



Institute of Museum and Library Services
Interim Narrative Report
12/27/2007

Award Number:	RE-03-04-0007-04
Awardee Institution Name:	Nebraska Library Commission
Period covered by Interim Report:	From: 6/1/07 To: 10/31/07
Period covered by Financial Report	From: 11/01/06 To: 10/31/07
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Narrative Description

a. Project Purpose

The purpose of this project, “Recruiting the Next Generation of Nebraska Librarians @ the Movies,” is to increase the number of qualified professionals and recruit future librarians available for employment in Nebraska libraries. This project is designed to attract promising high school and college students to the profession. Conceived through a collaborative planning process by partners with a proven track record of cooperation, this project will benefit a number of librarians, library workers, and institutions, as well as the identified partners. As we test the proposed strategies, other library institutions in other states can learn along with us. The recruitment public service announcement (PSA), displays, and other marketing tools developed through this project can be adapted and used in any location. The recruitment PSA, a specifically-defined, high quality communications tool, is designed to impact a particular target market. The kits for mentor/recruiters to use in identifying and supporting prospects will be applicable to all types of libraries. The training for mentor/recruiters can be replicated across the country.

b. & d. Outputs and Outcomes of Activities/Services

Awarded Scholarships and Tuition Assistance

Available Scholarship and Tuition Assistance Programs

The 21st Century Librarian Scholarships associated with this grant are now in place and awards have been made. Four 21st Century Librarian scholarships are available. The Nebraska Library Commission also provides tuition assistance for undergraduate education.

Master’s Scholarship Programs (state funds)

- Master of Library and/or Information Science (MLS) Scholarship
- Master of Education School Library Media (MEd) Scholarship

Undergraduate Scholarship Programs (federal funds)

- Bachelor’s Degree in Library Studies (BLS) Scholarship
- Library Technical Assistant (LTA) Scholarship

Undergraduate Tuition Assistance (state funds)

- Library Technical Assistance Tuition Reimbursement

These scholarships fulfill the requirements of the grant awarded to the Nebraska Library Commission by the Institute of Museum and Library Services (IMLS) to recruit and educate the next generation of librarians. Scholarship information and applications are available on the Now hiring @ your library® Website scholarship page <<http://www.nlc.state.ne.us/NowHiring/Scholarships.asp>> hosted by Nebraska Library Commission (NLC). Scholarship information and applications are also available at the EducationQuest Website <<http://www.educationquest.org/>> in a free, online scholarship

search called ScholarshipQuest. EducationQuest is a foundation devoted to Nebraska Careers and Education and ScholarshipQuest matches Nebraska students with scholarships.

Summary of Scholarships Awarded June 1, 2007 – October 31, 2007

From June 1, 2007 through October 31, 2007, forty scholarships have been applied for and awarded to people pursuing education in library studies for a total of \$86,000. Below are summaries of the scholarships in outline form and in the table and charts which follow.

Master's Degree Scholarship Programs

During the second half of grant year 3, June 1, 2007 through October 31, 2007, \$75,000 was awarded for Master's degree programs.

21st Century Librarian Master of Library and/or Information Science Scholarship

The Nebraska Library Commission approved this scholarship program for master's students in September 2005, and the first awards were made after the November 1, 2005 deadline in year 2 of the grant. This scholarship program was scheduled for implementation in years 1, 2, and 3 of the grant. The Library Commission awarded \$1,000 and \$2,500 scholarships in year 2 and will award scholarships of up to \$2,500 in year 3 for tuition, course-related materials, and fees associated with the graduate program. These scholarships are funded with state funds as a match for the IMLS Librarians for the 21st Century Grant.

- Funded with state funds as a match for the grant.
 - To date, all applicants have been awarded scholarships.
 - Eight scholarships awarded during grant year 3 in the period from June 1 through October 31, 2007
 - \$20,000 awarded and accepted
- July 1, 2007 Scholarships Awarded
 - Three scholarships awarded
 - Students are enrolled in the UN-O – University of Missouri program
- October 15, 2007 Scholarships Awarded
 - Five scholarships awarded
 - Students are enrolled in the UN-O – University of Missouri program

21st Century Librarian Master of Education School Library Media Scholarship

The Nebraska Library Commission approved this scholarship program for master's students in January 2006). These scholarships are funded with state funds as a match for the IMLS Librarians for the 21st Century Grant. The Nebraska Library Commission established this scholarship to provide financial support to eligible Nebraskans seeking a master's degree in Education, with a concentration in School Library Media. The Library Commission has awarded scholarships of up to \$2,500 in years 2 and 3 for tuition, course-related materials, and fees associated with the graduate program.

- Funded with state funds as a match for the grant
 - To date, all applicants have been awarded scholarships
 - Twenty-two scholarships awarded during grant year 3 from June 1 through October 31, 2007
 - \$55,000 awarded and accepted
- July 1, 2007
 - Eight scholarships awarded
 - Eight students are attending University of Nebraska at Omaha
- October 15, 2007
 - Fourteen scholarships awarded
 - Ten students are attending University of Nebraska at Omaha
 - Three students are attending University of Nebraska-Kearney
 - One student is attending Chadron State College

Undergraduate Scholarship Programs

During the second part of grant year 3, June 1 – October 31, 2007, \$11,000 in scholarships was awarded for undergraduate degree programs.

21st Century Librarian Bachelor's Degree Scholarship

The Nebraska Library Commission approved this scholarship program (years 2 and 3) for undergraduate students in January 2006. These scholarships are funded directly from the IMLS Librarians for the 21st Century Grant. The Nebraska Library Commission will award up to fifty \$1,000 scholarships each year. The Nebraska Library Commission established this scholarship to provide financial support to eligible Nebraskans seeking a Bachelor's degree in Library Science, in General Studies with a major in Library Science, or in Education in School Library Media from an accredited university.

- Funded with federal funds from the grant.
 - To date, all applicants have been awarded scholarships
 - Eleven scholarships awarded during grant year 3 from July 1 through October 31, 2007
 - \$11,000 awarded and accepted
- July 1, 2007
 - Three \$1,000 scholarships awarded
 - Three students are enrolled at University of Nebraska at Omaha
- October 15, 2007
 - Two scholarships awarded
 - Both students are enrolled at University of Nebraska at Omaha

21st Century Librarian Library Technical Assistant (LTA) Scholarship

The Nebraska Library Commission approved this scholarship program (years 2 and 3) for undergraduate students January 2006. These scholarships are funded directly from the IMLS Librarians for the 21st Century Grant. The Nebraska Library Commission established this scholarship to provide financial support to eligible Nebraskans for coursework at Nebraska Community Colleges leading to a Library Technical Assistant associate degree. The Nebraska Library Commission can award up to fifty LTA or undergraduate scholarships of up to \$1,000 each year. Scholarships may be used for tuition, course-related materials, and fees associated with the courses. In addition, recipients can use scholarship funds for other, non-educational expenses incurred to attend courses, such as travel expenses, childcare, etc.

- Funded with federal funds from the grant.
 - To date, all applicants have been awarded scholarships
 - Six scholarships awarded during grant year 3 in the period from June 1 through October 31, 2007
 - \$6,000 awarded and accepted
- July 1, 2007
 - Three scholarships awarded
 - All students are attending the Nebraska Community Colleges
- October 15, 2007
 - Three scholarships awarded
 - Two students attend Nebraska Community Colleges. One student is enrolled an online program at Bluegrass Community and Technical College in Lexington, Kentucky

Grant Year 3: Number and Dollar Amount of Scholarships Awarded by Scholarship Type

Scholarships Awarded during reporting period, June 1, 2007 to October 31, 2007

Of the forty-one scholarships awarded between June 1 and October 31, 2007, thirty have been for master's degree programs (eight for MLS degrees, and twenty-two for MEd degrees) and eleven have been for undergraduate degree programs (six for bachelors degree, four for the LTA programs in Nebraska Community Colleges, and one for Bluegrass Community and Technical College in Lexington, Kentucky). The number and dollar amount of scholarships awarded for the period of this report in grant year 3 are summarized in figures 1 and 2.

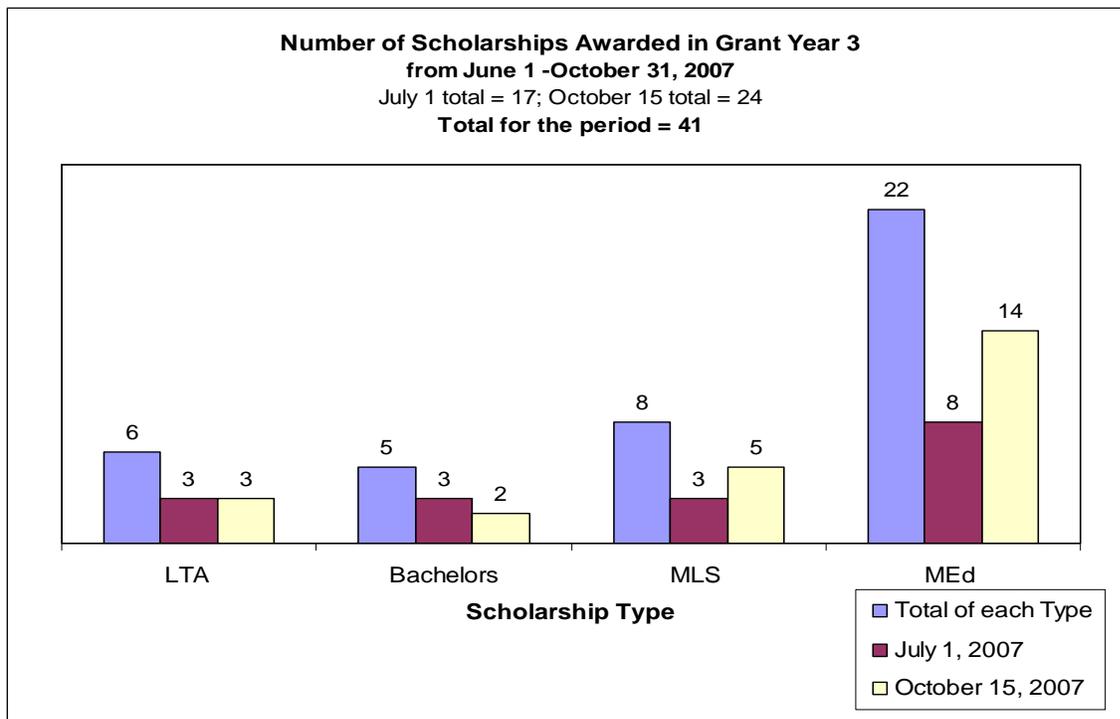


Figure 1. Number of scholarships awarded by scholarship type, in Grant Year 3, June 1 through October 31, 2007.

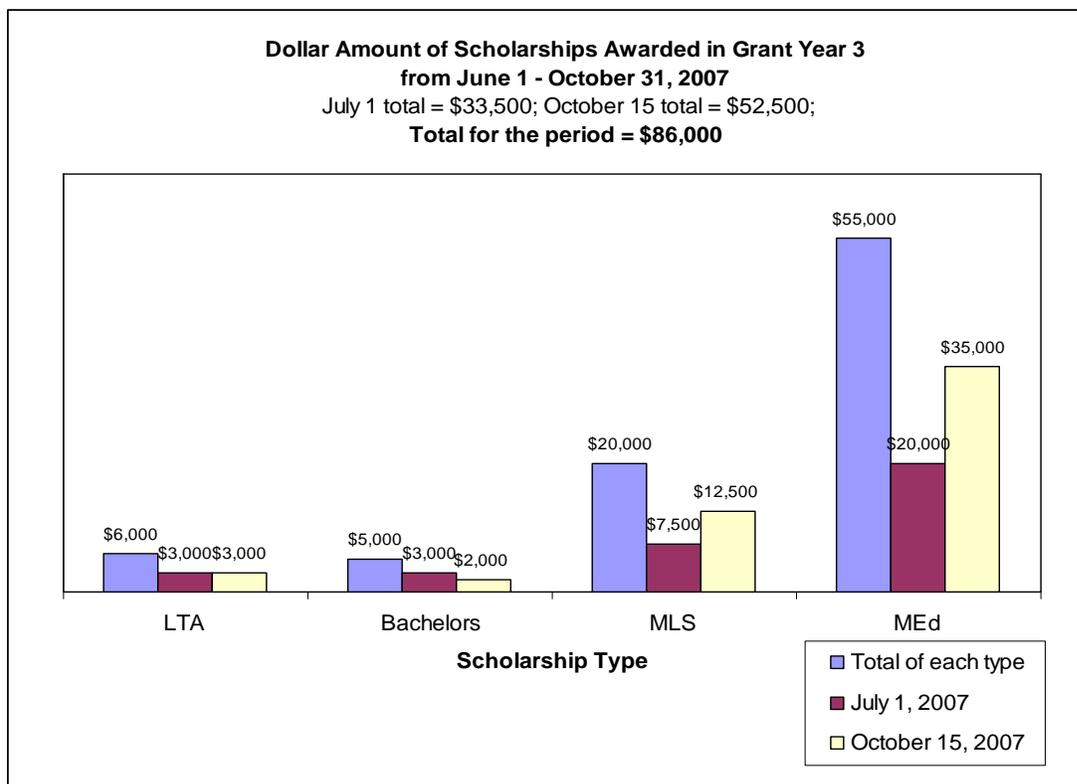


Figure 2. Dollar amount of scholarships awarded by scholarship type, in Grant Year 3 from June 1 through October 31, 2007.

Scholarships Awarded during Grant Year 3, November 1, 2006 to October 31, 2007

The total number of scholarships awarded in grant year 3 are summarized in table 1 and figures 3 and 4.

Table 1. 21st Century Librarian Scholarship Awards,
All of Grant Year 3, December 1, 2006 through October 31, 2007

	Dec. 6, 2006		Feb. 1, 2007		March 15, 2007		July 1, 2007		Oct. 15, 2007		TOTALS	
	#	\$\$\$	#	\$\$\$	#	\$\$\$	#	\$\$\$	#	\$\$\$	#	\$\$\$
LTA	4	\$4,000	2	\$2,000	1	\$1,000	3	\$3,000	3	\$3,000	13	\$13,000
BLS	3	\$3,000	1	\$1,000	2	\$2,000	3	\$3,000	2	\$2,000	11	\$11,000
MLS	11	\$27,500	5	\$12,500	10	\$25,000	3	\$7,500	5	\$12,500	34	\$85,000
MEd	7	\$17,500	0	\$0	2	\$5,000	8	\$20,000	14	\$35,000	31	\$77,500
TOTAL	26	\$52,000	8	\$15,500	15	\$33,000	17	\$33,500	24	\$52,500	90	\$186,500

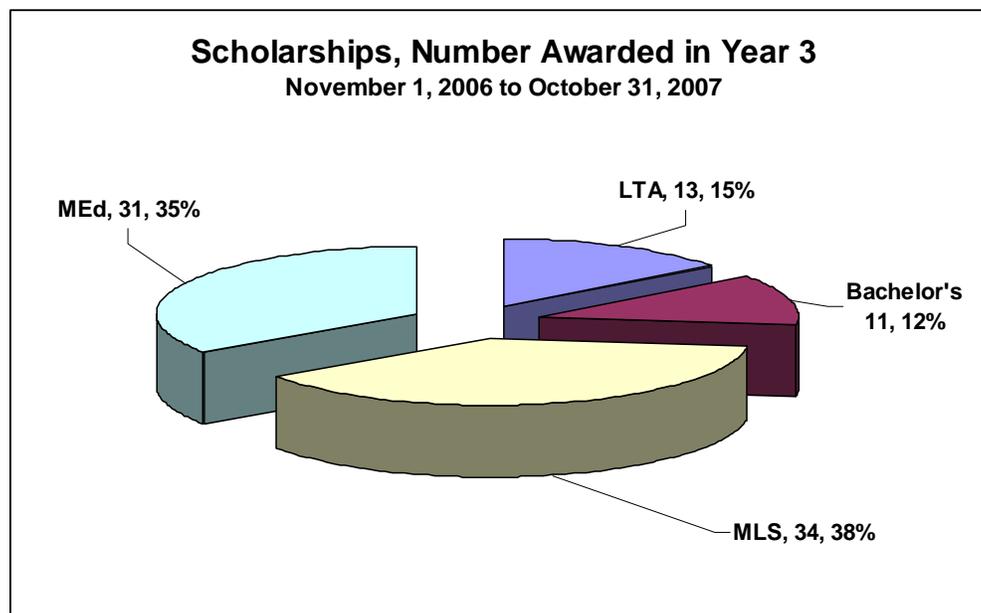


Figure 3. Number and percentage of scholarships awarded in grant year 3 by scholarship type (total of 90 scholarships).

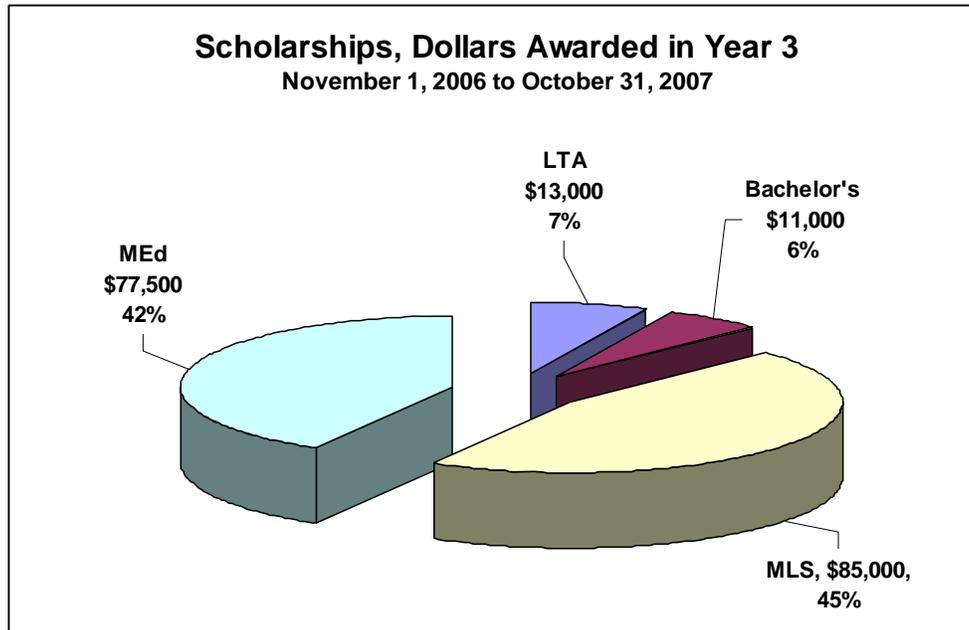


Figure 4. Dollar amount and percentage of scholarships awarded in grant year 3 by scholarship type (total of \$186,500).

Scholarships Awarded in Grant Years 2 and 3, November 1, 2005 to October 31, 2007

Fifteen percent of scholarship dollars awarded has been for undergraduate education and eighty-five percent of scholarship dollars awarded has been for graduate education (total of \$272,000, Figure 3). Seventy percent of the number of scholarships awarded for undergraduate education and thirty percent have been have been for graduate education (total of 135 scholarships). The number of scholarships and the number of first and second scholarships awarded are summarized in tables 2-4 and in Figures 6-9.

Table 2. Total Scholarships Awarded
November 1, 2005 through October 31, 2007

Type	#	\$\$\$
LTA	27	\$27,000
BLS	14	\$14,000
MLS	57	\$141,000
MEd	36	\$90,000
TOTAL	134	\$272,000

Table 3. 21st Century Librarian Scholarship Awards,
Grant Year 2, November 1, 2005 – October 31, 2006

	Nov 1, 2005		February 1, 2006		March 15, 2006		July 1, 2006		TOTALS	
	#	\$\$\$	#	\$\$\$	#	\$\$\$	#	\$\$\$	#	\$\$\$
LTA			2	\$2,000	11	\$11,000	1	\$1,000	14	\$14,000
BLS					2	\$2,000	1	\$1,000	3	\$3,000
MLS	10	\$23,500			4	\$10,000	9	\$22,500	23	\$56,000
MEd					3	\$7,500	2	\$5,000	5	12,500
TOTAL	10	\$23,500	2	\$2,000	20	\$30,500	13	\$29,500	45	\$85,500

Table 4. 21st Century Librarian Scholarship Awards,
Grant Year 3, November 1, 2006 through October 31, 2007

	Dec. 6, 2006		Feb. 1, 2007		March 15, 2007		July 1, 2007		Oct. 15, 2007		TOTALS	
	#	\$\$\$	#	\$\$\$	#	\$\$\$	#	\$\$\$	#	\$\$\$	#	\$\$\$
LTA	4	\$4,000	2	\$2,000	1	\$1,000	3	\$3,000	3	\$3,000	13	\$13,000
BLS	3	\$3,000	1	\$1,000	2	\$2,000	3	\$3,000	2	\$2,000	11	\$11,000
MLS	11	\$27,500	5	\$12,500	10	\$25,000	3	\$7,500	5	\$12,500	34	\$85,000
MEd	7	\$17,500	0	\$0	2	\$5,000	8	\$20,000	14	\$35,000	31	\$77,500
TOTAL	26	\$52,000	8	\$15,500	15	\$33,000	17	\$33,500	24	\$52,500	90	\$186,500

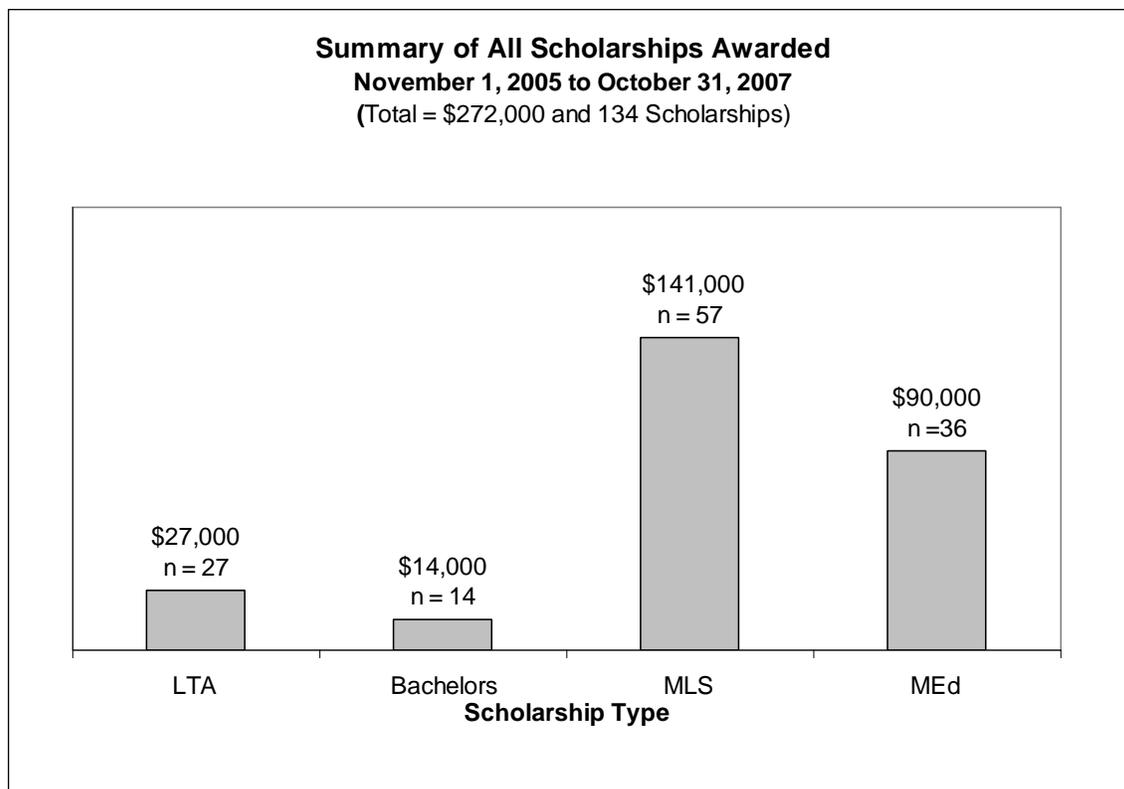


Figure 6. Dollar amount and number of scholarships awarded since the beginning of the grant.

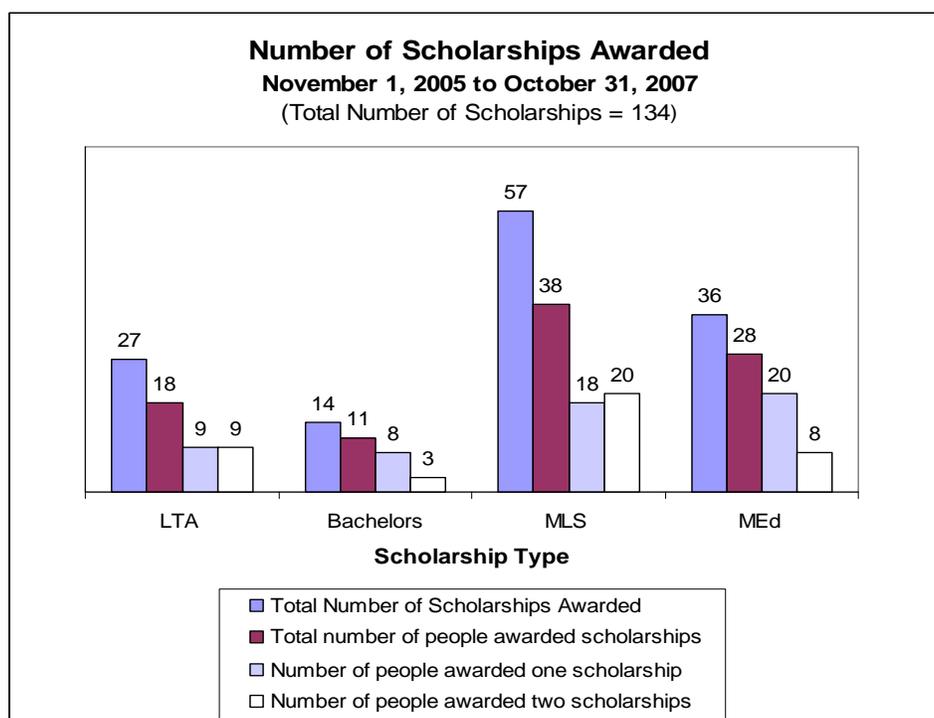


Figure 7. Number of scholarships awarded since the beginning of the grant and number of first and second scholarships awarded.

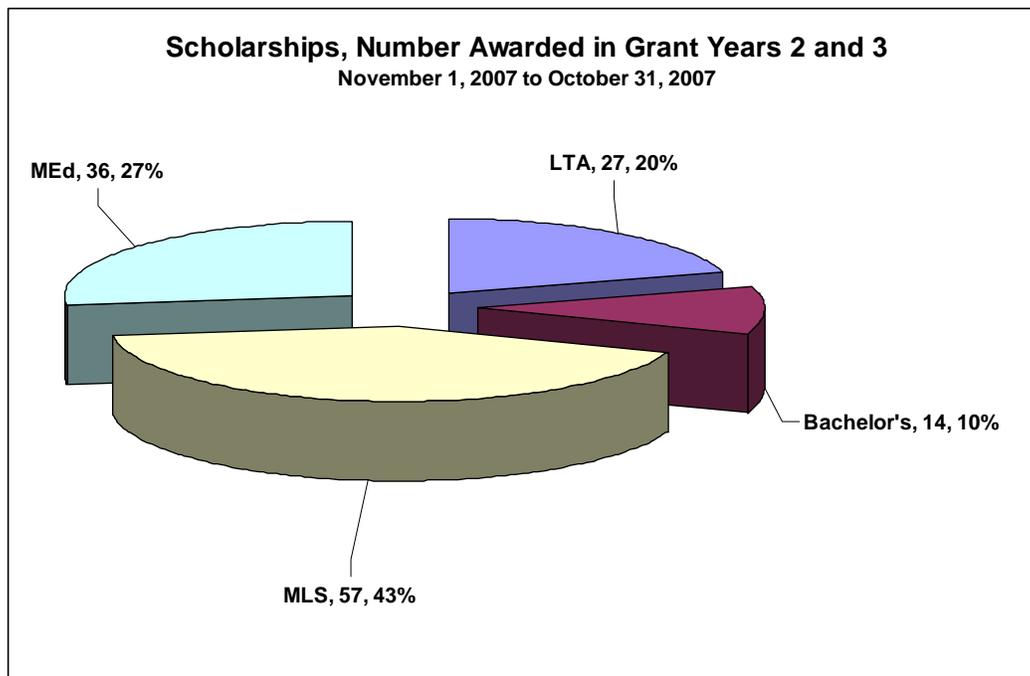


Figure 8. Number of scholarships awarded in grant years 2 and 3, November 1, 2005 to October 31, 2007 (total scholarships = 134)

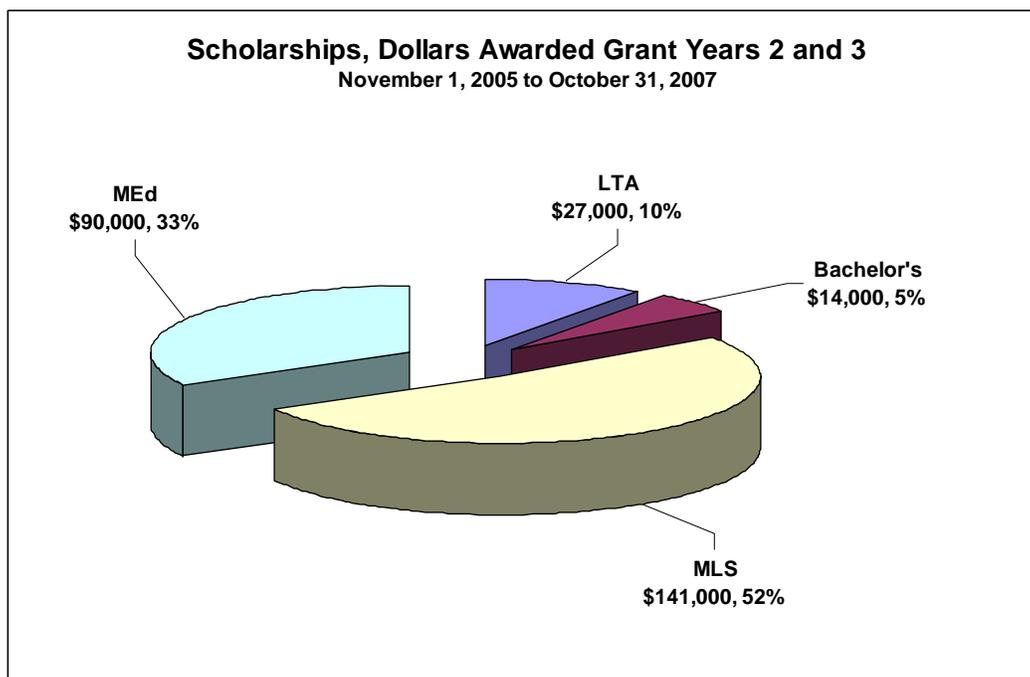


Figure 9. Dollar amount of scholarships awarded in grant years 2 and 3, November 1, 2005 to October 31, 2007 (total dollar amount of scholarships = \$272,000)

Statistical Survey Results, Year 3

Of the ninety people who were awarded scholarships in grant year 3, seventy-three responded to the statistical survey, a voluntary part of the scholarship application process.

Gender of Scholarship Recipients

Of the seventy-three scholarship recipients who responded, sixty-five (eighty-nine percent) are females and eight (eleven percent) are males (Figure 10).

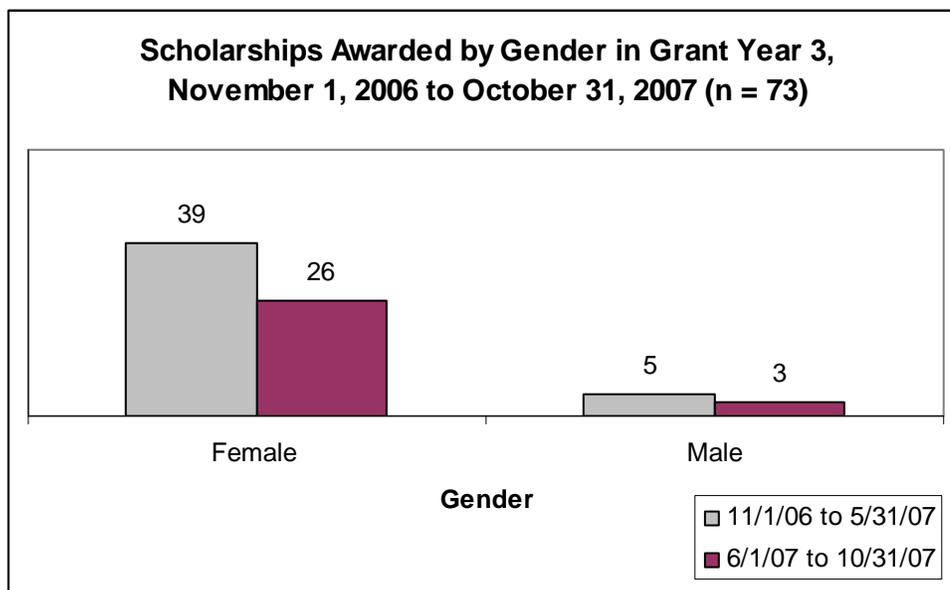


Figure 10. Scholarship recipients by gender, Grant Year 3, November 1, 2006 through October 31, 2007 (n=73).

Age of Scholarship Recipients

The ages of scholarship recipients in grant year 3 are summarized in Figures 11 and 12. Of significance is that among undergraduate scholarship recipients, LTA scholarship recipients tend to be in an older age range, between 40 and 59 while the ages of Bachelor's degree scholarship recipients span an age range from under 19 to 59. In addition, among the master's degree scholarship recipients there is a significantly greater number of MLS scholarship recipients in the 20-29 year-old age range than MEd scholarship recipients in this age range. This suggests that the MLS scholarships are reaching a younger age demographic than the MEd scholarships. This is important since reaching a younger age group is a major focus of this grant. This might be important in the future as state funds become more limited, and fewer graduate-level scholarships are available than have been awarded to date. Awarding MLS scholarships might be favored over awarding MEd scholarships.

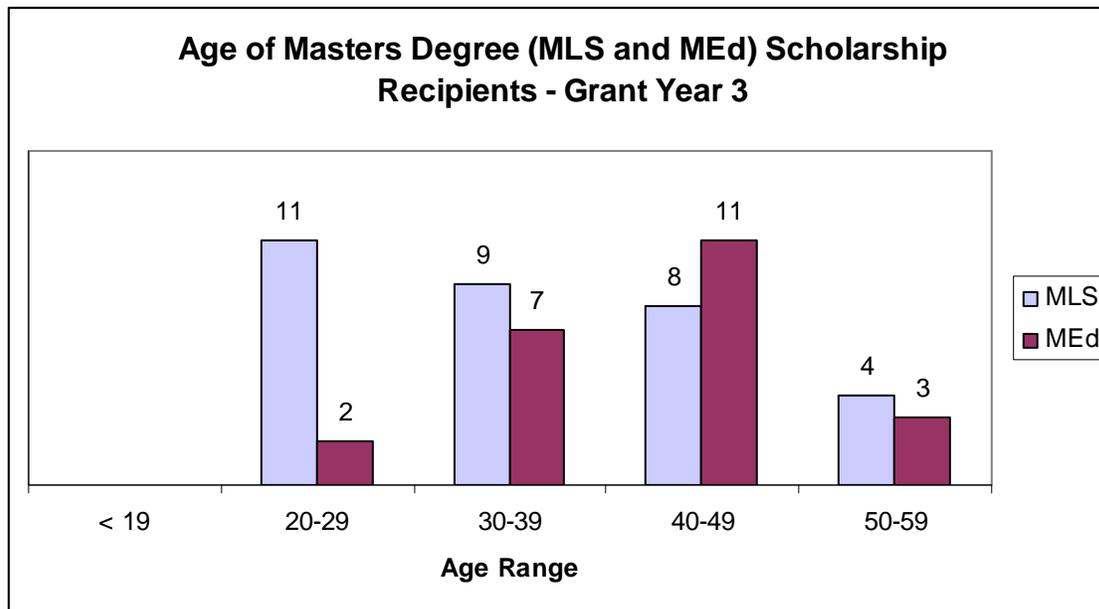


Figure 11. Ages of scholarship recipients who responded to the statistical survey (n=55).

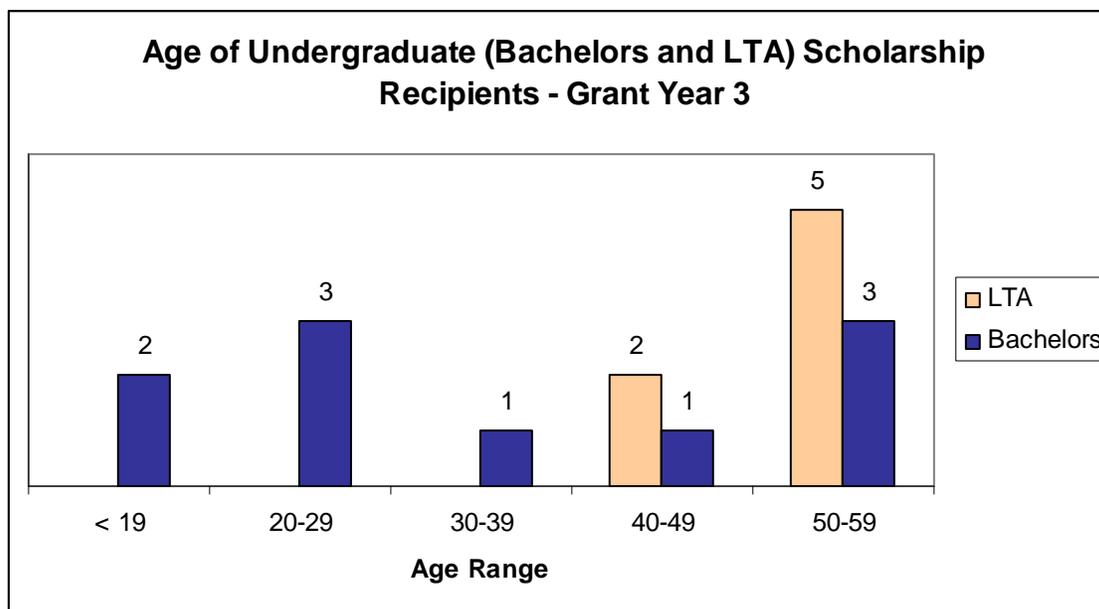


Figure 12. Ages of scholarship undergraduate recipients who responded to the statistical survey (n=18).

Highest Level of Education of Scholarship Recipients

The highest previous level of education of scholarship recipients is summarized in Figures 13 and 14. All masters' degree scholarship recipients who responded to the statistical survey had already received at least a bachelor's degree, and eighteen of those already had a master's degree or PhD. LTA and bachelor's degree scholarship recipients have at least a high school degree and only one had a master's degree.

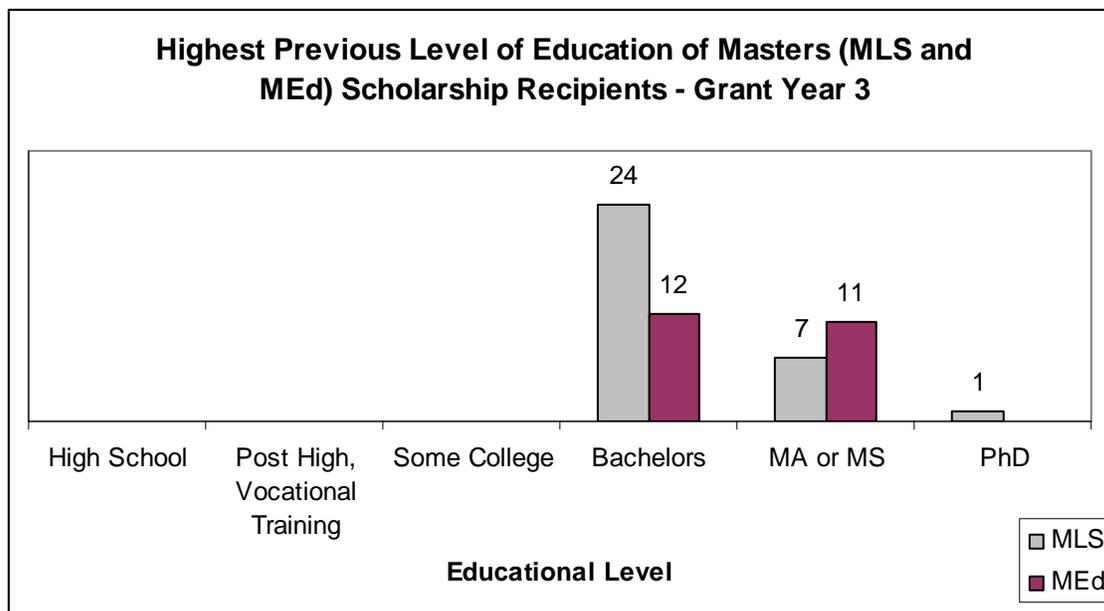


Figure 13. Highest level of education of masters degree scholarship recipients who responded to the statistical survey (n=55).

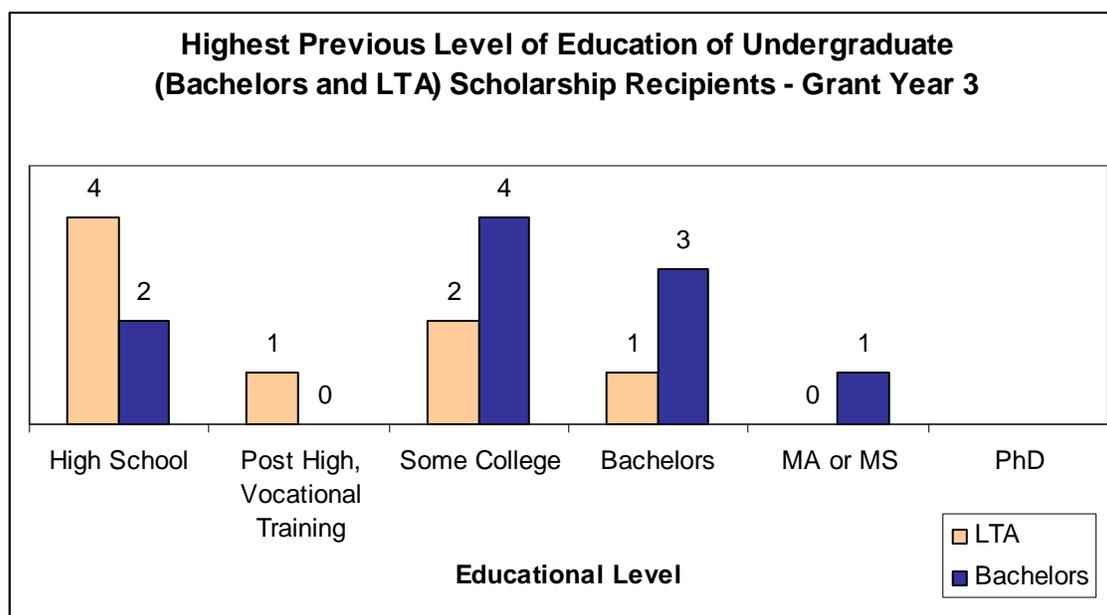


Figure 14. Highest level of education of undergraduate degree scholarship recipients who responded to the statistical survey (n=18).

How Recipients Heard about the Scholarships

There were ninety-two responses for how recipients heard about the scholarships (ninety scholarships were awarded in grant year 3 and seventy-three responded to the statistical survey). Scholarship recipients continue to hear about the scholarship primarily from Nebraska Library Commission (NLC) staff, both NLC and the Now Hiring @ your library Website, and from an Academic Advisor/Counselor (table 5 and Figure 15).

Table 5. How scholarship recipients heard about the 21st Century Librarian Scholarship Program.

Method	11/1/06-5/31/07	6/1/07-10/31/07	Total
NLC Staff	17	10	27
NLC Website	11	4	15
Now hiring @ your library® Website	3	2	5
Newspaper or Magazine	0	0	0
Friend or Relative	3	1	4
Local Library	1	1	2
Recruitment PSA	0	0	0
Academic Advisor/Counselor	19	12	31
Flyer	0	0	0
Job Fair	0	0	0
Other*	4	4	8

* Other includes NLA/NEMA Conference, the DIRECT Meeting of Eastern Library System, Southeast Library System, Western Community College, and a Nebraska Library Commission Newsletter.

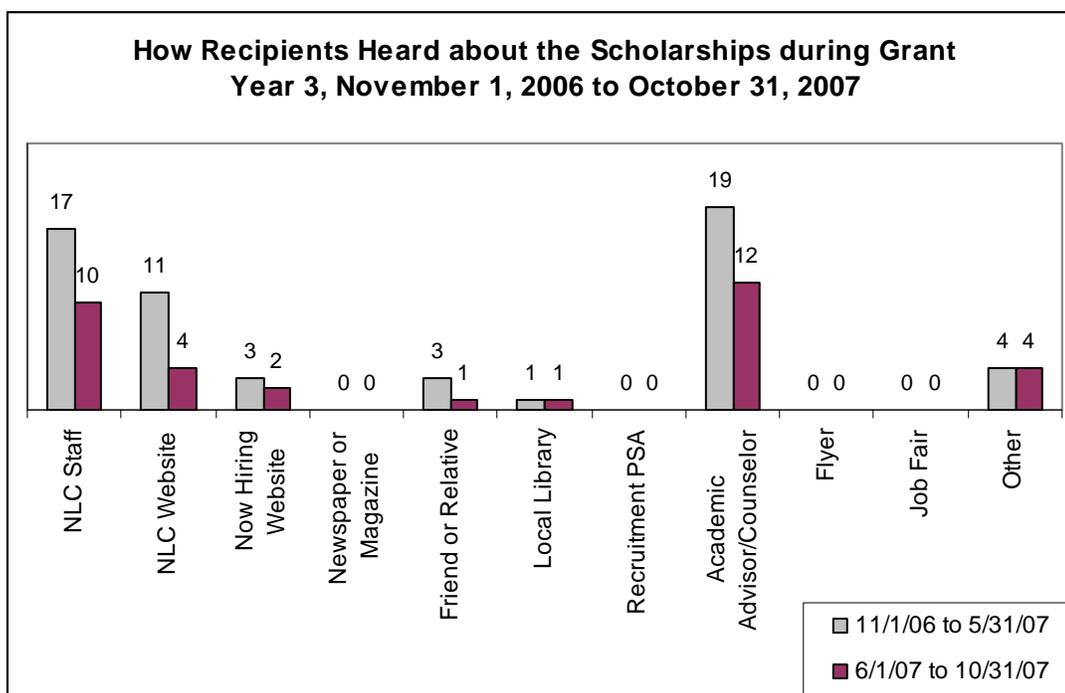


Figure 16. How recipients heard about the 21st Century Librarian Scholarships (n=92).

Internships Offered

The initial grant application indicated that some of the grant funds would be used for internships. The Nebraska Library Commission partnered with the Nebraska Humanities Council to fund internship stipends for middle and high school students in the “Prime Time Family Reading Time[®]” program. The success of that effort led to the creation of additional internship opportunities. To date, twenty-two internship grants have been awarded to fifteen public libraries (Table 6). We issued a press release about the internships (Appendix 1), created new Web pages for the internship (Appendix 2) and developed and distributed an ad (Appendix 3) to publicize the opportunity to Nebraska libraries.

Table 6. Internship Awards

Number	Library
1	Ashland Public Library
1	Atkinson Public Library
1	Beatrice Public Library
1	Central City Public Library
1	Elmwood Public Library
1	Emerson Public Library
1	Hooper Public Library
1	Hruska Memorial Public Library, David City
1	Lied Randolph Public Library
8	Lincoln City Libraries
1	Ord Township Library
1	Ponca Carnegie Library
1	Rock County Public Library, Bassett
1	Rushville Public Library
1	Sump Memorial Library, Papillion
22	Total

Marketing

Distribution of Materials

Information distributed in Omaha at LTA Orientation Session

Scholarships available for Library Technical Assistants

Library paraprofessionals who are looking for an affordable and high quality professional development experience (or an Associate of Arts degree) are invited to consider the Nebraska **Library Technical Assistant (LTA)** program sponsored through the Nebraska Community Colleges. **Nebraska Library Commission scholarships for LTA students** are supported by a grant awarded by the Institute of Museum and Library Services (IMLS) to recruit and educate the next generation of Nebraska librarians, the Librarians for the 21st Century initiative. **October 15** is the next deadline for scholarship application. To apply, see Nebraska Library Commission’s Now Hiring @ your library[®] Website, www.NowHiringAtYourLibrary.org, or click the “coffee cup” icon on the left

side of the Nebraska Library Commission Home Page at www.nlc.state.ne.us. This new section of the Commission Website provides easy access to information about library education options, scholarships, job openings, library careers, mentoring, and recruiting. For information about the Library Commission's 21st Century Librarian Scholarship Program, contact Laura Johnson, Nebraska Library Commission Continuing Education Coordinator, 402- 471-2694, 800-307-2665, e-mail: ljohnson@nlc.state.ne.us or Kit Keller, Nebraska Library Commission Planning & Data Services Coordinator, 402-471-3216, 800-307-2665, e-mail: kkeller@nlc.state.ne.us.

Ads and Flyers for Nebraska Regional Systems Meetings and Newsletters

Ads about scholarships and internships were included in Nebraska Regional Library Systems newsletters and flyers and distributed at their annual meetings (table 7).

Table 7. 2007 Nebraska Regional Library Systems Annual Meetings.

Date of Meeting	Region
June 1, 2007	Republican Valley Library System
June 7, 2007	Northeast Library System
June 8, 2007	Eastern Library System
June 29, 2007	Southeast Library System
June 29, 2007	Meridian Library System
July 20, 2007	Panhandle Library System

Marketing Campaign

- Local library supporters are contacting their local theater managers to request that they screen the PSA. There are about 48 movie theaters, many with multiple screens, in 24 communities in Nebraska. Most theaters will use 35mm film to screen the DVD. Copies of the 35mm version of the PSA will be made for distribution.
- Marketing materials, including a poster and “point-of-purchase” materials, will be made available in theatre lobbies. These marketing materials incorporate images from the PSA and will be displayed in theatre lobbies at the same time as the PSA is screened. The PSA and materials will also be made available to library staff and media specialist throughout Nebraska to use for other recruiting opportunities. A test of the PSA DVD and lobby poster prototype was conducted in November 2007 at the State Theatre in Lincoln. The reception was favorable and production of multiple copies is underway. See Appendix 8 for images.
- A preliminary recruiting kit with print materials and a DVD of the recruitment PSA has been tested by two recruiters at three events. We are currently soliciting input about how to refine these materials to best serve recruiters at career fairs, etc.
- The Now hiring @ your library® Website provides downloadable versions of the materials about scholarships, educational opportunities, and mentoring.

- The recruitment PSA is available on YouTube.com at <http://youtube.com/watch?v=8ZvHUE6qfP8>. It was posted by a librarian from the University of Nebraska-Lincoln, who is also a UN-O – University of Missouri MLS student and an MLS scholarship recipient (Karin Dalziel). She titled it “Work @ your library – Nebraska Library Commission PSA.” It has been viewed 4,137 times and marked as “favorite” 33 times.
- There is a perceived need to reach people with recruitment materials in the panhandle area of Nebraska (NW Nebraska). Panhandle-area library staff also stressed the importance of “word-of-mouth” contact with students in high schools and career fairs. Since this geographic area may represent a special area of need, additional assessment is planned for 2008.

Website

The Website for the project at www.NowHiringAtYourLibrary.com and www.NowHiringAtYourLibrary.org, launched in October 2006, and we continue to add content and functionality. The log for mentors to track interactions with mentees is fully functional. The response to the posting and searching of Nebraska and regional job listings (www.nl.cstate.ne.us/NowHiring/JobsAndCareers.asp) has been very positive. Usability testing was conducted with mentors and mentees during the training sessions in April, and as a result, minor changes to the Website are being made.

Mentoring Program

Travel Reimbursement

21st Century Librarian mentors and mentees can request reimbursement for travel costs (mileage only) for face-to-face meetings. Travel costs can be connected with travel for one-on-one consultation sessions or to attend a workshop or conference (e.g., NLA/NEMA Fall Conference, Gates Foundation Technology Training Sessions, NEBASE Annual Meeting, etc.). The reimbursement supports mentor/mentee relationship development and networking.

We encouraged mentors and mentees to attend the Nebraska Library Association/Nebraska Educational Media Association (NLA/NEMA) Conference in October 2007 in Kearney, Nebraska to meet with their mentor or mentee.

All the forms and information about the travel reimbursement are available at the Now Hiring @ your library® Website at http://www.nlc.state.ne.us/NowHiring/Mentoring_TravelReimbursement.asp.

Webcast Session on Mentoring

Project coordinators attended *Develop High-Performing Leaders via Mentoring*, a Training Webcast, on July 23, presented through Government Executives Network and led by Mindy Zasloff is the Senior Practice Leader in Mentoring for Strategic Partners, Inc.

Mentoring Training

Our Mentor Training consultant, Cindi Hickey, provided her final report (Appendix 4).

2007 Nebraska Library Leadership Institute

Nebraska Library Leadership Institute,

Partnered with the Nebraska Regional Library Systems to Offer Library Leadership Retreat, the Nebraska Leadership Institute

As part of the state match for this grant (listed as Continuing Education Grants in the Schedule of Completion), we contracted with the Regional Library Systems to provide future Nebraska library leaders a structured professional development opportunity to learn about leadership styles, skills, and networking at the Nebraska Leadership Institute. In addition to exploring leadership skills and developing professional goals and plans, the thirty participants worked with ten mentors who are recognized leaders in the library profession in Nebraska. The institute was held July 9-13, 2007 in Schuyler, Nebraska.

We surveyed the participants about their experience at the Leadership Institute (Survey: Appendix 5; Survey Response: Appendix 6),

Thirteen of the twenty-six participating mentees responded to our survey. All of the mentees who responded felt that they learned about leadership and leadership styles, to be proactive, and to become leaders in the library profession. Most learned skills to be more effective in their work, developed goals and action plans, and felt that participation in the Leadership Institute contributed to their professional development.

Two of the mentees wrote articles for the Northeast Library System Newsletter (Appendix 7).

Outcomes of the Grant Activities

One of our LTA scholarship recipients is nearing completion of the coursework through the Nebraska Community Colleges. She recently completed the required practicum through Lincoln City Libraries. She reported a very positive experience and she received a very favorable evaluation of her performance. She gained valuable experience in the practical application of concepts she learned through the coursework. In addition, she was able to network with library management and other library personnel, and she felt that this would help her to gain employment at Lincoln City Libraries or other libraries if she decides that this is a career path that she would like to pursue. Otherwise, the coursework has provided useful insight into libraries and their operations that she will be able to use in her current library employment.

Since the beginning of this grant, fifteen percent of scholarship dollars and thirty percent of scholarships awarded have been for undergraduate degrees. Eighty-five percent of scholarship dollars and seventy percent of scholarships have been for graduate degrees. This might suggest that there is a greater demand by librarians and students for graduate level degrees in library science than there is for undergraduate degrees in library science. It might also suggest that once the Nebraska Library Commission fully implements the marketing campaign, there may be an increased demand for scholarships for undergraduate education. Or it could be that since the Nebraska Library Commission has offered scholarships for Master's degrees in Library and Information Science for ten years, there is more awareness of the graduate educational and scholarship opportunities than of the undergraduate educational and scholarship opportunities.

Scholarships Awarded during the 2nd half of grant year 3.

Grant Year 3, November 1, 2006 – October 31, 2007

	Dec. 6, 2006		Feb. 1, 2007		March 15, 2007		July 1, 2007		Oct. 15, 2007		TOTALS	
	#	\$\$\$	#	\$\$\$	#	\$\$\$	#	\$\$\$	#	\$\$\$	#	\$\$\$
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TOTAL	26	\$52,000	8	\$15,500	15	\$33,000	17	\$33,500	24	\$52,500	90	\$186,500

State Funds for MLS and MEd Scholarship Awards: \$162,500

Federal Funds for BLS and LTA Scholarship Awards: \$24,000

Total: \$186,500 for Scholarship Awards in the 2nd half of grant year 3.

f. Additional Comments/Anecdotal Information

During the course of implementation, timelines and activities have been adjusted, as follows:

- Scholarships and stipends awarded to date continue to differ slightly from those proposed in the grant proposal. Some scholarship activities were compromised during the time when the Continuing Education Coordinator position was vacant. Various staff members that were identified in the original grant application have been replaced by other Nebraska Library Commission staff members.
- The position of Continuing Education Coordinator, filled previously by Pam Scott, is now filled by Laura Johnson. Her time spent on scholarships serves as a match for the grant.
- To enhance the impact of the PSA, we are considering the development of a value-added product for use in recruitment. This activity was not included in the original grant request, and we are asking approval to explore this addition.
- Originally scheduled to spend fifty percent of the time on grant activities, NLC Research Analyst Cynthia Taylor continues to work primarily on grant activities. Since this position is vacant (as of 12/1/07), there may be delays as we seek to fill the position.
- Due to setbacks which impacted the development of the marketing campaign, we will need an additional year to complete grant activities. We requested a one-year extension to the grant timeframe prior to October 1, 2007 and this was approved by IMLS.
- Due to increased time spent in development of the marketing campaign and Website, we request approval to change timelines in accordance with Appendix V: 2005-2007 Program Schedule of Events and Activities.
- As part of a partnership with the “Prime Time Family Reading Time®” program, stipends were awarded to Hispanic student interns for working as library interns in conjunction with the project. The stipends were paid with state funds. We anticipate that this project will continue and we request that it continue to serve as match for this grant.
- We request that the mentor/mentee training and consultation expenditures identified in the Year 1 activities be deferred to Years 2, 3 and 4, due to increased time spent in development of the marketing campaign and Website. A contract continued with a Mentor Trainer Consultant, through June 30, 2007. A report from the consultant is included in this report as Appendix 4.
- Travel costs will need to be adjusted to decrease the amount budgeted for travel to IMLS meetings and increase out-of-state travel. This change is requested because of the number of high quality out-of-state training opportunities that project staff identified.

Appendix V. Program Schedule

November 2005-October 2007 Program Schedule of Events and Presentations

- November 18, 2005 – Presentation to State Advisory Council on Libraries
- January 2006 – Planning sessions with Cindi Hickey for mentor training sessions.
- January 11, 2006 – School Library Media graduate scholarships made available, with Commissioners’ approval at January 10 meeting.
- January 11, 2006 – LTA/undergraduate scholarships available, with Commissioners’ approval at January 10 meeting.
- January 2006 – Planning sessions with Creative Crook for preparation of Marketing Kit materials.
- February 2, 2006 – Presented update to Regional Library System Administrators.
- March 15, 2006 – Received the rough assembly of recruitment PSA from Overdue Productions.
- March 15, 2006 – Previewed rough assembly of recruitment PSA and presented mentor session to Paraprofessional Section of Nebraska Library Association’s spring recruitment conference and for Nebraska Literary Heritage Association (NLHA)
- March 15, 2006 – Web site responsibilities transferred to in-house IT staff
- April 6, 2006 – Received rough cut of recruitment PSA from Overdue Productions.
- April 8, 2006 – Colloquium presented by Joe Janes; state-funded match.
- May 12, 2006 – Spring Meeting, College and University Section of NLA
- May 19, 2006 – Southeast Library System Training Extravaganza
- May 22, 2006 – Spring Meeting, Public Library and Trustees Section of NLA (Gering)
- May 24, 2006 – Spring Meeting, Public Library and Trustees Section of NLA (Lexington)
- May 25, 2006 – Spring Meeting, Public Library and Trustees Section of NLA (La Vista)
- May through October 2006 – Pilot Mentor Training Sessions
- June 11, 2006 – Annual Meeting, Eastern Library System, Elkhorn
- June 1, 2006 – Annual Meeting, Northeast Library System, Wayne
- June 2, 2006 – Annual Meeting, Republican Valley Library System, Harlan County Dam
- June 20, 2006 – Annual Meeting, Southeast Library System, Lincoln
- July 21, 2006 – Annual Meeting, Panhandle Library System, Bridgeport
- Fall 2006 – Launch of media campaign, mentoring program and project Web site
- October 25, 2006 – Hollywood Librarian pre-conference, Quest Center, Omaha, Nebraska.
- October 26, 2006 – Mentoring Session at the Nebraska Library Association/Nebraska Educational Media Association Conference, Omaha
- January 8 and 22, 2007 – OPAL mentor training sessions with Cindi Hickey
- February 9, 2007 – College of DuPage Videoconference Training: Next Gen Librarianship: Where Do We Go from Here? with Rachel Singer Gordon

April 23-25, 2007 – Statewide Mentor face-to-face training sessions with Cindi Hickey in three locations.

Summer 2007 – Finalization and Distribution of Marketing Kits to Recruiters

Summer 2007 – Distribution of PSA through Recruiters to Movie Theatres

June 1, 2007 – Annual Meeting, Republican Valley Library System

June 7, 2007 – Annual Meeting, Northeast Library System

June 8, 2007 – Annual Meeting, Eastern Library System

June 22-26 – American Library Association Conference, including Advocacy and Marketing Workshops, and the premier of the Hollywood Librarian Film

June 29, 2007 – Annual Meeting, Southeast Library System

June 29, 2007 – Annual Meeting, Meridian Library System

July 9-13, 2007 – Nebraska Library Leadership Institute

July 20, 2007 – Annual Meeting, Panhandle Library System

October 2007 – Panel discussion on scholarships at Nebraska Library Associations/Nebraska Educational Media Association Annual Conference Kearney Nebraska

November 2007 – Test of PSA DVD and lobby materials at State Theatre, Lincoln

January 2008 – First batch of PSA DVDs and lobby materials delivered to movie theatres across the state.

8/8/07

Nebraska Library Commission to Fund Internships

The Nebraska Library Commission is offering grants to libraries for student internships, with funding from the Institute of Museum and Library Services, the Librarians for the 21st Century initiative. These internship grants are intended to introduce promising high school and college students to the varied and exciting work of Nebraska libraries, by providing a \$1,000 stipend for each student to finance approximately one-hundred hours spent working with library staff on a variety of projects and activities.

Eligible organizations can apply for internship funding in connection with their grant applications in the Youth Grants for Excellence and/or Library Improvement Grants (formerly LSTA Grants) grant cycles. Applications for internship projects can also be submitted independent of other Nebraska Library Commission grant funding. Eligible entities include:

- Accredited Nebraska public libraries
- Eligible institutional libraries
- Other library organizations in partnership with an eligible entity for purposes of submitting a grant application for a collaborative internship project.

To apply for internship funding, complete the attached application.

Mary Jo Ryan, Communications Coordinator
Nebraska Library Commission, The Atrium, 1200 N St., Suite 120
Lincoln NE 68508-2023, 402-471-3434, 402-471-2083-FAX
<http://www.nlc.state.ne.us>

Appendix 2. Internship Grant Webpages

Nebraska Library Commission



Now hiring @ your library®

Internships

Search

Blog

Contact

- Jobs and Careers
- Learning
- Scholarships
- **Internships**
- Mentoring
- Recruiting
- Professional Organizations
- Diversity

2008 Student Internship Grant Program

The Nebraska Library Commission is offering grants to libraries for student internships. Funded by a grant from the [Institute of Museum and Library Services](#) Librarians for the 21st Century initiative, the internship grants will introduce promising high school and college students to the varied and exciting work of Nebraska libraries. Each internship grant provides a \$1,000 stipend for a student to work approximately 100 hours with library staff on a variety of projects and activities.

[Applying for the 2008 Student Internship Grant](#)

[Student Internship Grant Program Application - Print Form](#)

[Student Internship Grant Program Application - Online Form](#)

[Student Internship Grant Reporting Form \(PDF\)](#)

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Please send comments to [Now Hiring Team](#)



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Internships - 2008 Student Internship Grant Program

Who Can Apply?

Internship Descripti

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Go

Blog

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- Jobs and Careers
- Learning
- Scholarships
- Internships
- Mentoring
- Recruiting
- Professional Organizations
- Diversity

Applying for the 2008 Student Internship Grant

Eligible organizations can apply for internship funding in connection with their grant applications in the [Youth Grants for Excellence](#) and/or [Library Improvement Grants \(formerly LSTA Grants\)](#) grant cycles. Applications for internships can also be submitted independent of other Nebraska Library Commission grant funding.

Who Can Apply?

Eligible Organizations

- [Accredited Nebraska public libraries](#)
- [Eligible institutional libraries](#)
- Other organizations in partnership with an eligible entity for purposes of submitting a grant application for a collaborative internship project.

Applicant Organization Requirements

- Commitment to meeting grant expectations.
- Direct intern to complete [Student Internship Reporting Form](#).
- Provide a written evaluation of internship program, describing the projects, experience, results and, implications observed.

Internship Description

Student internships should introduce participants to the interesting and varied work of Nebraska libraries. The internship should function as a recruitment tool, helping the participant view the library as a viable career opportunity.

The hours spent at the library should be planned to introduce the student to the scope and value of the diverse programs and activities throughout the library. One staff person should be identified to work closely with each student intern, and accept responsibility for ensuring a rich learning experience. This staff person will also be responsible for meeting the reporting requirements of this grant.

Under general supervision, the student intern will perform a range of routine tasks in the library to gain general knowledge of library work, as well as working on specific programs and activities.

Examples of Library Work the Intern will perform

- Check out books to library customers.
- Assist customers in locating books, other media, and information.
- Assist customers in using the library and its resources.
- Assist library personnel with programming, for example, story hours.
- Assist library personnel with library public relations, for example, distribute informational materials.
- Shelving books.

Required Knowledge, Skills, and Abilities

- Interest and familiarity in using the library and its resources.
- Ability to communicate effectively and complete tasks.

How to Apply

Deadline

- Internships will be available until October 31, 2008

Contact

[Kit Keller](#)

Nebraska Library Commission

Library Improvement Grant

1200 N. Street, Suite 120

Lincoln, NE 68508-2023

800-307-2665

Application and Reporting Forms

[Student Internship Grant Program Application \(print form\)](#)

[Student Internship Grant Program Application \(online form\)](#)

[Student Internship Reporting Form \(print form\)](#)

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- [Internships](#)
- [Mentoring](#)
- [Recruiting](#)
- [Professional Organizations](#)
- [Diversity](#)

2008 Student Internship Grant Program Application

[Print Application Form](#)

Applicant Organization: _____

Contact Person: _____

Address: _____

City: _____

Zip: _____

Phone: _____

Email: _____

Student Intern (if known): _____

Name and title of staff person who will train and supervise the student intern:

Briefly describe the projects and activities with which the student intern will be involved, including the student's role in the projects:

Send two copies of completed print application to:

[Kit Keller](#)
 Nebraska Library Commission
 Library Improvement Grant
 1200 N. Street, Suite 120
 Lincoln, NE 68508-2023

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- [Professional Organizations](#)
- [Diversity](#)

2008 Student Internship Grant Program Application

Online Application Form

Applicant Organization:

Contact Person:

Address:

City:

Zip:

Phone:

Email:

Student Intern (if known):

Name and title of staff person who will train and supervise the student intern:

Briefly describe the projects and activities with which the student intern will be involved, including the student's role in the projects:



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Please send comments to [Now Hiring Team](#)



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WANTED:

STUDENT INTERNS TO:

- Assist with local library programming
- Begin building a library service career

NEBRASKA PUBLIC LIBRARY STAFF TO:

- Introduce high school or college students to interesting library activities
- Serve as a library career ambassador by training young people to help with exciting library service projects



Internship grant applications will be accepted from eligible library entities as part of the Library Improvement Grant process, beginning October 1, 2007. For more information e-mail: nowhiringatyourlibrary@nlc.state.ne.us.



FINAL REPORT

IMLS Recruitment Grant “2004 Librarians for the 21st Century” Nebraska Library Commission

Consultant: Cindi Hickey
2304 Oxford Rd.
Lawrence, KS 66049-2868
785-841-0414
chickey@sunflower.com

Date: June 30, 2007

The contract period for this consultant ran from October 6, 2005 to June 30, 2007. Planning work began in January, 2006 on the project’s website, Now Hiring @ Your Library, <http://nowhiringatyourlibrary.org/> and the mentoring project supporting the 21st Century Scholarship program. Website work included the development of resource areas for both mentors and mentees. Development of the Mentoring program included marketing presentations, online discussion and training and face-to-face, full day workshops in 3 locations across the state.

Website resources for mentors and mentees.

Consultant reviewed a wide variety of both web-based and print resources related to mentoring. General resources as well as those developed by specific professions, including librarianship, were considered. From this broad review, a select collection of resources were selected for mentors and mentees, The resource collections are available on the Now Hiring website at <http://www.nlc.state.ne.us/NowHiring/MentorResources.asp> (for mentors) and <http://www.nlc.state.ne.us/NowHiring/MenteeResources.asp> (for mentees).

An analysis of the results of a Nebraska Library Commission (NLC) received in response to a survey of 2005 Nebraska Library Leadership Institute participants on the subject of mentoring were analyzed. A summary of these results was added to the website in a document titled, Components of a Mentoring Program and Mentor Attributes, http://www.nlc.state.ne.us/NowHiring/Mentoring_WhatNebraskansSay-ComponentsOfMentoringProgram.asp. Access to it is provided from the mentoring page through a link titled, *What do Nebraska Librarians think about Mentoring and Mentor Programs?*

Consultant also collaborated in the development of the mentor and mentee information forms with links located under the heading of, *Sign up for the Mentoring Program* and *Mentor Interaction Log*.

Marketing Presentations.

The mentoring program was launched in March, 2006 with a marketing presentation by consultant at the spring paraprofessional association meeting which was held in Lincoln

and simulcast via the Nebraska educational channel to another location. That presentation introduced the 21st Century scholarship program and the associated mentoring effort. A brief discussion of mentoring elements was included. Another marketing presentation was delivered by consultant at the Nebraska Library Association (NLA), Public Library Section's spring meeting held in Gering on May 22, 2006.

Consultant's final marketing presentation was made at the NLA annual conference in Omaha in October, 2006. At that presentation, the Now Hiring @ Your Library website was unveiled and demonstrated. The presentation also included details of the mentoring program and information about upcoming face-to-face mentoring training.

Mentor training development and delivery.

In collaboration with NLC team leads, a pilot mentors from across the state were identified and invited to participate in planning discussions and training. 3 rounds of meetings with this pilot group were convened using a Voice over Internet Protocol (VoIP) conferencing platform. The technology used for these meetings was Online Programming for All Libraries (OPAL). Information about this platform is available on the OPAL website at <http://www.opal-online.org>.

A full set of set up instructions and participant guides for OPAL were created for both NLC team leads and the pilot mentor group. A list of these documents is included in the attached index to documents on page 4 and copies of the documents are included in the attached CD-ROM. A training session for NLC team leads that included tips for moderating OPAL sessions.

A total of 8 OPAL sessions were convened covering 3 separate agendas. All OPAL sessions were led by consultant. Copies of the agendas for these meetings are attached to this document as Appendices A, B and C. Appendix D lists the attendees for these meetings. The topics covered in these meetings included a basic introduction to mentoring, brainstorming about resources and training needed by mentors and mentees, feed back by the pilot mentors regarding the mentor and mentee information forms and a demonstration and feedback regarding the Now Hiring website. Feedback gathered during these sessions guided the development of the face-to-face training subsequently delivered.

Full day face-to-face training workshops were held April 23, 2007 in Omaha, April 24, 2007 in North Platte and April 25, 2007 in Alliance. A copy of the workshop description that was posted to the NLC training website is attached as Appendix E. The training manual for these workshops is included on the CD-ROM attached to this report. The manual is included in both MS Word and PDF formats. Included with the training manual were 2 handouts taken from, *The Mentor's Guide*.(2000) by Lois J. Zachary (San Francisco: Jossey-Bass), pages 6, "Elements in the Learner-Centered Paradigm" and 135, "Tips for Mentors in Providing Feedback." These handouts are also included in the accompanying CD-ROM.

The training workshops also included website user observation led by the NLC team and a website demonstration conducted by consultant. The final activity of the workshop was a workshop evaluation and next steps reflection exercise completed by the participants and submitted to the NLC team.

Submitted by:

Cindi Hickey, Consultant

Attachments:

Index of Appendices and Index to Attached Documents on Attached CD-ROM
Appendices A, B, C, D, and E

A copy of the final report only was sent by e-mail to the NLC team, July 1, 2007.

A copy of the final report and accompanying CD-ROM was sent by priority mail to the NLC team, July 1, 2007.

INDEX OF APPENDICES

(Hickey Report): Appendix A: OPAL Training Session 1 – Pilot Mentor Orientation – Meeting Agenda and Discussion Guide

(Hickey Report): Appendix B: OPAL Training Session 2 – Meeting Agenda

(Hickey Report): Appendix C: OPAL Training Session 3 – Meeting Agenda

(Hickey Report): Appendix D: Attendance for All OPAL Training Sessions

(Hickey Report): Appendix E: Description of Face-to-Face Training

INDEX TO DOCUMENTS ON ATTACHED CD-ROM

Brainstorming and Session Notes:

Meeting notes for 2nd OPAL Training Session

Text chat transcript from 2nd OPAL Training Session, July 31, 2006

Brainstorming notes from 3rd OPAL Training Session

Handouts

Public Library Section Spring Meeting, Gering, NE, May 22, 2006

NLA Paraprofessional Spring Meeting, March, 2006

NLA Conference Session Handout, October, 2006

Nebraska Library Commission Scholarship Handout

NLA Conference Scholarship Handout

Face to Face Spring, 2007 Training Manual (in both PDF and MS Word formats)

OPAL Instruction Guides

Instructions for Joining an OPAL Session (html format)

NLC OPAL Participant Guide (in both PDF and MS Word formats)

OPAL Set Up Instructions (html format)

OPAL User Tips (in both PDF and html formats)

Using the OPAL Document Center (prepared for NLC staff training in MS Word format)

OPAL Training Session Support Documents

Mentor Application (html format)

Mentee Application (html format)

PowerPoint Presentation Files

Components of a Mentoring Program and Mentor Attributes (html format)

Mentee Resources (html format)

Mentor Resources (html format)

Hickey Report: Appendix A



**One-on-One,
Each-One-Recruit-One and Mentoring**

21st Century Mentoring Program

Goals:

- Raise awareness of library service careers.
- Recruit talented and diverse library personnel.
- Match recruits with mentors and educational and employment opportunities.
- Provide grants, scholarships, and stipends.
- Increase the number of students enrolled in library education and training.

Nebraska Library Commission

"Bringing together people and information"



21st Century Librarian Scholarships

- Library Technical Assistant - \$1,000
- Bachelor's Degree - \$1,000
- Master of Education in School Library Media - \$2,500
- Master of Library and/or Information Science - \$2,500

Mentoring: A Scholarship Requirement

- NLC will provide training to your mentee and to you about mentoring and being mentored.
- NLC will pair you with a mentee or you may be asked to mentor someone you know.

Why Mentoring?

Mentors have **working knowledge** and **experience** in the library profession and can share their experience with people who are considering a career in libraries or are just starting their career.

Why Be a Mentor?*

- Gain new insights and knowledge about your profession.
- Increase your job satisfaction as you reflect on your own professional development.
- Develop and improve your listening and communication skills.
- Share your expertise and experiences.
- Keep up with changes in your profession.
- Pass your professional legacy through the sponsorship of your mentee.

Why does the profession need mentoring?*

- Increase job satisfaction
- Help staff plan, develop, and manage their careers
- Encourage the development of leadership and management competencies
- Recruitment, retention and succession planning
- Support greater diversity

Why Be Mentored?*

- Be guided as you develop your career plan and objectives.
- Get help identifying and overcoming barriers to your success.
- Gain greater job satisfaction.
- Practice your communication, negotiation, decision-making and self-assessment skills in a safe environment.
- Be sponsored as you build your professional network and participate in professional activities.

* [Jennifer Lee Peterson, WebJunction](#)

Expectations for Mentors

- Commit time and energy in building a mentoring relationship of trust, honesty and confidentiality.
- Listen without giving advice.
- Expect excellence not perfection.
- Motivate and model.
- Lead the way to a personalized career path and objectives.
- Stimulate self-awareness.
- Highlight and celebrate progress and growth.
- Laugh. (A little humor at the right time can go a long way!)

Expectations for NLC 21st Century Mentors

- Commit to a one-year mentoring program.
- Attend a mentor training session.
- Commit to contact with your mentee at least once a month.
- Log your interactions with your mentee on a private message board.
- Respond to an evaluation of the program.

Excellent Mentors...

- **“Provide knowledge, make recommendations, offer consultation, and stimulate motivation with encouragement.” – Johnson and Ridley**
- **Are intentional, invest time and energy building the mentoring relationship, and pass on their professional legacy.**

What Do You Need To Be An Excellent Mentor?

Hickey Report: Appendix B

21st Century Mentors Meetings:

July 31, August 7, and August 11

AGENDA

1. Review and comment on applications for [Mentors](#) and [Mentees](#).
2. [List of scholarship grantees including names](#), where they work and where they are located. Discussion of pairing process?
3. Discussion of the mentor's role as recruiter for the profession, including review of materials available for recruiting.
 - [2006 Library Technical Assistant Brochure](#)
 - [Nebraska Librarians Making a Difference!](#)
 - [NLC Scholarship Handout](#)
 - [Mentoring Overview](#)
4. Preview the [Mentor/Mentee Resource Center](#).
5. Discussion of OPAL training for mentors: Prefer one day training broken into 2 hour sessions or multiple day training delivered into 2 hour sessions?
6. Scheduling for the next mentor discussion: Review of the proposed Now Hiring @ Your Library Website.

Hickey Report: Appendix C

**Nebraska Library Commission
Pilot Mentor Program
OPAL Session #3
January 8 and 22, 2007
Agenda**

- 1. General Overview of Now Hiring Website (See january_presentation.ppt)**
- 2. The New Blog and Introduction to RSS and Aggregators**
- 3. Jobs – Cynthia**
- 4. Mentoring Resources on Now Hiring web site**
- 5. Mentor Interaction Form – Kit**
- 6. Mentor-Mentee Applications and Matching –Mary Jo**

Hickey Report: Appendix D

**IMLS Recruitment Grant
21st Century Mentoring Program**

**Pilot Mentors OPAL Orientation and Discussion
Attendance**

May 8, 2006

Siobahn Champ-Blackwell
Marty Magee
Cindy Mielke
Kathy Tooker
Milton Wolf

May 15, 2006

Ted Smith
Stacy Aldrich
Patty Birch
Andrea Faling
Charlene Maxey-Harris
Mary Reiman
Rivkah Sass
Ruth Seward

May 16, 2006

Carol Connor
Becky Pasco
Wally Seiler
Rod Wagner

July 31, 2006

Wally Seiler
Carol Connor
Marty Magee
Mary Reiman
Becky Pasco
Rivkah Sass

August 7, 2006

Patty Birch
Charlene Maxey-Harris
Siobhan Champ-Blackwell

August 11, 2007

Katherine Walter
Andrea Faling
Kathy Tooker
Rod Wagner

January 8, 2007

Marty Magee
Siobhan Champ-Blackwell
Sherry Houston
Kathy Tooker

January 22, 2007

Steve Baty
Haishu Zhu
Patty Birch
Cherie Longmuir

Hickey Report: Appendix E

Building a Mentoring Relationship

Description:

This full day workshop is intended for anyone interested in being a 21st Century Library Mentor or Mentee. A morning session will offer joint training for both mentors and mentees. In the afternoon, mentors will build strategies for building a mentoring relationship, remote mentoring and tracking the mentoring process. Lunch will be provided.

The morning session is designed to provide joint opportunities for mentors and mentees to:

- Build or expand their professional networks.
- Explore the Now Hiring @ Your Library website built especially for Nebraska's 21st Century Mentoring Program.
- A working lunch discussion of the mentoring relationship.

The mentors only afternoon session will explore:

- Strategies for growing a mentoring relationship.
- Techniques for mentoring remotely.
- A tool for tracking the mentoring process.

What should you bring with you to the workshop?

Everyone: Business cards to share.

Mentors: Answer the following questions in writing and bring your answers to the workshop:

1. List the people and events that had an impact on you and your professional development as a **new** librarian and describe their impact.
2. List the people and events that had an impact on you in your early **leadership** roles as a librarian and describe their impact.
3. List the people and events that had an impact on you and your professional development as an **experienced** librarian and describe their impact.

Dates and Locations: April 23 – Omaha, April 24 – North Platte, April 25 – Alliance.

Times:

10:00 a.m. to 1:00 p.m. - Joint session of mentors and mentees.

1:00 p.m. to 3:00 p.m. - Mentors only session.

Appendix 5. Nebraska Leadership Institute Mentee Survey

2007 Nebraska Library Leadership Institute Nebraska Library Commission Mentee Survey

- 1) What were your goals in attending the Nebraska Library Leadership Institute?
- 2) Did the Nebraska Library Leadership Institute contribute to your professional development?
 Yes No

If it did, please describe some specific examples.

- 3) Please provide examples of how you do your work differently as a result of the Nebraska Library Leadership Institute.
- 4) Did the development of a personal action plan at the Leadership Institute help you identify goals for professional development in your library career? Yes No
 If yes, please describe.
- 5) What do you think are the major components of a good mentoring program?
- 6) What do you think are important attributes of a good mentor?
- 7) Please share your experience working with (or as) a Mentor at the Leadership Institute?
- 8) Have you heard about the Nebraska Library Commission's Librarians for the 21st Century Mentoring program for library personnel and library science and library media students in technical, undergraduate, and graduate programs? Yes No

If yes, please tell us where you heard about the 21st Century Mentoring Program?

- 9) Have you ever used the Now hiring @ your library Website, <http://nowhiringatyourlibrary.org>?
 Yes No

If yes, in the list below please check the sections of the website that you've used, and provide any additional comments about the Website or specific sections of the Website.

- | | | | |
|---------------------------------------|-------|------|-----------|
| a) Jobs and Career Page(s) | __Yes | __No | Comments? |
| b) Job Search | __Yes | __No | Comments? |
| c) Career Information | __Yes | __No | Comments? |
| d) Scholarship page(s) | __Yes | __No | Comments? |
| e) Mentoring page(s) | __Yes | __No | Comments? |
| f) Learning page(s) | __Yes | __No | Comments? |
| g) Professional Organizations page(s) | __Yes | __No | Comments? |
| h) Recruitment page(s) | __Yes | __No | Comments? |
| i) Diversity page(s) | __Yes | __No | Comments? |
| j) Other page(s) | __Yes | __No | Comments? |

- 10) What additional support would be helpful to you in your personal career development?
- 11) Other comments?

Appendix 6. Nebraska Leadership Institute Mentee Survey Responses

1) What were your goals in attending the Nebraska Library Leadership Institute?

My main goal was to learn about my leadership style and how I might be more effective in my leadership role

network with other Nebraska librarians

learn new leadership skills

do some serious self-examination.

I wanted to uncover my own leadership and collaboration weaknesses and figure out how to either eliminate them or turn them into strengths.

I hoped that the institute would provide good networking opportunities.

I did not go with any goals or expectations...other than curiosity and being open to learning what was given.

My goals were to improve my leadership abilities within the school I work in and to meet and get to know other library professionals.

To determine if I am manager material.

To determine route of my library services career.

I wanted to acquire what I saw in others who had been to the Leadership Institute.

I wanted to learn more about supervising and how to lead when there is a lot of change and people are unhappy.

I wanted to become less fearful when there is conflict.

I was exploring some career issues about where I am in my organization and where I want to be 10 years from now

to learn more about my own personal strengths and weaknesses when leading others

to make connections with other librarians, to learn more about leadership and the skills needed for it

Networking and developing leadership skills

To develop my leadership skills both in and out of the workplace; to learn how to appropriately be a leader, even if I'm not "the boss."

My goals were to learn more about leadership opportunities in the "library world" and what leadership roles I could do in a non-degreed library staff position. I also felt this was an opportunity to interact with other library staff to expand my knowledge of different ways to approach interactions with other staff and the public in the library environment.

I hoped to improve my self-confidence and effectiveness as a leader.

My goals were to become a more confident and less reluctant leader. I also hoped to network with others in the library field.

2) Did the Nebraska Library Leadership Institute contribute to your professional development?

Yes – 13; No – 0

The Leadership Institute provided me with an opportunity to meet and get to know librarians in Nebraska.

The Institute also provided me with insights on how to be an effective leader.

It helped me network with many Nebraska librarians who I hadn't met before. I have no doubt that these acquaintances will be valuable to all of us in the future.

One of the most powerful things that I learned was that my way isn't necessarily the only way. Leadership comes in many different styles (some which I like and some not so much). But the institute instructors showed me how to pinpoint other people's styles and figure out the motivation behind actions and how I can use my strengths to deal with all kinds of people.

I learned to have confidence in my own abilities and how to foster my own personality and attributes to encourage others and be a strong leader.

I learned about the rewards of getting past first impressions and looking at people for the sake of discovering their gifts and not their weaknesses. Working past dislike and breaking down our character flaws made our team strong in the end –what's more, we even liked each other!

It was valuable to network with other professionals in the state. I learned tools, such as establishing ground rules.

I did find it helpful to think about the traits of leaders and to be more deliberate in my actions.

I found my voice at the Institute. I now know how to be heard by others and am not afraid to speak. In fact, I am even presenting at NLA on Oct. 26, 2007.

I gained confidence in my abilities to lead and am no longer content to sit in the back room of Tech Services and just catalog. I am making a point of learning new skills and seeking out new professional challenges.

My personal life also changed after the Leadership experience. I am happier with myself and see situations and relationships for what they are, change aspects that I can, and accept those that I can't. It is a win-win or live and let live situation for all concerned. I am also making new friends and stepping out into the community.

I was elected to be the spokesperson for my small group of enneagram types. I was very comfortable with this because I know a lot about the subject. Then I was elected to be a manager in a sort of high risk game that we played and I felt very uncomfortable. I learned that I needed to lead well, even when I don't have all of the information I want or need.

I learned how important group dynamics are because we had a few people in our working group that had problems with the way they worked in a group and conveyed their ideas. Our mentor confronted them in an overly harsh and public way, but still I learned that it is important to deal with those problems so your group doesn't get bogged down. I brought this lesson back to my workplace and we are establishing some ground rules about meetings.

I understand more about my own personal tendencies when interacting with other staff; also, I learned some techniques to keep things transparent in the workplace.

learning about myself, my thoughts and goals, and some about other librarians

learning and having reinforced the steps needed to look to the future and plan for it

Reminded of strengths and weaknesses and developed more tools to work with a variety of people. Also served to re-motivate with meeting other like minded individuals. Great mentors and facilitators.

The institute inspired me to be a leader where I am right now, not just in the future as I take on job positions with more authority. Since I returned from the institute, I have worked at developing my team and taking on more responsibility in my current position.

Let's see if I can express this right. The Institute's approach to building up from personal growth and knowledge of our leadership types to learning how to interact with other types and then on to developing strategy and problem solving as groups and then expanding our view from local to world views of libraries greatly expanded my outlook and my confidence that I actually do take a leadership role in my job and how I can do more. I don't think the personal growth that I experienced and the group skills that I gained could have been achieved in a shorter period of time. I think our group work over the 5 days mirrored what could happen within our libraries or professional organizations in committees or staff meetings.

I cannot think of a specific instance to illustrate the point, but I am more confident in general.

I no longer feel awkward leading meetings, advising and mentoring other staff and speaking up when I have ideas to share. I've also established some relationship with others who have attended the Institute as well as the mentors that I have been able to call on for advice.

3) Please provide examples of how you do your work differently as a result of the Nebraska Library Leadership Institute.

I am more aware of how what I do affects others.

I now have a network of colleagues to interact with, that are outside of my work place. This is totally invaluable.

I try to find the specific things that motivate those that I supervise, instead of just treating everyone the same.

I approach people and situations with more patience than I had previously.

On the other hand, I also have less patience with poor leadership skills from my superiors.

I really strive to take responsibility for myself first. In other words, if there is a situation that I don't like or am uncomfortable with, I try to figure out what I need to be doing differently first.

Sometimes changing my own ways makes all the difference and if it doesn't, at least I always have a clean conscience.

I believe I am more assertive and less passive.

I am more proactive in seeking and giving feedback.

I have thought more about a vision for my media program.

Professional organizations, committee work

Employ communication techniques.

Prioritize work projects.

Seek work challenges.

Attend appropriate CE courses.

Seek input of others as needed.

Diversify work day.

Take risks.

I feel more confident about being a leader and making decisions.

I see the importance of being a positive role model in my organization.

I have new reserves of energy for projects that I feel excited about.

I try not to get so stuck in the "activity trap"; I am making more efforts to actually leave the building and make the library more visible in the community by attending community group meetings/events, such as the Lions Club, the Gretna Chamber of Commerce, etc.;

I try to make sure that I am empowering the staff whenever I can.

Change is a slow process, but I have begun to incorporate techniques I learned at the Institute into my work

I was involved in Leadership roles previously hence the institute-I would guess that I am more patient with different types of work habits and I was re-motivated in my current roles which include Treasurer, Legislative Committee, Adm Asst., etc.

I have asked for more responsibility and have taken more initiative within the boundaries of my current position. As soon as I returned, I took suggestions from my team members and we worked up a list of ground rules. That has worked out very well.

I am even more focused on the customer's needs and feel that my increased confidence is reflected in my response to difficult situations and in dealing with other staff. I have been a leader in many other organizations and am on our system board now and realize that I can be a leader more even though I am technically "support staff".

I realize that other people are motivated by different things than I am. Understanding this and motivating them with what is important to them has made me more effective.

The main difference is confidence.

4) Did the development of a personal action plan at the Leadership Institute help you identify goals for professional development in your library career?

Yes – 11; No – 2

My personal goals were already in place. The Leadership Institute validated the direction of my goals.

One of my NLLI goals was to become more involved in professional organizations - I ran for NLA Treasurer this year and joined NMRT.

This is a good reminder for me to go and look at it again. My personal action plan serves as my reminder that avoiding confrontation at all costs isn't always the best way or the most productive way. The plan lays out my personal and professional goals (strange how these can be so closely related). Somehow having them in writing is a very strong reminder to do something about them.

My goals are fixed and long term and I have been achieving them one step at a time.

I do not remember completing a personal action plan.

I knew pretty specifically what I wanted to get out of the Institute. I have fulfilled two of my personal action plan goals; being braver in dealing with conflict and confronting problems sooner, and supporting and implementing change in our organization. I am working on the third goal which is to be more involved in NLA.

It's been helping myself and the staff to really stay focused on the immediate goals at hand, hence helping us realize the bigger mission the library is trying to achieve it helped me identify two tendencies I have that I have tried to ignore: facing them and dealing with them will allow me to change

Trying to decide whether to go to Library School, what options are available to leadership roles-serving on NLA Leg Committee, and spearheading more projects

Because I don't have an MLS and (even though I love working in the library) being a librarian is not a professional goal of mine, I don't have a library career per se (i.e., if I were to find a job with more responsibilities and authority, I would take it even if it wasn't with the library).

Going to the Institute, I wanted to ponder more the possibility of getting a MLS -I have a BS in a science and technology field where long papers were 10 page lab reports, not term papers and wasn't sure if an MLS was in my future. After discussing the needs of future libraries, I have decided that the MLS isn't what I want to pursue at age 50 but, instead use my extra time and energy to focus on computer technology. I like my job as a computer technology assistant, working with the public, teaching computer skills, etc, but I realize that it is constantly changing and I need to keep ahead of our customers whenever possible. I really appreciated the opportunity to work with the other library staff at the Institute within the context of our group work and in free time to bounce future ideas around.

I decided that I wanted to be more proactive in my current position, and take the risks necessary to try new things.

I was inspired to take action on some specific issues at my library needing my attention.

5) What do you think are the major components of a good mentoring program?

For a mentoring program to work there should be activity, hence, continued interaction with other Institute members and mentors is very important. Even if all we do is get together and share the vision statement from the Institute we attended. Knowing there is someone out there helps.

Ongoing commitment from both parties is very important. Frequent contact is also important, so mentors/mentees keep building on the relationship.

First and foremost is the quality of the mentors. I need absolute faith in the abilities of my mentor and I must trust them completely.

Second, the exercises involved in the mentoring program must be challenging (in many ways). I also feel that the setting of the program is crucial to one's ability to focus. Absolute seclusion is ideal because it keeps everyone's mind on the matter and encourages collaborative learning long after the class sessions are over.

I do not know.

A knowledgeable mentor, opportunities for participants to seek out feedback

Engaging the mentee when he/she is drawing back.

Listening.

Guidance.

Sharing professional experiences.

Availability!!!!!!!

Provides opportunities for feedback and advice as the mentee finds him/herself confronted with difficult issues.

Looks at the whole career in terms of talents, skills, interest, and job satisfaction.

Mentors with experience

A good mentoring program should be realistic about when it schedules the sessions between mentor and mentee (for example, too often or when they are scheduled could be too much for my current schedule)

Making good matches between mentors and mentees

Providing adequate support to the mentors as they work with mentees

Encouragement, clear vision, clear directives, time to work on strengths and weaknesses, strong leaders

Regular contact with good mentors.

Mentoring programs need to encourage and guide mentees to explore future avenues and then support them with the challenges they face in their choices. The program needs to be a good source of information and feedback for questions, not simply a promotional program for a specific course of action.

Mentors and mentees who are dedicated to the program and open to giving and receiving criticism

A process that carefully matches mentors and mentees who are likely to work well together

Regularly scheduled meetings with the option for additional meetings

Competent mentors who are knowledgeable and know how to share that knowledge with others.

The mentors need to be able to share what they see as needing improvement while also being encouraging and offering solutions.

The mentees need to be open to criticism and be willing to try things a different way.

6) **What do you think are important attributes of a good mentor?**

For a mentoring program to work there should be activity, hence, continued interaction with other Institute members and mentors is very important. Even if all we do is get together and share the vision statement from the Institute we attended. Knowing there is someone out there helps.

Willing to be there and accessible; well-rounded in experience, insight and philosophy; positive and optimistic.

Dependable, caring, intelligent, honest, motivational.

A good mentor must be extremely compassionate as their entire goal is to see their people succeed. But equally important is their ability to be brutally honest and point out behaviors that are inhibiting or damaging to the rest of the group or to the self. Mentors must also have the ability to recognize strengths and weaknesses and once those are defined, they have to encourage the strengths and discourage the weaknesses without doing too much damage. So in a way, mentors must be extremely diplomatic.

I would rather not.

Professional knowledge, good listener, able to provide specific types of feedback

Listener.

Goal directed.

Willing to share failures as well as successes

Confident

Pleasant

Truthful

Respected

Engaging

Motivating

Being a positive role model, both in a professional way and a personal one.

Showing the best of our profession and what it has to offer.

Experience and advice about dealing with a variety of work situations.

Experience and the ability to teach well or guide well

Good humor, ability to see other's perspective,

Listen first, offer suggestions/advice, follow-up, caring.

Being a good listener first and having the ability to nudge people to broaden the possibilities that they are willing to explore.

Giving feedback without preaching their own personal opinion, but also being willing to be very open with their own experiences that they feel are useful to their mentee.

A good mentor needs to be able to get along with a wide variety of people.

He/she needs to be dedicated to the profession and to creating the best professionals to work in it.

He/she needs to be patient and kind, but not afraid of giving criticism.

Competent mentors who are knowledgeable and know how to share that knowledge with others.

The mentors need to be able to share what they see as needing improvement while also being encouraging and offering solutions.

7) Please share your experience working with (or as) a Mentor at the Leadership Institute?

The mentors at the Institute were very open to sharing and had the best interest of the fledgling participants at heart. They were very approachable, knowledgeable, and trusting. Every mentor had something to share that helped the participants grow.

It was a very interesting experience -- and I would think that it must be hard for the Mentors when they have to give difficult feedback to participants. I think that the mentors did a great job at trying to help all the participants.

Working with my mentors was very pleasant as they were very kind, knowledgeable, and successful professionals. I did crave a bit more feedback from my mentors about things that I need to work on in order to be a better leader.

Something that I think would be extremely beneficial is to have one-on-one sessions with the mentors in order to discuss their observations of behavior and have honest conversations about what a group member is doing well and maybe, not so well.

As the only school library media specialist at the Institute, I felt the mentors were not as familiar with the kind of work I do as they were with some others, and not as relevant to me.

I felt one of our mentors was seriously lacking in interpersonal skills and spoke to people in inappropriate ways. I was very uncomfortable with this person and felt their input lacked credibility.

I enjoyed hearing the mentors speak of their personal passions in their work.

The mentor drew me back into the group after I withdrew from it.

Difficult to meet alone with mentor due to her own time schedule.

Mentor took my call months after the Institute and answered questions for me. Nancy Busch was an excellent mentor and I spent time with her outside of class time talking about issues I am facing at work.

It was wonderful

My favorite part was hearing their unique personal stories---it was very reassuring to me that I am in the right profession.

One of my mentors was a former supervisor of mine, and I was familiar with her approach and style, it made things comfortable

I had two wonderful mentors in my group and benefited from individual talks with most of the other mentors there. They were all encouraging, thought-provoking, and fun.

Working with our group's two mentors was great. They listened without interfering in our initial decisions and then gave feedback when necessary. They addressed us individually and were helpful, not critical usually.

I didn't always agree with one mentor but our differences were respected.

We appreciated the evening programs when the mentors related their own career experiences and struggles.

Every mentor that I talked with was great, and the two mentors in my small group were excellent.

I was impressed with each mentor, his/her skills, experience, and the willingness to share and help new professionals in Nebraska libraries.

My experience working with the mentors at the Institute were very positive. I received constructive criticism as well as praise.

- 8) Have you heard about the Nebraska Library Commission’s Librarians for the 21st Century Mentoring program for library personnel and library science and library media students in technical, undergraduate, and graduate programs? (see <http://www.nlc.state.ne.us/NowHiring/Mentoring.asp> for more information).**

Yes – 6; No – 7

How did you hear about the the Nebraska Library Commission’s Librarians for the 21st Century Mentoring program

Only just now in this survey.

at work (NLC)

at work at the System Office

On the web, at conventions and system board meetings.

The director at our library has talked about the program.

At conferences and through blogs and emails

- 9) Have you ever used the Now hiring @ your library Website, <http://nowhiringatyourlibrary.org>?**

Yes – 8; No – 5

I think the website is nicely laid out with information and links to needed info readily available.

Page	Yes
Jobs and Career Page(s)	5
Job Search	5
Career Information	2
Scholarship pages (s)	4
Mentoring page(s)	1
Learning page(s)	1
Professional Organizations page(s)	4
Recruitment pages (s)	
Diversity pages (s)	1
Other page(s)	

- 10) What additional support would be helpful to you in your personal career development?**

Continued interaction / meetings with other participants and mentors.

Additional networking opportunities

I would find continued leadership sessions very helpful. A week of intensive training was extremely beneficial but it would be good to have pep talk/learning session every 6 months or so to remember and become inspired again.

Opportunities for learning, such as workshops, conferences, classes....

Reunion of Institute members and mentors.

I think that the NLC is doing a great job!!

More networking, bigger picture events to change the way librarians work together in NE.

Personally, I would benefit from some non-library-related information, but since this is a library-oriented organization, I wouldn't ask for that.

I appreciate the technology workshops and training being available outside Lincoln, especially in North Platte. I think as budgets get tighter, it will be hard to justify traveling 3 hours + to Lincoln for 2-3 hours of training. Mileage costs make it important to have longer training sessions if we have to travel far to get there.

none right now

11) Other Comments?

NLLI was a very rewarding experience!

Meeting all of the other mentors and group members was an honor. It made me proud to know that I work in a profession that has so much talent and kindness at its heart.

Thank you for the opportunity to attend the institute.

None right now.

It might be nice to do a follow-up day in a year or two to see where we are all at and what changed for us.

I do not believe the provision of beer and wine for parties was in the best interest of the participants. If this continues to be a tradition, it is suggested that pop be provided as well for those who don't drink liquor.

John and Becky are marvelous. I owe my greatest professional and personal growth gained at the Leadership Institute to John.

NO :)

Thank you!!

didn't love the questions and the timing of the questionnaire --maybe earlier or a year afterward? I appreciate being able to participate, even though library work is not my career, and I did gain some insight into the future of libraries and how I can help further that cause, whether I'm working in a library or not. I hope this has been helpful.

I'm glad the Nebraska Leadership Institute was open to non-MLS staff. When I first heard about it, I hadn't realized that. I firmly believe that effective libraries need leaders at all levels of the organization and this institute recognized that need and, at the same time, gave some people the nudge to complete their MLS degrees. The option to study for the advanced degree is a challenge even with the online and intensive weekend options and that isn't possible for everyone. The opportunity to attend the Institute was an awesome experience and the presenters couldn't have been better. I hope this program will continue well into the future.

I would highly recommend the Leadership Institute to anyone!

Appendix 7. Leadership Institute: articles from participants



LIBRARY LEADERSHIP INSTITUTE REFLECTIONS

By

Jill Owens, Columbus Public Library

The 2007 Library Leadership Institute was held July 9th – 13th in Schuyler at the pastorally beautiful St. Benedict Center. 26 librarians and library workers were privileged to attend this enlightening week led by consultants Becky Schreiber and John Shannon, and mentored by eight outstanding library professionals. We were submerged in so many useful things from personal introspection to strategic planning for an organization that it is impossible to share them all -- so I have chosen to touch (albeit superficially) on just one aspect.

The first part of the week was introspective: "Know Yourself." With the help of a tool called the Enneagram Profile we learned which profile type we each tend toward. The nine types are not meant to pigeonhole a person; the Enneagram is used as a good starting point for thinking, because we all have some of the characteristics of each type. We learned our strengths, weaknesses, motivators, and fears. We now know what negative tendencies and unhealthy behaviors to be on the look-out for within ourselves, and which positive traits we need to work on strengthening to continue personal and professional development. There is no one leadership type; the point is to know how to use your characteristics to be a good leader.

Each of the nine types has levels within three tiers from healthy to average to unhealthy. For just one example, at their best, type threes ("motivators/performers/achievers") are self-accepting, inner-directed, authentic, as well as achievement and goal oriented. In the mid-range, they are pragmatic, "get-er-done" types -- and at their worst are vindictive, obsessive, image-conscious, and narcissistic. Some famous type threes are Bill Clinton, O.J. Simpson, and Oprah Winfrey.

After thinking about how this applied to ourselves, we went another step to use what we learned about the types, including key motivators and fears, to think about how best to work with people of each type. For example, if you want to get a type three to do something for you, the best approach is a pitch about how this is a useful and practical thing to do because type threes are more task oriented than people oriented, and are motivated by the need to be productive and successful. You can see how interacting with this type of person might call for a different approach than with a type two ("helper/giver") who is motivated by the need to be loved and appreciated, or with a type eight ("general/challenger/boss") who likely has a key motivator to be in control and a fear of submitting to others. We would approach a "thinker" type with plenty of evidence and analysis, whereas we might approach a "peacemaker" type by explaining how this idea would create harmony in the workplace. Having this system in mind also helps us know which sort of reward a particular person might appreciate more. Where one employee might appreciate a certificate and treasure it forever, another might just toss it in the recycling bin first chance he gets. In one's personal life as well it is good to know if your significant other would rather have her car washed or receive a dozen roses. We all have general ideas about the best way to deal with people we think we know well, but this process really crystallized my understanding of how it all works, and helped me see how all types are needed. I understand better that people who all look the same on the outside can be quite diverse underneath, and it is now easy to see how so many misunderstandings and conflicts can happen.

To cap off our group work and learning activities about these profiles, we had a business simulation and later analyzed what happened and how people reacted in context of these types. This skeptic was amazed at how spot-on the Enneagram was! Now multiply this one morning's learning by an entire week and you'll get a surface understanding of just how worthwhile the Library Leadership Institutes are.

(Editor's Note: NLS awarded two scholarships for this Institute. To read the other recipient's reflections, see page 12.)



Nebraska Library Leadership Institute - 2007

by

Laura Bass, South Sioux City Public Library

I had the pleasure of attending the Nebraska Library Leadership Institute near Schuyler, Nebraska, from July 9 to July 13, 2007. The retreat center is beautiful, built on a lake and nestled in rolling hills. Throughout the institute, the weather was perfect, allowing us to enjoy walks along the many paths and meals on the patio overlooking the lake. The food was fantastic and plentiful. These elements together with the wonderful people created an unforgettable experience.

Throughout the sessions, we explored our personal leadership styles along with how those styles affect our interactions with other people. We learned how to build upon our strengths and how to mitigate the effects of our weaknesses to make our relationships more positive. We examined how to work effectively within an organization as well as with other organizations. The large group sessions were interactive and dynamic. We also spent time in small groups. The small group discussions were more personal and informal. The individuals in my small group developed an instant rapport with one another and we enjoyed spending time with each other and working together.

We learned many practical and tangible things about leadership in general and library leadership in particular. Libraries are facing many challenges, but in these challenges are also opportunities. We explored some of the challenges and possible solutions. I returned home invigorated and eager to work to make libraries in general, and our local library in particular, the thriving and necessary community centers that they have the potential to be. I gained confidence in my ability to take risks and accept failures as a necessary part of moving forward. Most importantly, I gained a network of dedicated colleagues who are willing and eager to share their ideas, expertise, and support. I thoroughly enjoyed every moment I was at the institute and am very grateful that I was given the opportunity to attend.

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COMMENTS:

