences. This is not intended to shroud LIs in mystery in order to increase their allure; rather it is intended to preserve the experience for those coming ahead. If participants arrive with specific expectations they may either be disappointed or have readied their own defenses against content that is often challenging. It is important that attendees participate fully and whole heartedly, choosing to be in the moment rather than comparing what they are experiencing to what they were told they would experience. Experiential learning requires full involvement, not just intellectual engagement.
How is content determined? Commonly, hired facilitators create content and learning materials and lead the group of mingled mentors and participants through discussions, lectures, and exercises in varying sized groups. Learning is focused on concepts such as self awareness, embracing change, customer focus, future vision, collaboration, risk taking or courageous action, and other, often intangible leadership qualities. Exploration of topics such as organizational politics, ethics, strategic planning, and conflict management is not uncommon. Participants and mentors often find themselves in one-on-one or mixed discussions that may be characterized as emotionally heightened, intense, and very honest. Exploration is the mode of most LIs: exploration of self, profession, environment, and the future.

History and Larger Issues

While leadership institutes are becoming more common, they are relatively new and do not have a great depth of history in the library profession. Mason and Wetherbee identify the UCLA Senior Fellows Program (1982) as the first leadership institute, but evidence of them can be found in the library and education literatures as early as 1971. By 2004, Mason and Wetherbee were able to identify approximately 32 leadership institutes in varying degrees of delivery. Since then, a search of the published and Web literature in our field reveals at least 10 more have sprung up in the US and in other countries.

Who sponsors and develops leadership institutes? This varies greatly. Some are sponsored by national library associations such as the American Library Association (ALA) and the Australian Library and Information Association (ALIA). State library associations have also stepped up when possible, such as the Texas Library Association and its TALL Texans institute. Increasingly, regional library associations are creating institutes for their larger areas, including the Mountain Plains Library Association’s Leadership Institute @ Ghost Ranch, the New England Library Leadership Symposium, and, of course, the Pacific Northwest Library Association’s PNLA Leads institute. Other institutes are being developed by state libraries and library systems and some are offered through academic institutions. Often, no matter where the institute originates or resides, the developers are pairing with vendors, other associations and institutions, or other appropriate partners in order to come up with the person power and money required to develop and run a successful leadership institute. These partnerships are crucial because leadership institutes are definitely expensive. They cost money and time because of the characteristics noted above: they are intensive, secluded, and selective. The following factors contribute to the costs of these institutes:

- **Facilities**: secluded, inspiring, self-contained, comfortable, central, good food, with absolutely no roaches or other quality issues;
- **Facilitators**: must be professional, experienced, and "get" libraries so that they deliver a compelling, relevant curriculum;
- **Mentors**: also must be experienced library professionals, who are devoted enough and visionary enough to fit the goals of the institute – and for no pay;
- **Transportation**: travel costs are usually assumed by participants, but the travel of mentors, facilitators, and administrators are often covered by the institute;
- **Administration**: including various curriculum and application materials, distribution and communication costs, fund raising, participant selection, etc;
- **PR and marketing**: time and money spent advertising through conferences, newsletters, electronic discussion lists, Web page creation, mailings, etc.

This is a very basic list of cost categories and is, obviously, not exhaustive. Those developing leadership institutes can usually bank on spending more time and money than they had planned when hidden expenses, new needs, and other challenges pop up. Registration fees for leadership institutes are often quite high as a result, sometimes in the several thousands, unless extensive grant or vendor funding has been procured.

Realization of these costs, naturally, brings up some very important questions about leadership institutes:

- Are leadership institutes worth the investment?
- How do we know?
- Exactly what are the outcomes?
- Do they create leaders?
- Will they solve the succession vacuum in libraries?

These are questions that are very difficult to answer because leadership itself is difficult to define and measure, and because the assessment of a leadership institute is perhaps one of the biggest "hidden" costs of all. Tracking the activities and progress of participants over time after an institute is quite challenging. Issues such as knowing what to watch, what questions to ask, and how to do so present a tremendous learning curve for many institute developers. Collecting, managing, reading, analyzing, understanding, and disseminating survey data is very time consuming and requires special skills and knowledge often absent from librarians’ training. What happens, then, is that thorough assessments or evaluative studies of leadership institutes may not be undertaken at all, or data is only partially collected and digested before funding or momentum runs out, or their results are not reported in the literature.

**PNLA’s 2004 Library Leadership Institute**

The developers of the PNLA Leads leadership institute are not immune to the challenges presented by evaluation and assessment, but they are taking steps to make sure evaluative data on their institute is gathered and disseminated to the best of their ability. Examination of initial discovery methods and preliminary data gathered on the 2004 PNLA Leads institute, the first of 3 planned cohorts, may help members of the association and the larger profession understand how one regional institute is trying to uncover answers to the difficult questions about the value and ultimate outcomes of professional development delivered in the form of a library leadership institute. The 2004 PNLA Leads institute took place over 5 days in October at a community center in Federal Way, Washington, just outside Seattle. Facilitators Becky Schreiber and John Shannon of Schreiber Shannon Associates convened 36 participants, 8 mentors, 1 coordinator, and 1 administrative staff member from the PNLA board. Participants included library staff from public, special, school, and academic libraries around the PNLA region, working at all levels in their institutions, and with varying amounts of education and years of experience in libraries.

Evaluation of the success of this first institute has been a joint effort, with initial input designed collaboratively by the facilitators, the coordinator, and this author, as mentor at the institute and president of PNLA at the time. Successive surveys have been designed and distributed primarily by this author, with some input from the coordinator of the 2nd institute. Our methods for evaluating the impact and quality cont. on page 8
Turned On and Tuned In? cont.

of the 2004 institute to date include the following:

Immediate: (Oct 2004) daily feedback during each afternoon of the institute on 3x5 cards; paper evaluation forms filled out by all mentors & participants before leaving LI (100% return)

2 Months: (Dec 2004) online survey of 2004 mentors (81.8% return) and participants (91.7% return) using SurveyMonkey®

22 Months: (July 2006) online survey of 2004 participants (86% return) again using SurveyMonkey

Further evaluative input will be sought from the 2004 participants in winter 2007. As each successive cohort graduates in 2006 and 2008 (and perhaps beyond, depending on funding), this same evaluation cycle will be repeated.

What Gains Were Made?

Although not all the data has been gathered on the 2004 participants, and much of it awaits analysis, PNLA is interested in understanding on a preliminary level whether graduates are retaining and using basic leadership skills over time, whether they are increasing their leadership activities in professional associations and in the workplace and if they attribute these increases to their participation in the leadership institute. We also want to know if the institute is contributing to the creation of participants’ larger professional networks. Questions that probe at these topics are the focus of the survey done in July 2006, whereas the December 2004 survey of the same participants was concerned more with their immediate reactions to the setting, administration, and curriculum of the institute. Some questions, however, were repeated on both the December 2004 and July 2006 questionnaires to enable comparison of participant attitudes and self reporting of skill retention and use over time.

Of key interest is whether or not participants are retaining and using what they learn at the leadership institute. Although at this stage, PNLA is relying on participants’ self-reporting on these issues, comparison of participant responses over time does offer some measure of skill persistence. In the future, evaluative input from the perspective of associations, mentors, and supervisors on these participants will be explored, but at this stage self-assessment provides the most achievable and accessible data.

Tables 1 and 2 present comparisons of responses from the 2004 participants on the questions of how much they feel they gained in specific leadership skills as a result of the institute, and their level of agreement with the statement “I have used the skills I learned at the 2004 Institute.” As can be seen in Table 1, in the areas of conflict management and visioning/idea generation, participants assessed their gains in July 2006 at a lower level than they originally reported in December 2004. In all other skill areas, however, they assessed their gains either at the same level, as in self awareness, or at a higher level, as in collaboration, self empowerment, and risk taking. Table 2 reveals that participants’ strength of agreement that they have used the skills they learned rose in the July 2006 survey and that the total percentage of participants who agree or strongly agree that they have used their skills rose from 87.9% in 2004 to 93.3% in 2006.

When asked in July 2006, “Do you feel the PNLA LI has helped you professionally overall?” the 2004 participants responded overwhelmingly with a yes from 26 of 30 respondents or 86.7%. Only 2 of 30 or 6.7% responded no, while another 6.7% responded that they were not sure. While this data does not offer any objective measure of participants’ overall gains from the 2004 institute, or use and retention of the leadership skills they learned there, it does suggest that the majority of this cohort perceives continuing benefit from their participation. This data will, in time, be compared with this cohort’s responses to another survey to be conducted in winter 2007 and to the responses of successive cohorts to these same surveys.

Increase in Leadership Activities?

Another question of interest to PNLA is whether the institute helped the 2004 participants become more involved in leadership activities in professional associations and in their workplace (see Table 3) and what that involvement entails (see Table 4). When asked, “Did your experience at the 2004 PNLA LI influence your participation in any of these association activities,” 62.1% (18 of 29) respondents said yes; 20.7% (6 of 29) respondents said no; and 17.2% (5 of 29) said they were not sure.

<table>
<thead>
<tr>
<th>% Reporting Gain 12/2004</th>
<th>% Reporting Gain 7/2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict Management</td>
<td>79%</td>
</tr>
<tr>
<td>Self Awareness</td>
<td>97%</td>
</tr>
<tr>
<td>Collaboration</td>
<td>85%</td>
</tr>
<tr>
<td>Visioning/ Idea</td>
<td>84%</td>
</tr>
<tr>
<td>Self Empowerment</td>
<td>79%</td>
</tr>
<tr>
<td>Risk Taking</td>
<td>88%</td>
</tr>
</tbody>
</table>

Table 1. One measure of retention: a comparison of self-reported gains in leadership skills from December 2004 to July 2006.
Participants were also asked in July 2006 to indicate what job-related leadership activities they had been involved in since the 2004 institute. Table 5 provides percentages on categories named in the survey questionnaire. When asked, “Did your experience at the 2004 PNLA LI influence your participation in any of these job-related activities,” 65.5% (19 of 29) respondents said yes; 13.8% (4 of 29) respondents said no; and 20.7% (6 of 29) said they were not sure.

It will be important to supplement this self-reported data on leadership involvement with future surveys of associations and of the supervisors and, possibly, colleagues of these participants.

### Stronger Professional Networks?

One objective of the PNLA leadership institute, and of most others, is to help participants create stronger, more extensive professional networks. Although this, again, is difficult to measure or quantify, the July 2006 survey of the 2004 institute participants sought to do this by asking about their contact with other participants and with the institute mentors since 2004. Tables 6 and 7 tabulate participants’ assessment of their frequency of contact with both these groups.

Answers to these contact questions indicate that participants seem better able to build connections with fellow participants than with mentors. With only 40% reporting occasional contact with other participants, however, networking does not appear to be occurring to the extent the institute developers might wish. Even less frequently does contact occur between institute mentors and participants. Although this preliminary data does not give enough detail or have great depth of numbers, the coordinators and mentors of future PNLA institutes may wish to explore providing more robust means of networking beyond the current electronic discussion list and PNLA conference gatherings.

Although these numbers seem to indicate that the Institute is not providing a firm foundation for networking of participants with each other or with their mentors, the number of those who are choosing to mentor other library workers themselves either on the job or in their associations is surprisingly high (see tables 4 and 5). This may indicate that participants are taking the initiative to instigate more robust networks outside of their institute contacts as one of their new leadership activities. This may be attributable to the leadership skills and priorities they absorb during the Institute, but no direct causal relationship can be established at this stage.

### The Future

Most leadership institutes are generally very future oriented, springing as they do from concerns in the profession over retention and succession planning. PNLA’s institute is no different in this and sections of the assessment surveys are geared toward exploring whether or not the institute participants are “turned on” or excited by their futures in the library profession, whether they see themselves in official library leadership of management positions in the future, and whether they think leadership training is worthwhile for others in libraries.

When asked to respond to the statement, “I am excited about my future as a librarian,” the majority of participants responding to the July 2006 survey agreed (see table 8). While none strongly disagreed, the relatively high percentage of 36.7% (11 of 30) who responded as either disagreeing or not sure, gives one pause. When asked to specify why they felt this way about their future in the profession, 27 expanded with answers that could be categorized as positive (13), negative (8), and neutral (6).

Selected comments from those participants who responded positively and seem excited about their futures include statements such as these:

- Great profession, great institution, still a great need for information guides.
Turned On and Tuned In? cont.

- I love working for the library and like being challenged.
- I am very excited to be a leader in the future of libraries and to integrate that into whatever position I am able to find and pursue.
- I know it’s a position within which lies the possibility to contribute to change.
- I am excited about my future as a librarian because I have the skills and passion to figure out how to make the library relevant to people who may think we are obsolete.
- I’m in a good place, helping people, leading colleagues and doing what I love to do.
- I enjoy my job, I enjoy new ideas and helping other librarians to enjoy their work.
- I am still passionate about what libraries can do for our communities.
- Because I know that I can make a difference.

Selected comments from those participants who responded negatively and who seem disenchanted or “turned off” by their future in the profession include statements such as these:

- I am tired of the politics and frustrated with lack of responsiveness of our administration. Although the institute inspired me to strive for certain goals, my employer did not respond to my efforts.
- I do not have an MLS degree and am therefore not eligible for a leadership position in another library…I feel that the library profession is missing opportunities by demanding exclusively MLS degrees in leadership positions. People like myself who were excited about creating libraries for the communities we live in are being driven away and the libraries are remaining somewhat hide-bound.
- Lack of funding and indifferent public seem to be spelling doom for public libraries.
- I see changes where I currently work that I don’t agree with. I would like to move to a management position but find that many folks are trying to do the same - perhaps it is a bit saturated because of the elimination of positions.
- As I’m currently job hunting, I’m discouraged by the lack of positions in my chosen area... I’m also discouraged by the pay scale.
- I was considering leaving ... because at times the profession seems too traditional and closed to change especially in areas of non-traditional, or non-library, education and experience levels.

Whether or not these participants remain in the profession will be something that PNLA will need to watch over time, if possible. Another level of concern, however, is whether any of the Institute participants will choose to move into management or official leadership positions in libraries in the future. When asked on the July 2006 survey, “Are you likely to seek higher leadership, managerial, or administrative positions in the future,” 56.7 % (17 of 30) respondents said yes; 16.7 % (5 of 30) said no; and 26.7% (8 of 30) said not sure. If the primary goal of the leadership institute were to create librarians willing and ready to step into official library administration positions, this lukewarm response would be cause for concern. However, the PNLA Institute emphasizes that leadership can be practiced from any position and its selection of participants does not emphasize willingness to move into named management positions as a prerequisite for consideration.

The Future of Leadership Development

When participants of the 2004 PNLA Institute were asked whether or not they would recommend a leadership institute to others, a heartening 93.3% (28 of 30 respondents) said...
yes; the other 6.7% (2 of 30) said not sure. None of the respondents said no. Likewise, when asked, "How important is leadership training to the future of libraries?" 63.3% (19 of 30) said very important; 30% (9 of 30) said important; and only 6.7% (2 of 30) said not sure. It would seem that the experience itself creates "believers" even if specific outcomes of leadership institutes are difficult to measure.

Indeed, we might legitimately ask if we will ever really know the true worth or effectiveness of leadership institutes. They are very difficult to assess for a number of reasons:

- Quantitative measurement of professional development outcomes is always very difficult because establishing control groups and performing longitudinal studies is costly and time consuming;

- Personal testimonies abound, but our methods of assessment do not adequately deal with textual data so it is difficult to establish their validity;

- Not many leadership institutes are systematically evaluated yet long term - they are still too new and participants may not realize their potential as leaders for some years after the experience.

The list of difficulties could go on. We may never be able to tell what factors and experiences ultimately contribute to leadership development and it may be that we simply need to make a leap of faith in developing, supporting, and participating in these institutes. What gives us pause in fully embracing this attitude, however, is the cost and difficulty of producing leadership institutes. In addition, the future of the profession is too important to hang on a hook whose stability has not been established.

PNLA will continue to assess its leadership institute as best it can. One important impetus for persistence in the face of these difficulties is that our funding requires it. In spring of 2006, PNLA was granted partial funding through a Federal Institute of Museum and Library Services (IMLS) grant. This money enabled delivery of another institute in the fall of 2006 and will culminate in a 3rd institute in the fall of 2008. As for all grants, significant attention to assessment is required by IMLS; thus PNLA will continue to work out the best ways to determine the effectiveness of its leadership institute over the next several years. Stay tuned in!

1 This paper is based in part on a presentation of the same title given at the Pacific Northwest Library Association’s Annual Conference in Eugene, OR in August 2006.


4 For more extensive analysis of participant and mentor make up, see Zauha, J. Knowing our next leaders: A snapshot of participants in the 2004 PNLA Leadership Institute. PNLA Quarterly 2005, 69(2), 4-5.


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### Turned On and Tuned In? cont.

<table>
<thead>
<tr>
<th>Do you have contact (in person, online, or by telephone) with other participants from the Institute?</th>
<th>Response %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the time</td>
<td>10%</td>
<td>3</td>
</tr>
<tr>
<td>Frequently</td>
<td>10%</td>
<td>3</td>
</tr>
<tr>
<td>Occasionally</td>
<td>40%</td>
<td>12</td>
</tr>
<tr>
<td>Very Rarely</td>
<td>33.3%</td>
<td>10</td>
</tr>
<tr>
<td>Never</td>
<td>6.7%</td>
<td>2</td>
</tr>
</tbody>
</table>

**Table 6.** Self reported 2004 participant contact with other participants from the same institute as of July 2006.

<table>
<thead>
<tr>
<th>Do you have contact (in person, online, or by telephone) with mentors from the Institute?</th>
<th>Response %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the time</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Frequently</td>
<td>3.3%</td>
<td>1</td>
</tr>
<tr>
<td>Occasionally</td>
<td>16.7%</td>
<td>5</td>
</tr>
<tr>
<td>Very Rarely</td>
<td>46.7%</td>
<td>14</td>
</tr>
<tr>
<td>Never</td>
<td>33.3%</td>
<td>10</td>
</tr>
</tbody>
</table>

**Table 7.** Self reported 2004 participant contact with institute mentors as of July 2006.

<table>
<thead>
<tr>
<th>I am excited about my future as a librarian.</th>
<th>Response %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>16.7%</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>46.7%</td>
<td>14</td>
</tr>
<tr>
<td>Not Sure</td>
<td>26.7%</td>
<td>8</td>
</tr>
<tr>
<td>Disagree</td>
<td>10%</td>
<td>3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table 8.** 2004 participant attitudes toward their future as librarians as of July 2006.
Memoirs of a Worried Mentor

Jey Wann

I accepted the opportunity to serve as a mentor for the 2006 PNLA Leadership Institute with some trepidation. After all, I hadn’t thought a great deal about leadership, and wasn’t even a member of PNLA. On the other hand, it sounded like a great challenge and learning experience, plus a chance meet a bunch of new, wonderful library people, and to see a part of Idaho I’d never visited before.

So I said “yes”. Then, being a compulsive worrier, I started worrying. Some of my worries were reasonable. For instance, was I really up to the task of being a mentor? But compulsive worriers manufacture all sorts of other worries: Would airport security confiscate my Burt’s Bees lip balm? Would my roommates hate me? Would the food be good? Was I taking the right clothes? Was I taking enough chocolate?

As the Institute approached, it became obvious that we were really going to have to work. Yikes, we had preliminary reading, and even had to take a couple of personality tests. Since I’m one of those contrary people who actively resists being put in a category, this worried me. Why can’t they ever have a category for people who refuse to be categorized? But I took the tests and studied the materials; at least I didn’t come out as a potential serial killer.

I arrived at the Portland airport plenty early and sailed through security with no trouble, and still in possession of my lip balm. I had time to do a lot of pacing the concourse, reading, and snacking before I finally recognized a buddy from the Oregon Library Association. Once we were on the plane that would take us to Boise, I discovered several other PNLA attendees seated near me. It was obvious at that point that we would be part of an interesting, varied, and multi-generational group.

The bus trip from Boise to the Tamarack Resort in Donnelly was the only time to relax that day. I spent a little time chatting with an Oregon colleague, but passed most of the long trip gazing at the gorgeous scenery or dozing.

We arrived at Tamarack not long before sunset. A van took us to our chalets. I had no idea who my chalet-mates were going to be, but they were obviously already there, as there were a few suitcases in the living room. Since the mentors had a meeting before the institute officially started at dinner, I only had time to add my own suitcase to the pile and jump back in the van.

Finally, in another chalet, I got to meet my fellow mentors, and John and Becky, the institute trainers.

A word about the chalets. I pictured them as cabins: rustic, cozy, maybe a little cramped. The first mentor’s meeting was also my first opportunity to get a good look at one. The chalets varied somewhat, but I realized I was going to be spending a week in the lap of luxury.

The initial mentors’ meeting made me feel more comfortable. This was definitely a high-powered, experienced group of people, but also open and helpful. Between the other mentors, and trainers Becky and John, I realized I’d have plenty of people to go to for advice when I needed it.

The whole group assembled for dinner and the first session of the institute. How, I wondered, was I going to remember all these people? The attendees introduced themselves by describing their first memory of being a leader, and I jotted notes by their names as a memory aid. Among my notes are “influence over baby sister – cut off pony tail” and “bossing boys”.

The attendees divided themselves into groups, and each group was assigned two mentors. My group named itself The Otters, inspired by a pin that my mentoring partner, Charlotte Glover, was wearing.

Finally, it was time to make our way back to our chalets for the night. I hooked up with my chalet-mates, Jan Zauha and Steve Poppino. Both Jan and I had been driven to and from our chalet, but Steve had walked from the chalet to the meeting hall. He assured us that it was much closer by the foot path than by the road, so we decided to walk rather than asking the resort van to drive us there.

We set off confidently, following Steve across a well-lit parking lot and around the main lodge building. Behind the lodge, it was darker – much darker. The lack of light pollution provided an excellent view of the night sky, but made navigation on the foot paths difficult. Steve spied the foot path down a slope; Jan and I followed slowly. Suddenly, with a mild thud, Steve disappeared. He had indeed found the foot path, but he’d
walked off the edge of a flat-topped boulder in the process. Fortunately, the fall wasn’t far and he wasn’t hurt. (This was particularly nice, since it was Steve’s birthday.) After assuring ourselves that Steve was okay, we continued our walk, soon arriving at the first cluster of chalets.

The path toward our cluster of chalets was even darker than the path behind the lodge. The only flashlight we had was the very puny one in my cheap cell phone. Its beam did little more than assure us that the next two or three inches of path existed. After just a few yards, we decided to call for a ride. We returned to the first chalets, stood under a street light, and called the resort van, which soon arrived and took us to our chalet. (The next morning we discovered that (1) we were practically within spitting distance of our chalet, and (2) Steve had fallen off the only boulder on the entire slope.)

Finally, a chance to get a good look at our home for the week. We spent some time trying to figure what all of the electrical switches did. (I’m not sure we ever completely figured it out.) But how would we decide who got which bedroom? Each had advantages: the smallest had twin beds, but had a bath tub; the next had a single bed, but had a door that wouldn’t stay open; the largest, which we dubbed the Boy Scout Suite, had hot and cold running everything and was practically big enough to require its own zip code, but was up a steep flight of stairs. Eventually, Jan got the steep stairs, I got the self-closing door, and Steve got the twin beds. Then, in a display of mentor support and bonding, we all stayed up until a resort maintenance person could come and fix the Venetian blinds in one of the rooms. It might seem that Jan got the best deal in our bedroom lottery. However, the first night, she found she was sharing the room with a small flock of flies that buzzed enthusiastically around the vaulted ceiling all night long.

In addition to the three bedrooms, our chalet had a state-of-the-art kitchen, a comfy living room with a stone fireplace, and wireless Internet access. We discovered in talking to other Institute people, however, that it shared one idiosyncrasy with all the other chalets: the shower heads had been installed by seven-foot tall space aliens. Unless you were equally tall, you all the other chalets, and (2) we practically had to shove my fist into my mouth to keep from offering them good advice.

in order to understand the people in our group and be able to correct; we need to have that time to observe and reflect in order to do the tasks they were assigned. But Becky and John were giving the Otters advice about what process they should use. But how would we decide what process we should use? I practically had to shove my fist into my mouth to keep from giving the Otters advice about what process they should use to do the tasks they were assigned. But Becky and John were correct; we need to have that time to observe and reflect in order to understand the people in our group and be able to offer them good advice.

The daily schedule, especially for mentors, was packed. We were in session together every day from 9:00-4:30, with an hour lunch. Following the afternoon session, the mentors met with Becky and John to go over the day’s activities and prepare for the next day. This usually left us with less than half an hour before dinner. At 7:30 every evening, we gathered in one of the larger chalets for Straight from the Heart session, in which two mentors gave informal presentations about a library-related topic or experience that they felt strongly about. We may have been living in the lap of luxury, but, in our chalet at least, we never had time to take the cover off of the hot tub, let alone soak in it.

It was at the mentor meetings that I came to appreciate Becky and John’s skills. They were great trainers and facilitators, but I’d expected that. What really blew me away was both their energy level and the fact that they were able to remember all the participants. I spent a lot of time reviewing just the seven Otters, hoping to keep their backgrounds and experiences straight. Becky and John did that, seemingly effortlessly, with the whole bunch.

One of the Institute rules was “what goes on here stays here”. So I won’t spill by beans by describing the activities. But I will say how proud I was of the Otters, who rose to the occasion when confronted with difficult tasks. Otters rock!

Mentor meetings packed a lot of information, discussion, and mentoring of the mentors, into a fairly short time. I did wonder: (1) when we were peeking in for a second would we have thought we were doing. At a quick glance, it almost looked like a party, as we sat or sprawled on chairs, the floor, and the spare bed in Becky and John’s room, sipping wine or soda.

One of the things that kept us all going was the abundance of good food. Not only were the meals good, everyone seemed to have brought food to share. Then there were the churros. I’m a spice wimp, so the evening that there was a Mexican buffet for dinner, I chose my food with caution and skipped dessert. However, everyone else at my table commented on how unusual the fried pastries were; salty, not sweet. A few minutes later, one of the food service people came in and explained: the chef had accidentally grabbed the can of savory seasoning salt instead of cinnamon and sugar. A new plate of churros was forthcoming. This was the only food-service glitch, however. In fact, it took me a little while after I got home to accept the fact that no one was going to continue offering me three tasty meals every day, with no responsibility on my part except to eat them.

The food wasn’t limited to the three ample meals, plus snacks, that the resort staff provided. Everyone seemed to have brought food to share. By the time I got to our chalet, with my box of chocolate-dipped stuff from my local grocery store, Jan and Steve had already stocked our kitchen with trail mix, mineral water, cheese and crackers. The abundance of food became really apparent, however, at the first Straight from the Heart on Monday evening. I anticipated that there might be a few bowls of chips or M&Ms. There were. There was also a dining table full of cookies, cheese and crackers, miniature quiche … And we’d just had dinner an hour and a half before! Since PNLA is an international organization, the snacks had a slightly international flair: Smarties, the miniature quiche … And we’d just had dinner an hour and a half before! Since PNLA is an international organization, the snacks had a slightly international flair: Smarties, the Canadian version of M&Ms. I tried my best to stay away from all the enticing tidbits, and failed miserably.

One of my very big worries before the Institute had been my status as a non-MLS-holder. I was impressed that PNLA made the Institute available to library folks at all levels. A review of the mentor biographies, however, revealed that only two mentors didn’t have an MLS.

I’ve been lucky to spend most of my library career in an environment where the MLS/non-MLS thing is rarely an issue. However, I’ve been aware through my involvement in the Oregon Library Association Support Staff Division that it is a major issue in some libraries, and in the profession as a whole. So, after weeks of thinking about it, I decided to do my Straight from the Heart presentation on that topic. Surely no one else would!

The first night, one of the Straight from the Heart...
My Alberta Perspective of PNLA Leads!

Caroline Forst

I work in a school library and am in quite a unique position. I am a librarian by education; I have my MLIS but am considered a Library Technical Assistant in the position that I hold. Do I see myself as only an assistant? No. I see myself as a leader. I honestly questioned myself, as to whether I was a leader, and after having attended 2006 PNLA Leads Institute, I can honestly say that I am a leader, and hopefully can become a model for other schools in the district.

The location, Tamarack Resort, which boasts itself as “the first all season resort” (Tamarack website) and year round playground was awe-inspiring on its own. Situated in Idaho’s Payette River Mountains, the scenery could not have been better. The morning walks from the cabins to the Arling Centre, where sessions were held, were breathtaking in their own right. The frost-covered grass, foggy sunrises, babbling brooks, beautiful Lake Cascade, and the fresh air were inspiring. I quickly realized that with all the attendees and mentors that were there, I was close to people with outstanding ideas and an unquenchable passion for working in libraries. All attendees and mentors came to meet on the same issue, how to better ourselves to be the next library leaders.

One of the highlights of the institute was the nightly get-togethers where we heard two mentors talk about what they are currently doing or have done in their libraries, or even how they got their start in the profession. Librarians and library staff members are so diverse in where they work, and how they do their jobs that no two people could ever have the same experiences. Some mentors work in tiny libraries, others in big libraries, but the same thing that rang true throughout these talks: each and every person has a passion and as a leader, they made changes or started new trends to get the job done. Mentors are amazing people, and if you can find someone that truly understands your situation, you are set for life.

The 2006 PNLA Leads Institute was great. I loved every minute of it and know that I left as one person and came back as another. I learned a great deal, did lots of soul searching and realized that I have an immense passion for helping students in school settings. Now that I have been back for a little over four months, I can honestly say that I am taking on more leadership opportunities, I have more passion for fixing the issues that I see in my current employment situation, and I want to make a difference in students’ lives. I know there are issues that need to be fixed in our school systems, with regards to educational literacy, and I am working on it piece by piece. Who knows, maybe someday I can mentor someone on getting out there and doing what needs to be done.

The early mornings, packed days, and late nights were worth every second. Plus with me and my camera very close by, I managed to take lots of photos. It’s amazing how a picture can capture a person’s feelings. As I look at them I can remember the person that was talking, I can hear the nods of approval when someone said something that the rest of us were thinking. I can feel the energy of being inspired and awed at the same time. And I can see the enthusiasm in the expressions of what we want to accomplish in our own libraries.

I was fortunate to have the Library Association of Alberta provide me with a continuing Education Grant and my principal gave me the time off. PNLA Leads was worth attending. If you know of someone that could benefit from attending an institute such as this, suggest it to them.

I left as a leader in my workplace, but came back as leader in myself. To all the mentors and planners of the 2006 PNLA Leads! Institute ... you were awesome. Thank you!
When I entered the I-school graduate program at the University of Washington in 1999, I had just left the demanding and all-consuming 24-hour-a-day field of emergency dispatching. I was burned out, cynical and jaded, and I knew I had to change my life. I had some vague warm fuzzy feelings of the many libraries my mother had worked in as a library tech for many years while I was growing up. I decided on the UW after a trip to Seattle, because they seemed to be going toward the future, not stuck in the past. They were located in the high-tech heart of the country, and I liked that. I also liked that the program, students, and philosophy were not what I expected. These were not the strict, grumpy, eagle-eyed librarians hunched protectively over their collections that I remembered from my childhood. I had been a little (okay, a lot) nervous about fitting my blue-collar sometimes-not-too-appropriate-for-white-collar-business personality and behavior into this very "proper" business setting. It turns out that I need not have worried. The other students were of all ages, all backgrounds, and all cultures, and they all came from varied backgrounds. They were nurses, veterinarians, Microsoft retirees, Navy veterans, teachers, and statisticians. I chose well. We were all intelligent people looking for a new opportunity to connect people with the information they needed, regardless of the setting.

When a colleague suggested that I apply for the PNLA Leads program last June, I didn’t immediately think it was for me. I had just completed my first management experience. Our director had retired fairly suddenly the previous December, and asked if I would step in as Interim Director. Me? Director? Now? But ... but ... but ... She convinced me to serve just as long as it would take to get a new director hired, and spoke about how difficult it would be to buy anything, get paychecks done, etc., if we had to route everything for signatures to the Vice President of Instruction. I agreed. So, I announced to my co-workers that I was the un-official, VERY Interim Director, and if something needed to be signed, come to me. Otherwise, not my problem. Little did I know ...

... That my community college was gearing up for not one, not two, but three capital projects at once! That one of them was a new computer lab, requiring that the old lab in our building be torn down. According to administration, the temporary lab would be put inside the library. Wait – what? Administration was talking about what space to change in the library. Faculty and staff in other departments were being moved out of their offices and squished in elsewhere. Planned programs had to be re-planned to fit new spaces. In the library, we had implemented a new program for ordering material, which had been paid for but which no one knew how to use. I was getting invoices for things I had never heard of, and there were meetings, meetings, and more meetings to attend. In the beginning, I didn’t even know what was going on in half those meetings! And why had I never noticed how my staff interacted before? I could see a way that the new lab could work for the library’s instructional needs, but I was working hard to convince the others that it was a good idea. This was much harder than learning policy, following it to the letter, and taking orders as I had in the Fire Department communications center. A different kind of pressure altogether! I went home exhausted and somewhat mystified and frustrated most nights, and I wasn’t sure I was cut out to be a manager. Why would I voluntarily attend some touchy feeling expensive "leadership" thing where people would put me to sleep spouting platitudes for a whole week?

On the other hand, I was already curious about why managing people was so hard for me. What were the qualities of good managers? How could I get my people to pull together better in a very stressful time? Why did I go home exhausted each night? How could the positive energy, devotion to service, and feelings of community I had in grad school have disappeared so quickly? Was (eventual) management for me? I decided to apply to the institute; if nothing else, it would look good on the résumé. I’m cont. on page 27
Thinking Outside the Borders

Connie Forst

If you want to go fast, go alone.
If you want to go far, go together.
~African proverb

Thirty-two librarians from around the world came together near Champaign, Illinois, from November 7-10, 2006, to participate in a unique international leadership institute focused on meaningful cross-cultural communication about libraries and leadership. In its second year, Thinking Outside the Borders: Library Leadership in a World Community was sponsored by the Illinois State Library and the Mortenson Center for International Library Programs at the University of Illinois at Urbana-Champaign and funded by a grant from the U.S. Institute of Museum and Library Services (IMLS).

I consider myself very fortunate to have been one the Canadian librarians attending. Librarians from Argentina, Costa Rica, the Dominican Republic, Mexico, Nicaragua, Peru, South Africa and the United States, who represented entry-level to senior management positions in their respective institutions, spent their time learning from each other. Our time together was spent at the Allerton House and Conference Centre, located west of Urbana-Champaign near Monticello, Illinois, where its regal gardens and peaceful setting provided a stunning backdrop to our discussions.

Thinking Outside the Borders was a chance for me to challenge my thoughts about leadership and to examine cultural biases as well. I learned so much about other libraries and librarians from around the world. The line-up of speakers reflected the international focus of the program. The speakers included: Mary Ann Mavrinac, Chief Librarian, University of Toronto Mississauga, who spoke of the Campbell Leadership Descriptors; Carol Brey-Casiano, Director of the El Paso Public Library in Texas and past ALA President; and Ujala Satgoor, from the University of Pretoria in South Africa, who spoke on what it means to lead in an international library world. Professor Harry Triandis, from the University of Illinois at Urbana-Champaign, increased our awareness of strategies and skills for cross-cultural communication and Tom Clareson, Program Director for New Initiatives (PALINET) from Pennsylvania, brought our focus to thoughts of disaster preparedness. Barbara Ford, Director of the Mortenson Center and Carol Brey-Casiano both spoke on issues surrounding library advocacy. Brey-Casiano’s top ten steps in being a good leader include: find a good mentor, learn to follow, be visionary, be a good servant, take risks, take care of yourself, maintain a positive attitude, never turn down a leadership opportunity, learn to motivate people effectively, and keep your sense of humour.

While listening to Ujala Satgoor speak I had goose bumps. Her perspective from South Africa was riveting. Her presentation along with Sandra Rios Balderrama, a consultant from Arizona, brought awareness of the need and for diversity and multiculturalism in libraries and in our communities. Participants were asked to list behaviours that annoyed us that may be culturally related, and then to list which behaviours made us feel better in dealing with those situations. These exercises allowed us to create a list of desirable leadership traits that crossed cultural boundaries. A few of the common traits that our group came up with were: integrity, honesty, taking risks, being fair, strong values, emotional intelligence, flexibility and diplomacy.

We used a role-playing game called Pamoja to understand different cultural values and how they influence interaction. This lively game allowed participants to interact, share information in different ways, and to see things from another perspective. One responsibility given to participants was to create an international partnership project with one other library. The project would have a long-term effect and move the institute’s influence beyond the time spent in Illinois. The projects were ranged from exchanging information and expertise to exchanging staff and creating sister libraries.

Our days were full. As we shared meals and evening sessions where we told stories, learned about each other’s countries and libraries, and, in some cases, talked well into the night. The institute was a way for us to network with librarians from other countries and to see how we can help each other as we face similar issues across borders. When we looked at the question of what traits, characteristics, chassis for a leader values and needs to lead to be effective in a global, multicultural, and cross-cultural environment, there was no simple or easy answer. Our own leadership, as leaders within our institutions and communities, evolves over time. I came back from the institute with enthusiasm, questions, and optimism. While my day-to-day focus may be local, my experience from attending the institute stretches beyond that, and makes me think outside those borders. Thinking Outside the Borders was an amazing experience that will guide my leadership path for many years to come.

Connie Forst is librarian at Vegreville Centennial Library in Vegreville, Alberta. She can be reached at: cm_forst@yahoo.ca
Participants at the Thinking Outside the Borders Institute

Connie Forst is third from left

Allerton House and Conference Center
The summer of 2006 was of special significance to the staff and patrons of the Marshall Public Library in Pocatello, Idaho. In June, Youth Services Supervisor Kathryn Poulter began taking library and donated books to the city’s area parks via this sparkling new 4’ x 8’ book wagon. The wagon was hitched to the library’s Subaru. Working in conjunction with School District 25 and their free summer lunch program for children, as well as other community partners, Poulter was able to reach approximately 1,500 children who normally would not have been able to visit the library. Sixteen parks were visited each month. Children with library cards could check out a book immediately. If they didn’t have a card and their parent was with them, they could get a card while at the park. If a child came without a parent or guardian, he or she could select a donated book from specially-marked baskets. Poulter was accompanied by another staff member and a parent volunteer when she visited each park. She felt the program was a tremendous success and is looking forward to the summer of 2007!

This book wagon was funded in part by the three rotary clubs of Pocatello (the Centennial Rotary Club, the Gate City Rotary Club, and the Pocatello Rotary Club.)

To further the use of this book wagon and to reach an entirely different segment of the area’s population, Outreach Coordinator Ann Mercaldo began taking the book wagon to the Senior Center in August. Previously, the library’s station wagon was the primary vehicle used to reach these older residents. Baskets of books would be piled into the Subaru, along with a small shelving cart for use at the assisted living facility or nursing home. The Senior Center is a very popular, vital and important meeting place for seniors and Mercaldo felt that the size of the book wagon would better meet their needs. Equipped with eight large bookshelves, four on each side, the book wagon now could provide a much larger selection of materials, such as large print books and books on audiotape and CD for these particular readers. When unlocked, the 'sides' would lift up and shade and protect the viewer from inclimate weather. "They are as close to the book shelves as they would be in the library," says Mercaldo.

With the first wave of baby boomers retiring this year at the age of 60, Outreach services will explode within the next few years. As of 2005, Bannock County residents over the age of 65 numbered 8,128 (or 10.4% of the county figure of 78,155. Within the Pocatello city limits, the number of residents over the age of 65 in 2000 were 5,358.

The Outreach staff at the Marshall Public Library are ready, excited, and committed to providing the very best service possible to our older patrons!

Ann S. Mercaldo is the Circulation Supervisor and Outreach Coordinator at the Marshall Public Library in Pocatello, Idaho. She has been a library employee for 12 years, the last four being the supervisor and coordinator. She is a member of the Idaho Library Association and has been a two year member of the Book Award Committee. She’s lead a book discussion group for the past eight years and is a monthly guest on the local government and community access television program ‘While You’re at the Library. She can be reached at amercaldo@marshallpl.org
What's your story? Librarians want to know!

The MaintainIT Project is gathering practical solutions for how libraries maintain their public computers. Techniques and tips will be shared in free guides tailored to specific types of libraries and distributed in print and online.

The MaintainIT Project is a part of TechSoup (www.techsoup.org), a nonprofit serving fellow nonprofits and public libraries with technology information, resources, and product donations. The MaintainIT Project is funded by the Bill & Melinda Gates Foundation.

Visit www.maintainitproject.org for more information.

Tell us your story!

• How do you maintain your library's public computers?
• Do you plan for technology and software upgrades?
• Do you enlist the help of volunteers?
• Do you use disk protection software?

We'd love to hear from you. Share your challenges, your solutions, and your triumphs. If you're a library staff person or someone who supports public computers in libraries, please get in touch.

Stay tuned for more information.

Visit www.maintainitproject.org for more information as the project progresses, such as:

• Successful strategies from libraries
• Where you can find us at library conferences
• When and how you can obtain free guides for your library

Play a part in keeping public computers available in libraries. Share your stories and tell others about this exciting project!

Here's a peek at some stories we're hearing.

Share Your Tech Tips in a Blog -- Is your library lucky enough to employ a tech whiz? If so, encourage him or her to share tips and thoughts with other libraries using a blog.

Rodney Greensage, an IT consultant who works with 45 libraries in the Alamo Area Library System in southern Texas, tackles a number of topics in his blog, the AALS Techie Corner. For example, upon the release of Internet Explorer 7, Greensage tested it and shared his impressions in his blog, helping libraries make an informed decision on using this new browser.

Go Local -- At the Hennessey Public Library in Oklahoma, Mary Haney has computers custom built by a nearby vendor for no more than a mass market computer would cost. The savings comes from the vendor installing all of the software and providing any necessary technical support. In five years, she's reported one hardware problem, and in that case, the vendor replaced the bad part within one day!

There are different ways to "Tell Your Story"

• You can post your story on www.maintainitproject.org
• E-mail us at maintainit@techsoup.org
• Call us at 1-800-659-3579 ext. 390

Do you know another library that is successfully maintaining their public computers? Please tell us about them!
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2006-2007

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PNLA Leadership Institute, 2006
The 2007 Pacific Northwest Library Association Annual Conference is coming to Edmonton this August and we would love to have you join us! This year’s conference theme “The Boom to the Echo: The Multigenerational Impact on Libraries” promises to bring speakers from all across the Pacific Northwest to Edmonton from August 8-11.

Make plans to attend the conference at the Delta Edmonton South Hotel and Conference Centre and meet colleagues from Alaska, Montana, Oregon, Washington, Idaho, and British Columbia. Keynote speaker Marty Chan (www.martychan.com) will kick off the conference on Wednesday night.

Session topics will include topics of interest to those in public, school, special, and academic settings. The dialogue will be sure to enlight, stimulate, and encourage conversations about issues in libraries from both sides of the border.

Hotel reservations can be made online at http://www.deltaedmontonsouth.com/PNLA or by calling 1.800.268.1133.

Check out our conference website at www.pnla.org for information about the conference session programs, special events, lodging and travel information and more. Questions can also be directed to Connie Forst, Conference Chair, at cm_forst@yahoo.ca.

See you in Edmonton this August!
PNLA Leads
cont.

members, corporate sponsorship, and private donations whose support makes quality institutes like PNLA Leads possible. You
would be sure to note that our 2006 and 2008 PNLA Leads
institutes provide this unique opportunity for library staff in
the region at a very accessible cost because of a Laura Bush
21st Century Librarian grant from the Institute of Museum
and Library Services. You would then quickly add that PNLA
seeks corporate co-sponsorship in 2008 that will lead to full
partnership for 2010 (and beyond) in order to ensure it is able
to continue to offer this valuable professional development
opportunity at an affordable cost for both rural and urban
library staff after the IMLS grant period ends.

Memoirs of a Worried Mentor
cont.

presenters was Anne Myren, non-MLS director of the award-
winning Haines Borough Public Library in Alaska. Her talk
wasn’t really about the MLS/non-MLS, but the ensuing
discussion definitely included that topic. In fact, it was one
of the most open, inclusive and accepting discussions of the topic
I’ve ever experienced. I found the whole thing invigorating.
But, yikes! My topic was gone! At least, that was my initial
reaction. I changed my mind fairly quickly. After all, the
point I was hoping to make was that we need to talk about
the subject openly and honestly.

I was glad I stuck to my original topic. I don’t know if
the MLS/non-MLS discussions will lead to any action, but we
certainly did a good job of starting the discussion.

Friday came more quickly than I thought it would. Jan,
Steve and I said good-bye to our chalet; I knew I wouldn’t be
in such luxurious surroundings again for a long time. After one
final session (and one final mentor meeting, this one with box
lunches in the lodge lobby), we all piled onto the bus for the
trip back to Boise. The bus from Boise to Tamarack on Sunday
had been fairly quiet. The return trip was anything but, as
old and new friends chatted about virtually everything.

Wow, PNLA is so fortunate to have you advocating for
PNLA Leads. You are amazing!

Nevertheless, should you or someone else need information
about participation in PNLA Leads or sponsorship of future
institutes, please contact Mary DeWalt, PNLA leadership
institute coordinator, at mdewalt@adalib.org or 208-362-0181
x23.

To learn more about the Laura Bush 21st Century Librarian
and other IMLS grant opportunities, visit: http://www.imls.
gov/. The Institute of Museum and Library Services, an
independent federal agency that grows and sustains a “Nation
of Learners,” because lifelong learning is critical to success.

PNLA Leads - Not What One Person Expected!
cont.

about to say something I never thought I would hear myself
say: “I’m going to a leadership institute.”

I must admit, I was doubtful this institute would have
anything tangible to teach me. I had taken the Enneagram
test prior to arriving, as requested. I had scored as a “7”
– The Enthusiast. Enthusiast? (The second group listed was
“3”). What? They didn’t know me – I considered myself a
– The Enthusiast. Enthusiast? (The second group listed was
my significant other Mark and our nephew Jacob. I was back
to my familiar world.

Four months later, it’s still hard to sum up the Institute
experience. At the risk of trotting out an over-used word, it
was empowering. The energy of having that many dedicated
library folks together for five days was amazing. It was all
those cliché things. It was also a whole lot of fun, worries or
no worries.

(With thanks for reducing my worries, to: MaryKay, Charlotte,
Jan, Steve, Becky, John, and the Otters)

PNLA Leads

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