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ABSTRACT
        The basic objective of the institute was to improve
the library effectiveness of the attendees and to develop their
potential for future leadership. An intense and concentrated program
of learning opportunities focused on increasing the personal and
professional competence of its nine participants. A model was
designed, implemented and evaluated which can serve as a basis for
attaining educational goals of library schools, staff development
programs and professional association continuing education efforts.
(AB)

A DESCRIPTIVE AND EVALUATIVE REPORT OF THE

WASHINGTON SEMINAR: LIBRARY
CAREER DEVELOPMENT INSTITUTE

by

Barbara Conroy, Director

An Institute conducted at The Catholic University
of America, Washington, D.C., by the Department
of Library Science, under a grant from the U.S.
Office of Education, Title II-B, Higher Education
Act of 1965, P.L. 89-329, as amended.

The Catholic University of America
Washington, D.C.

July, 1971

PURPOSE AND OBJECTIVES

Rev. James J. Kortendick, Chairman, Department of Library
Science, Catholic University of America, and Dr. Elizabeth W.
Stone, Assistant to the Chairman, Department of Library Science,
Catholic University, known in the library field for their in-
terest in continuing education for librarians, submitted to
the U.S. Office of Education a proposal which addressed itself
in general to the need for greater professional competence of
librarians, specifically those showing potential for mana-
gerial development. As stated in the proposal, the basic ob-
jective of the Institute being proposed was "to improve the
library effectiveness of those who attend and to develop their
potential for future leadership."

The Institute which resulted from the funding of this pro-
posal used the unique resources of Washington, D.C. as the
background for achieving this primary goal. An intense and
concentrated program of learning opportunities focused on in-
creasing the personal and professional competence of its nine
participants--individuals from public, academic, and school
librarianship. These participants involved themselves in the
full-time, seventeen week (January 11-May 7, 1971) program
aimed at career development.

The primary outcome sought was to enable individuals to
develop their leadership potential and their ability to evi-
dence that leadership in the field of librarianship.

The specific objectives of the Institute were:

-to improve the competence of participants in terms of professional knowledge, skills, and attitudes through an individually designed sequence of learning opportunities,

-to develop and expand the personal leadership potential of each participant in terms of human relations skills and self-awareness,

-to increase the career development potential of the participants for further long term professional growth and toward supervisory and management positions,

-to promote participant awareness and use of the national resources and leadership present on the Washington scene, and

-to increase the ability of the participants to facilitate change.

These objectives served as constant guidelines during the planning and implementation of the program--for programming and for evaluation.

This report is designed to describe the model sufficiently to encourage the adoption and adaptation of the entire model or parts of it as may be suited to educational goals of library schools, staff development programs, and professional association continuing education efforts. The report is both descriptive and evaluative of the model.

The individuals involved in this program gave it life. Since different individuals would constitute a different life, this report reflects an evaluation of the model, not of the participants. Except for the sections otherwise identified, this report is the product of the Director of the Institute.

DESCRIPTION OF THE MODEL

A four-month planning period, beginning September, 1971,
served to build the Institute model and coordinate admini-
stration of the program. The purposes and objectives of the
Institute were clarified and the organizational structure for
its administration were developed during this period. With-
out adequate and careful planning a flexible, adaptive, and
comprehensive program would have been impossible to success-
fully administer. The implementation of the Institute program
operated continuously from the foundation developed during the
planning phase. The planning period concentrated on five
phases--organization and administration, recruiting and se-
lecting applicants, developing the learning model, selecting
placement sites and planning for evaluation. Appendix F shows
in chart form the sequencing of these phases.

Organization and Administration

The Institute was a semi-autonomous structure within the
Catholic University Department of Library Science. The full-
time Institute staff consisted of a Director, Miss Barbara
Conroy, and an Administrative Assistant/Secretary, Miss Jo Ann
Emmerich. The Director was responsible for administration of
the program, coordination of activities and guidance of the
participants throughout the program. The Administrative Assis-
tant served as assistant to the Director and performed coor-
dinating duties and office-based functions. A core consultant
group, consisting of Rev. James J. Kortendick, Dr. Elizabeth

W. Stone, and Mr. Henry Drennan (who served as OE monitor)
met regularly and frequently to discuss activities, planning,
and issues of the Institute. Their participation gave ad-
ditional perspective to the program and served to link the
Institute as directly as possible to the CU Department of
Library Science and the Office of Education. In addition,
special focus consultants were involved in the planning and
design of specific segments of the Institute.

During the planning phase, the Director formulated the
basic policies and structure of the program. The core con-
sultant group (Kortendick, Stone, and Drennan) acting generally
as an advisory body reviewed the direction of the program and
helped sustain the original intent of the proposal. This group,
working together, assured a broader perspective and resource
base than any single individual could have offered to the pro-
gram. The frequent meetings of this group also provided a
means to build a firm base of understanding of the educational
methodology used in the program.

The governance of the Institute had three major compo-
nents. The Director was chiefly responsible for programming,
coordination, and budgeting--her specific responsibilities
included: creating program designs to answer goals, needs,
and interests (for participants, home sites, and internship
sites); providing communications links; helping individuals
set learning goals, see alternatives, and evaluate progress
toward goals; serving as a resource person for Institute
meetings, task groups, and individuals; managing records, re-

ports, contracts, and meetings; designing and implementing
evaluation instruments; administrative functions within
the University system; and channeling resources available
(people, places, money) in response to as many of the stated
participant goals as possible.

As the second component, the core consultant staff con-
tinued their original function of sustaining the original
proposal intent during the Institute. They were valuable re-
sources for locating local individuals, institutions and
agencies relevant to participant goals and activities. The
consultants were encouraged to meet with participants infor-
mally as well as to attend various group activities, including
planning and seminar sessions. These contacts provided an
additional source of feedback about program impact and, at the
same time, provided a broad base of awareness for the issues
which were considered during the consultant meetings. Con-
sequently, suggestions from the consultant meetings tended to
be relevant to the program.

The participants themselves were the third component
in the decision-making process once the Institute began.
During the beginning week of the program, they reviewed and
modified the original Institute objectives, determined pri-
orities for time to be devoted to various program elements
and indicated their preferences for various aspects of the
program. Throughout the Institute, the participants indivi-
dually were responsible for their independently scheduled
activities and, as a group, were responsible for determining

the nature and extent of the shared learning activities
for days the group spent together.

The Director formed the main link between the other two
components, translating decisions and counsel into scheduled
activities using the criteria and procedures detailed in
Appendix C as guidelines. She was responsible for communi-
cating interests, intents, and suggestions and for offering
viable alternatives in terms of resources, activities, and
counsel. This role is more fully explained in the section on
developing the learning model.

Recruitment and Selection of Participants

Based on the criteria developed for the participants
sought for the program, an informational brochure (see Appen-
dix A) and application forms (see Appendix B) were developed,
reproduced, and distributed to mailing lists compiled from
various sources. Each mailing was accompanied by a different
form letter (see Appendix B). To supplement each of the mailing
lists, the Director and core consultants made various indi-
vidual contacts in person and by mail (approximately 150).
Major mailings were done during October to the following cate-
gories:

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        Public Libraries  (350)
        Large College and University Libraries  (200)
        State Library Agencies  (50)
        State Agency School Library Supervisors  (50)
        Large Public School Systems  (20)
        Bureau of Indian Affairs area offices
            for school systems  (10)
        Accredited Library Schools in U.S.  (48)
        Library Schools with degree programs  (30)
        Participants in 1970 ALA Microworkshop on
            Staff Development  (200)
        O.E. Regional Library Program Officers  (8)
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The results of this effort were 18 written intents to participate, of which 11 were subsequently accepted (two individuals later withdrew due to lack of home administrative support). Seven applications were rejected for reasons such as lack of administrative support or endorsement (4), inadequate academic preparation (1), or insufficient forms (2).

Selection was made during the period November 25 to December 14, 1970. Initial choices were notified immediately, lower ranking applicants were held to see if others, more qualified, might be received. Follow-up search efforts were continued during December for additional candidates who could serve as alternates. The following criteria were used for selection:

1. U.S. citizen or permanent resident (stipulated in the proposal).
2. Commitment to the program--as indicated by the participant application form and the nomination of candidate form. These indicated personal and institutional support for involvement in the Institute.
3. Career goals and expectations from applicant and library administrator.
4. Demonstrated potential leadership (involvement, skills, attitude, experience) as described by the library administrator.
5. Personal assessment of needs from individual and administrator.
6. Indications of a blocked career ladder in terms of "measurable" economic and/or social disadvantagement (sex, race, academic preparation, etc.).
7. Nature of job responsibilities both present and future to include supervisory and administrative types of activities.
8. Graduate library degree or equivalent.
9. 35 years of age or younger, up to five years of library experience (stipulated in the proposal).

The data which gave this information was requested on the application forms (see Appendix B)--one from the applicant

describing his qualifications and why he wanted to come to the Institute, and the other from the library administrator nominating that person and indicating institutional support during the period of the Institute and assurance of the participant's position in the home library upon completion of his four month Institute activities. Thus, both the participants and the sponsoring systems stated their goals for their involvement in the program. The original statements of goals were a major factor in the selection process. As a sampling, the following are some of the goal statements from the original forms:

    -to improve and expand the relationship of
     library and librarian with the community
    -to become a management-minded administrator
    -to develop and manage programs to meet needs
     of the community
    -to stretch capabilities
    -to reassess long-term goals
    -to learn skills of communication with and in
     groups
    -to grapple with the problems of long-term
     planning and successfully initiate change in
     large institutional academic environments
    -to increase ability to communicate, motivate
    -to broaden knowledge about library methods--
     both organization and procedure
    -to gain awareness of library services and
     facilities in DC
    -to increase breadth of viewpoint in new
     environments
    -to gain independence in planning and imple-
     menting organizational development
    -to supplement lack of experience in elementary
     school libraries
    -school library management and budgeting
    -to gain experience in systematizing procedures
     for special collections
    -to gain management skill, particularly how
     to organize, plan, and share responsibility
    -to discover how to make a personal contri-
     bution to the changing library in the changing
     educational scene
    -to plan for collection building, program plan-
     ning, systems control and development and
     planning for future automation

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> -to increase ability to work as part of a total
> library team in selecting, acquiring, pre-
> paring, and servicing academic clientele
> -to expand personal leadership potential in
> terms of human relations skills and self-
> awareness
> -to be able to effectively train and supervise
> new librarians
> -to build skills in library management, expe-
> cially budget planning, personnel and problem
> solving, viable programs
> -to develop more awareness of human relations
> factors in library management
> -to gain skills of goal setting, self-assessment
> and interpersonal relations
> -to increase desire to achieve and be responsible
> for change

It was expected that both the participant and the sponsoring
system would modify, refine, and expand those goals during
the course of the Institute. This did happen, and as indi-
viduals saw that the Institute could be used for even more
than they had originally expected, they extended their goals
and expectations.

The Learning Model

The intent of the learning model developed for the Insti-
tute was to provide varied and flexible opportunities for
adult learning during the period of seventeen weeks. The
model was designed to offer a wide range of professional con-
tent related to the objectives of the Institute and to use a
wide range of effective learning methods based on modern
theories of the adult as learner. The breadth of content and
method was planned to accommodate the variety of participants
sought--all types of libraries, varied educational backgrounds
and job responsibilities, and diverse learning goals.

The interest of the funding agency (Office of Education) in new and effective methods of continuing professional education and the lack of restraints usually found in graduate education, since this was not a degree program, made possible the selection of innovative approaches not generally used in library schools. The educational methodology used in the program was selected by the Director based on her background and experience with the theory and practice of adult education.

The specific approach chosen rests on the fundamental concepts of adult learning as developed by Carl Rogers (Free dom to Learn), Malcolm Knowles (The Modern Practice of Adult Education: Andragogy versus Pedagogy), George Leonard (Education and Ecstasy) and Paolo Friere (Pedagogy of the Oppressed). This methodology is also known as "laboratory method" and as "process education." The approach of self-directed learning was selected because of several significant factors:

1. The program participants were educated, experienced adults with some degree of independence and autonomy in their present job responsibilities--thus, it was assumed they would be capable of directing their own learning to a substantial extent.

2. The experience of accepting the responsibility for one's own learning is excellent preparation for building toward professional leadership and administrative capabilities, which were primary objectives.

3. The number of program components to be managed by the Director and Administrative Assistant indicated the logistical need for a self-directed program with a substantial degree of individual responsibility for independent scheduling.

4. Institute objectives were focused on three elements--cognitive (increased awareness), emotional (changed attitudes), and behavioral (changed interpersonal competence)--and these could be simultaneously developed only through laboratory education methods.

5. An important element of a career development program must be to provide for the continuous learning--not

> only within the confines of the Institute but later.
> Self-directed learning is a method through which
> a learner learns how he learns and then is able to
> integrate his learning and living experiences with
> the result being a pattern of life-long learning.

The Institute was designed to become essentially a learning community--nine individuals, sometimes working alone, sometimes working together as a group or in teams, using the learning opportunities offered by the program to meet the participants' original and emerging goals. This variety, together with the self-directed nature of the model, served as an effective means for each participant to test his limits of autonomy, responsibility, and independent action--and to extend those limits by further practice and experience through Institute activities.

It is commendable that a traditional library school afforded the opportunity to initiate the degree of innovativeness the Institute's methodology brought. Aware of its "differentness" from more traditional formats, the Department of Library Science at Catholic University supported and sustained the program to a substantial extent. Involvement of the consultants during the planning as well as the implementation of the program was an important factor for this deepened the awareness and understanding of the model, its achievements and its potential.

Since this methodology is generally regarded as untraditional in graduate professional schools and thus, would not be expected by participants, they were apprised of the nature of the methodology in general terms in the brochure which described the program and, more specifically, in the statement on

learning methodology which was sent to each participant
prior to the beginning of the program (see Appendix D). To
further encourage full use of the opportunities presented
within the program, each participant was asked to read Free
dom to Learn by Carl Rogers. This resource describes the
methodology in general and specific terms.

In addition, the first week of the program, an orientation
week, involved the participants working together as a group.
It was designed to explain and demonstrate the methodology
in order to prepare participants for the self-directing learning
environment in which they would be participating. During this
week, goals of individuals and the Institute were clarified and
initial skills training in the area of communications and
group interaction was provided.

This, then, was the learner-centered methodology of the
program. The methodology was threaded throughout the program
components. Major initial direction for the learning acti-
vities to be built into the program came from the specifica-
tions in the original proposal and the objectives developed
during the planning period by the Director and the consul-
tants. Program activities included course work, internship
experiences, seminars, field trips, projects, and involvement
with professional associations. The Director, responsible
for the content and methodology, developed statements of policy,
criteria, and procedures for each format of the program. These
appear in Appendix C. These statements sought to build flexi-
bility of structure without loss of programming quality. Each

structure (i.e. format or method) was designed to provide
learning opportunities which would accommodate as many needs
as individuals and their sponsoring agencies might present
within the objectives of the Institute. Provision for flexi-
bility and adaptation sought to make each structure responsive
to the original needs of the (then unknown) participants and
then to respond to emerging needs and interests once the pro-
gram began.

Literature on staff development, continuing education,
and management training as well as librarianship, provided a
partial base to detail program activities. Personal contacts
with other programs were of value. Of particular relevance
were the Washington Semester program at American University,
various internship programs of large public libraries, and
the Staff Development Project the Director had developed in
Colorado. The experience of the Director with continuing edu-
cation institutes for librarians over the past five years
proved invaluable.

With the background of this general overview of the
nature and methodology of the Institute, a description of more
specific details of the activities will show how the model
was developed in more tangible terms. The usual weekly acti-
vities reflected the variety of experiences the program offered.
Three days a week were independently scheduled by each parti-
cipant around his internship responsibilities--which might
include library research, personal contacts, or actual site-
based work tasks. Intern placements are further described

later in this report. Two days a week were spent as a
total group with activities planned by the group together
with the Director. Institute planning sessions were held
periodically by the participants to indicate programming
needs and directions among the alternatives available.
By the end of the Institute, the group days had consisted
of the following:

> 18 group interaction seminars -- human relations
> skills training sessions,
>
> 16 tours and field trips -- to libraries, agencies,
> services (See Appendix H for list)
>
> 11 seminars with resource persons (See Appendix G)
>
> Course work with Dr. Charles H. Goodman (15 3-hour
> classes in Human Resources in the Library)
>
> Workshop on Federal Library Simulation with Dr.
> Martha Jane Zachert (one-week, in-depth workshop)

Professional conferences, meetings, etc. could not
be programmatically scheduled for the whole group since
they were not planned especially for the Institute and
sometimes conflicted with other group arrangements and
plans. However, as individuals and as small groups, the
participants involved themselves in the following:

> Catholic Library Association Conference (Cincinnati)
> Library Association of the City University of New
>   York Conference (LACUNY -- New York City)
> Music Library Association Convention (Washington, D.C.)
> Association of Educational Technology and Communi-
>   cation (AECT -- Philadephia)
> Mini-course in Data Processing (Catholic University)
> Maryland Junior Members Round Table meeting (Baltimore)
> D.C. Social Responsibilities Round Table meeting
>   (Washington, D. C.)

Involvement in activities of professional associations was
felt important for potential leaders in librarianship and
was encouraged. In addition to the above listed activities,
an Institute follow-up meeting was scheduled at the 1971
American Library Association Convention in Dallas, Texas.
This meeting served to bring the leadership skills and pro-
fessional interests developed during the Institute into prac-
tice at the level of the major national professional associ-
ation. This meeting also served to reinforce and expand the
contacts made in the Institute, and to make the Institute
itself more visible.

As the Institute began with an orientation week--the
group working together to plan their learning experience--
so it concluded. The final week was designed to help parti-
cipants draw together their learnings as a cohesive whole and
share with the others. Equally important, it was planned to
help prepare each individual for his return to his sponsoring
institution after having been learning-oriented for four
months. Again, as in the first week, it focused strongly on
individual and group interaction skills.

Intern Placements

The central program component of the Institute consisted
of "internships" in libraries and agencies in the Washington
area. The learnings from practical work-oriented situations
were designed to be integrated with other components of the
Institute. This blend gave a reality-based perspective to

the theory input, the personal growth emphasis, and field trip activities.

Specific criteria were used to guide the search for and selection of placement and project sites which would lend themselves to involving individual participants during the period of the Institute. These criteria appear in the Internship section of Appendix C. Sites, supervisors, and projects were located in public, school, academic, and federal libraries, and with governmental agencies. Projects varied as to the nature and type of task required, the kinds of skills and time needed. (For more specific details, see "Outcomes" portion of the Evaluation section of this report.) Initially, sixty possible projects were located by the Director and were available for participant choice. Participants could also initiate their own projects in systems in which they were particularly interested, using the same criteria for selection. Participants could schedule concurrent or sequential involvements, or could combine compatible projects that anticipated outcomes of benefit to all systems involved. Terms of agreement between site and participant were guided by the "contract" form found in Appendix E.

By the end of the Institute, participants had involved themselves in 22 placements in 11 systems. The variety and adaptiveness of the participant (with his goals and priorities) and the site (its needs and requirements) were reflected in the wide variety of internship assignments and projects. The range in time per project was from three days to eight weeks. For more detailed description, see the "Outcomes" portion of

the Evaluation section of this report.

Each internship originally envisioned in the proposal
was to be a placement for the full extent of the Institute
program. However, the multiple goals of the participants and
the needs of the site agencies indicated more flexibility than
that pattern allowed. Continuous internships were possible.
One individual was involved in a single internship placement
the entire time, another individual with a single internship
also worked on other independent projects. Other partici-
pants undertook multiple and shorter placements which they
scheduled to fill the fifteen weeks available.

Evaluation

A process to assure a continuous flow of information
concerning the Institute program was planned from the begin-
ning. Data providing measures of program and participant ef-
fectiveness was sought throughout the program. This data
had two purposes--one, feedback to guide programming and
provide a basis for dialogue' among the Director, participants
and consultants--the decision-making components of the Insti-
tute. The second purpose was to provide evaluative data
about the model at the end of the program. Instruments which
were designed to accomplish both of these purposes were ad-
ministered at key points in the program. These instruments
are reproduced in Appendix J.

Records which gave particularly helpful feedback data
on how **the** program and the participants were functioning
were **the** weekly logs, a self-inventory of activities and
learnings for which each participant was responsible. In

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addition, the agreements (i.e. "contracts") each participant
made with his internship site were a valuable record regar-
ding the nature of the tasks and responsibilities in which
the participant was involved (see Appendix E). Reports,
surveys, and other records which the participants developed
in connection with their internship responsibilities rounded
out the picture of the work done for each internship project.

A mid-point assessment in March consisted of a written
instrument and a structured interview with each participant
and the Director. This brought into focus a review of the
original personal and institutional goals, gains made so far
toward those goals, a look at emerging goals and plans for
individual activities for the rest of the Institute. In ad-
dition, each participant met with Father Kortendick at this
time to expand points not covered in the first interview and
to offer an additional perspective to the participant. The
final evaluation administered during the final week of the
program also combined a written instrument and structured in-
terview situations. It was focused on goals, achievements,
major learnings, and plans for the future.

These various methods served as valuable sources of
information regarding participant activities, an assessment
of how extensively and effectively the various parts of the
program were being used, and what problems were being encoun-
tered. The records provided a base for dialogue, kept con-
sultants appraised of participant activities and became an
effective means for discovering and suggesting relevant

resources and viable alternatives to participants. A direct benefit from this feedback procedure was the increased awareness of the Director and consultants of the usefulness of the various elements of the model to the individual participants--and, beyond that, the potential impact on the placement sites and the participants' sponsoring systems.

The second purpose of a planned information program was to provide evaluative data about the program. Budgetary funds allotted to evaluation were not sufficient to contract for a continuous on-site evaluation team. Dr. Claire Lipsman, a specialist in manpower evaluation, designed a plan for the evaluation of the model. Instruments were developed by the Director and Dr. Lipsman together and then inplemented by the Director with the records and results then sent to Dr. Lipsman. Her evaluation plan has four main focal points: program effectiveness in terms of objectives, program content, program format, and program replicability. Evaluative information, including Dr. Lipsman's report, will be found in the Evaluation section of this report.

This description of the Institute model is intended to present a brief but comprehensive picture of the planning and implementation of this program. Each of the major elements-- organization and administration, recruitment and selection of participants, development of the learning model, the intern placement program, and the design for information and evaluation--has been described for two purposes. The first intent is to provide those interested in this particular program with a meaningful context for the following evaluation section.

The second purpose is broader. This report attempts to
enable those involved in education, specifically in library
education, to adopt and adapt parts of this program as they
feel might be relevant for their goals whether in library
schools, staff development programs, or continuing education
activities of state libraries and professional associations.

EVALUATION OF THE MODEL

This section of the report is evaluative in nature and
seeks to describe the major strengths and weaknesses of the
program as well as to report the immediate and anticipated
outcomes which might be expected from the Institute. These
sections (strengths, weaknesses, and outcomes) are comments
from the Director of the program and attempt to reflect reac-
tions from that administrative viewpoint and from statements
of the participants, internship sites, resource people, and
sponsoring libraries. Reactions from the consultants, Rev.
James J. Kortendick and Dr. Elizabeth W. Stone, are separate
statements in this section, as is the report of the outside
evaluator, Dr. Claire Lipsman.

The reactions of the nine participants in this situation
may not be typical of other population groups for whom this
model might be offered. The attempt in this section is to
reflect this particular situation and to generalize in ways
that might be useful for more broad application of the model.
The intent is for this report to serve as an evaluation of
this program and to offer guidelines for the modification of
the model if readers intend to consider it for other contexts.
The information from all these evaluative sources should be
carefully considered by anyone contemplating adoption of this
model as a whole or adaptation of parts of it.

In a very real sense, this cannot be a complete evaluation
of the effectiveness of the Institute. Career development and
the specific objectives for the Institute are not measurable
in anything other than speculative terms as soon after the

program as parameters of funding and procedural requirements demand. Thus, this is an interim evaluation, a view only from this point in time.

Major Strengths of the Program

1. The most important element (and strength) of the program which was felt by all participants and by the Director was its adaptiveness. This characteristic enabled program structures to respond readily to both general and specific goals more fully than a rigid pattern would have allowed. Flexibility placed responsibility on the participants to give direction and purpose to what activities they chose and initiated. Although this was true in all segments of the program, it was particularly useful in the intern placements. Internship projects, originally negotiated only in outline form by the Director, were developed as far and as deep as the participant felt capable and as the system needed. The implications of decisions participants made or did not make, of initiative they did or did not take proved a valuable learning for each individual. In a very real sense, the participants were a typical work group--one with divergent needs and resources using an organizational structure--the Institute--to fulfill personal goals, yet finding the need to fulfill organizational goals at the same time.

2. Multiple approaches to learning offered in the program enabled each individual to broaden his learning opportunities, and to be aware of and use sources of learning effectively.

Participants found they learned in different ways from different experiences--and by sharing they found they multiplied their learnings. For some, the resource people and projects were most productive, for others field trips and personal contacts were most beneficial, for others the group interaction seminars provided the best base. All gained substantially from their internship experiences--and, in turn, each of those was very diverse as to nature and scope.

3. The essence of the learning model--its self-directed and participative nature--was generally regarded as a strength. It motivated energy and prompted initiation and direction in most participants. Discovery and sharing of resources, awareness of responsibility for one's own learning and the importance of learning how to learn were specific products mentioned as evolving from this basic characteristic of the model.

4. The integration of theoretical and experience-based learnings (i.e. the practical emphasis of the program) was a strength. This was particularly true of the areas of management and human relations. Course work and resource people provided theoretical framework; intern placements, seminars and informal exchanges provided practical application. Each focus was strengthened by the presence of the other. Neither, alone, would have provided the depth that resulted from the blend of the two.

5. Many participants felt the focus on developing the ability to work with groups of people to be a strength. Awareness of group process and interpersonal competence--learnings with many possible applications--was achieved primarily through

the interaction seminar sessions. Present human relations
skill levels were increased, improving the ability to work
collaboratively on a task with others. For instance, in
evolving their own decision-making norms and procedures as an
Institute group, they examined not only their decisions but
their process of decision-making. This experience provided
an additional method of learning about leadership functions
and assessing their own roles in the process of group decision-
making.

6. Several individuals expressed that they had become more
aware of their own personal potential and the potential of-
fered by the library field. The testing of participant know-
ledge, skills, and abilities was made most directly apparent
through their work with internship sites and projects. In-
dividuals found themselves competent in more areas than they
had previously been aware. This came through accepting and
performing more and different responsibilities than they had
faced in their home library situation. They found their accom-
plishments evident in the short-term, focused endeavors more
readily than over long-term assignments as are typical of
most job responsibilities. They saw concrete progress made
toward their goals. Internship experiences also revealed the
tremendous variety and potential in the field of librarianship.
Individuals discovered exciting specialized experiences and
general challenges to confront and consider--and to reinforce
their interest in and commitment to the library field.

7. Difficult though it may have been for family and work
responsibilities of the participants, the duration of the
program was felt to be an important strength. The opportunity

to be relieved of work responsibilities at the sponsoring
institutions during an extensive period with a concentrated
period for "renewal," for a full-time focus on learning and
for a reassessment of personal and career directions was vital.
A fresh perspective came from sustained release from daily
routines, from the learning activities and from the oppor-
tunity to exchange ideas and experiences with others.

8. The requirement that the sponsoring system (i.e. home
library) support the participant while he was in the program
was a strength providing both short-term and long-term bene-
fits. It reduced pressures on the participant while he was
in the program, freeing him from job responsibilities to con-
centrate on full-time learning. It extended to each individual
and system the opportunity to deliberately plan the nature of
the experiences sought at the Institute to complement and
support the nature of the individual's responsibilities and
the system's goals. The long-range benefits derive from the
fact that the participant had an established position in the
sponsoring system which was a ready-made base from which to
implement his learnings after his return. This is acknow-
ledged as one of the most effective models of planned change--
with the change agent an individual of credibility and accep-
tance within the system. The system, by proposing a candi-
date, testified to his leadership potential and to his value
to the system. This, plus joint planning by the individual
and the system as to the learning directions on which to con-
centrate, made possible deliberate grooming for specific re-
sponsibilities and assignments in the system after the Institute.

9. Another major strength--one which made many of the other
strengths possible was the extent of the planning phase.
This period furnished the opportunity to develop a solid base
for learning within the program. The multiple learning model
elements were built to meet specific objectives and specific
criteria. When participant needs became known, the planned
structures could accommodate the wide range of needs. Four
months was adequate for the development of the basic learning
model, discovery of resources and placement sites and the de-
sign of an evaluation plan. It also provided an opportunity
to build communications links on the campus, with libraries
in the area, and with potential resources which might be used
in the program. These links were usefully employed later in
many different ways during the Institute. This time, how-
ever, was inadequate for the process of recruiting and selec-
ting participants.

10. The Director, consultants Kortendick and Stone, and OE
Monitor Drennan working as a team provided a definite
strength for the model. The team approach increased the
understanding of the intent, method, and impact of the pro-
gram. It broadened the awareness and availability of resources
within the team and beyond it. Problems were assured more
than a single perspective upon which to base decisions. Major
issues brought to consultant meetings were, for the most part,
collaboratively dealt with--using the varied skills, experiences,
and resources of each of the members. The OE Monitor was
particularly valuable to have present at many of the meetings
to keep the intent and purpose of funding foremost.

11. The selection of staff for the Institute was a
strength of the program. The Director was experienced in
education as well as librarianship. Educational program-
ming, especially this methodology, needs a basic knowledge
and experience with educational philosophy and practice.
The nature of this administrative position was very demanding
on both aspects--education and librarianship. The Admini-
strative Assistant selected was experienced with routines
and responsibilities of the campus, adept at dealing with
outside agencies, and responsibly capable.

12. Primary budgetary control in the hands of the Director
of the program provided a maximum freedom from "red tape";
the opportunity to deal directly with necessary contacts--
offices, agencies, and resource persons; and centralized
responsibility and accountability for the program.

13. The Washington site provided rich benefits for all con-
cerned with the program. Specialized library resources and
key governmental and organizational resource persons were
highly valued by the participants. The site also gave OE
the opportunity to direct and closely observe one of its
chief Institute models in action.

14. The communications network built for the Institute was
a strength--not only for the duration of the program but
with possible later implications of importance. Consultant
meetings served to link the Institute with the Catholic Uni-
versity Department of Library Science and with the Office of
Education. Institute meetings linked the Institute members

with one another and with the resource people involved.
Regular communications by letter and phone with the home
system served to link the Institute participants and Di-
rector with the home system. The follow-up meeting links
participants, home systems, and the professional association.

These are the major strengths of the program as seen
at this point in time. Others may become apparent as time
passes and some of these listed here may become less signi-
ficant. However, these are important to consider if the
model is to be adapted for other contexts. Equally important
to weigh are the weaknesses.

Major Weaknesses of the Program

1. The time (October to January) in which to recruit and
select individuals interested in applying for the Institute
was inadequate. Time and funds limited the search process
to correspondence and telephone contacts except for the im-
mediate geographic area. A longer period of time would have
provided the following advantages:

   a. A greater likelihood of reaching the target group
   (i.e. the disadvantaged) would have come through per-
   sonal contact than the brochure appeal, which is in-
   appropriate for attracting those candidates for whom
   the program was intended. Applicants who more fully
   met the OE criteria for disadvantaged would have been
   included in the program.

   b. Interested applicants would have had greater oppor-
   tunity to negotiate with their library administration--

including the necessary governing boards and commissions--
to gain institutional endorsement.

c. Interested administrators would have been able to
discuss this opportunity more widely with their staff
members to interest them in attending.

d. The Director could have interviewed prospective
applicants, preferably on their home sites, providing
an opportunity which would have enabled the candidate
and his system to see more clearly what could be
gained by participation in the program and ways that
all could work together to prepare for the experience.
This would also have been an excellent opportunity for
assessing the candidate's readiness to accept the re-
sponsibility for self-directed learning which would
have been information of great value in selecting appli-
cants most likely to make the best use of the program.

e. An interview with candidate and administrator would
have built closer links between the two and each with
the Director. This would have increased the possibility
of the administrator and participant building joint
goals and making definite plans to incorporate the par-
ticipant's experiences in the Institute into the home
library situation.

Recommendations: Provisions should be made for a more extended
time for the recruitment process including the opportunity to
interview prospective applicants on the home site. This could
have resulted in the benefits mentioned above and in a program
in which the individuals and systems were more highly moti-
vated to work together. The home system would have been

encouraged to participate more actively in setting directions
with the participant for his learning activities and toward'
definite goals which would have increased the effectiveness
of the participant as a change agent in the system upon
his return.

2. The program encountered several difficulties due to the
fact that some of the specific criteria considered for the
selection of participants were incongruous with one another.
The aim of the funding agency (Office of Education) was for
the program to aid disadvantaged individuals in the library
field. Yet, admission in a graduate school program tradi-
tionally requires academic credentials. In this case, these
credentials included a masters degree in library science or
its equivalent. Another criteria, that the participant was
employed in a library which would support him during the
period of the Institute and assure his employment on return,
indicated fairly strong support and endorsement of that indi-
vidual's potential in that system. In a sense, then, those
candidates who were eligible for the Institute by meeting
the criteria spelled out in the proposal had their career
development assured to a fair degree before they were eligible
to apply. In short, it is difficult to rationalize how dis-
advantaged an individual can be if he has a masters degree,
an assured position and the support of his system. This con-
flict reduced the number of interested candidates because the
goal of who was intended to be in the Institute was inclear.
Another of the criteria, that of the age limit of 35, led many,
otherwise interested and highly qualified individuals, to

exclude themselves from applying--and reduced the number of applicants.

Recommendations: If the aim is to improve the career development of the disadvantaged, traditional standards which have restrained economic, social and educational advancement should be suspended for the program. If the aim is to effect change in libraries through accepted change agents within the system, then those criteria would have to be acknowledged. The decision should have been made initially to take one direction or the other. Program specifications would have been different, although the methodology could have remained the same.

3. One of the major strengths--the self-directed nature of the educational methodology--was also one of the weaknesses, particularly in the beginning of the program. The awareness of the full import of the responsibility for one's own learning is revealed to most individuals only through experiences, both negative and positive. The theme of responsibility was stressed in various ways--reading Rogers' Freedom to Learn prior to coming, distributing the description of the methodology to each participant (see Appendix C), strong stress during Orientation Week and re-emphasis during the course of the program. For some individuals, the awareness of the meaning of responsibility came early, and those individuals made the very best use of the program. For others, the impact of responsibility came later, and they adjusted their approach and assumed more initiative and commitment for their actions. A few never fully accepted this precept to

the extent of implementing it in their own behavior.
During the final week of the program, several individuals
pointed out that this--the responsibility for one's own
actions--was their single greatest learning--immeasurably
useful for potential leaders and administrators.

Recommendations: The popular simulation workshop on lib-
rary administration conducted during March was an ideal
role model of the type of learning methodology used in the
Institute. If it had been scheduled for a longer period of
time and earlier in the program, this would have prepared a
context in which to place both the content and process to
follow. It would have brought the import and value of the
responsibility for one's own learning to the fore in a more
tangible way than was otherwise accomplished.

4. Although, as mentioned earlier, the educational metho-
dology on which the program was based was accepted and
supported to a surprising extent, total commitment by the
institution conducting the program is vital to enable the
most reliable test of this model. Understanding of the nature
of a problem-solving, participative and self-directing edu-
cational model is not widespread in graduate schools of any
professional orientation. In this case, Roger's plea for en-
hanced learning possibilities in graduate education served as
an entry for this methodology and the strong endorsement by
the participants for the methodology increased the acceptance
of the learning model. The restraints on the model by the
system, where a different kind of educational philosophy
pertains, did jeopardize, to some extent, the full realization

of the model. Full decision-making responsibility was not
invested in the participants as the model intended.

Recommendations: The most immediate response to this problem
could have been to involve the participants in the consultant
meetings in order to foster more complete mutual under-
standing of the mechanics and needs of both the Institute
and the University system. Another possibility would have
been for the Director to spend more time assuring the full
understanding of the methodology on the part of all those
connected with the program--participants, consultants, faculty,
etc. Another possible solution would be to fund such a prog-
ram through an institution already using this methodology.
This would offer the additional benefits such as joint use
of resources between regular and Institute faculty and,
perhaps, more extensive blending of student groups of the
two programs.

5. Another major weakness of the program was the lack of
a sufficient number of staff to perform all the necessary
administrative and faculty functions and accomplish the ob-
jectives of the Institute through this learning model. The
time and skills needed were more than could be furnished by
one person. The Director of the program operated as admini-
strative head of the program, responsible for planning, coor-
dinating and operating the program. In addition, faculty
and training responsibilities had to be done--conducting
the human relations skills exercise sessions, counseling
with participants, providing more individual direction

and assistance, working with small groups on projects, etc.
The dual responsibilities--administrative and training--
diffused the effectiveness of each role. At times, the roles
conflicted--teacher and administrator roles are not always
compatible. These instances strained the credibility of each
with the Institute participants.

Recommendations: A team approach--two individuals with con-
gruent professional attitudes and perspective sharing the
responsibilities--would have provided the following advan-
tages: clearer role definition and functional responsibility,
two perspectives closely connected with the program observing
program effectiveness and interacting with participants,
broader awareness and contact with resource people to be
used in the program. This possibility would have allowed
more time and opportunity for one-to-one interaction with
participants, helping to a greater extent those who found more
direction necessary, closer contact with home and internship
sites to make sure they understood the nature and impact of
the program and to clarify site roles in respect to the
participant, more public relations activities to disseminate
information about the program while it was in progress and
more effort to keep communications flowing between the Insti-
tute and the University. Another possibility to ease this
difficulty could have been more use of consultants consis-
tently related to the program and its participants and
available and aware of the methodology. The available human
resources--individuals with a library background and ex-
perienced with the methodology--is limited.

6. A very significant weakness of the program was--and is--
the fiscal restraint for follow-up evaluation to determine
to what extent and in what ways the Institute program does
indeed affect the career development of the participants.
The true test of a career development program is whether
movement in the field does occur with the individuals that
were in the program. Instrumentation was designed to follow
through in 1972 and 1975 to record job progress in terms of
responsibilities, salary, and satisfaction. But there is
no assigned responsibility for that function. Measurable
outcomes in relation to the intent and objectives of the
Institute occur only in the months and years subsequent
to the program.

Recommendations: The funding should include the provision
for follow-up research and evaluation subsequent to the
program, separated by time from the program itself.

7. The physical facilities were not totally adequate for the
needs of the group. The office space was adequate for the
staff members, but there was no central meeting room available
for group planning activities, exchange of communications
(i.e. discussions, bulletin boards, notes, etc.) and class
and seminar sessions. The group as a whole met in classrooms
or off-campus. Availability of reproduction and secretarial
services was also a need not fully filled

Recommendations: Two routes would be possible--one, to have
the housing of the Institute fully separate, provided full-
time and extensively enough to provide for more needs, and
two, to fully incorporate the Institute into the regular

library school program with provisions for a room in
which students could meet informally.

Other weaknesses which affected the program with some
significance and which have obvious recommendations include:
    -the number of participants was too limited;
      more individuals in the program would have
      made better use of the funding, provided more
      resources for learning, and enabled a more
      adequate sample for evaluation.
    -the Director of the program should have been in-
      volved in the writing of the proposal to assure
      congruency of the program with the intent of
      the institution in seeking funding and to in-
      crease the possibility of impact from the
      outcomes of the program.
    -more links between the internship site and
      the home library of each participant would
      have more closely connected the learning ac-
      tivities of the participant and the organi-
      zational intent of the home library in sending
      him.
This review of the strengths and the weaknesses of the
program is intended not only to evaluate this particular
Institute but to provide some guidelines and caveats for
others to consider in planning such a program.

Outcomes--Actual and Anticipated

Many implications for this program--for the various
individuals and systems involved--can be found in the actual
and anticipated outcomes which are reflected in the evalua-
tion, in the comments and reactions of the individual parti-
cipants and their sponsoring systems, and in the observations
of the Director and consultants. Actual outcomes, immediate
and directly apparent, are presented here as products of
this particular experience for these particular individuals
and the systems they affected.

Most of the actual outcomes apparent at this point are
directly linked with the career development of the partici-
pants. Since the model was intended to explore educational
alternatives which could enhance and reinforce career develop-
ment of professions in the library field, these outcomes
should have the most meaning as products from the Institute.
Although these are stated primarily from the participant's
point of view, the implications for the sponsoring library
should be apparent.

1. This experience fostered an increased stimulus to learn,
together with a greater awareness of how to learn. Indi-
viduals became more adept at recognizing and assessing new
learning opportunities--tours, talks, contacts, films,
meetings, course work, role playing. These experiences and
many others were recognized as valuable sources of learning.
As individuals involved themselves more and more deeply in
activities during the course of the program, many increased
the awareness and the assumption of their own responsibility

for their own learning. One factor largely responsible
for this was the integration of theory and practice in the
program, where the application of learnings had immediate
results. The stimulus to learn was also revealed in their
stated commitment at the end of the program to continue
their education in new and continuing areas.

2. A deepened awareness and commitment to the library field
was shown by individuals making further plans for extending
themselves into new and challenging areas of the library field
of which they had not previously been aware. Individuals
found their present and future professional directions be-
coming more clear. Some found chief stimulus here in the em-
phasis on the human element of library service and the need
for more emphasis on that element.

3. Nearly all participants gained in self-confidence. For
some this was an original goal, for some an emerging goal,
and for some an unstated aim. By becoming aware of the a-
bilities and skills they had, and by deliberately developing
new abilities and skills, they became more able to participate
actively and effectively with groups. They became more com-
fortable as they learned the process of adaptation into new
systems. They discovered how initiative and imagination are
essential ingredients on the job. Their ability to work
independently and with initiative increased.(They also dis-
covered the limits of their interests.)

4. Their awareness and use of Washington resources and con-
tacts has been invaluable in furthering their professional
growth and personal resourcefulness. All participants found

the wealth of resources here enabled them to expand their
knowledge and vision of the library world. The awareness of
the existence of Washington resources, and the usefulness of
Washington contacts made will further their ability on any
job, no matter where it is located. This might also serve
to further professional association involvement.

5. The direct application of learnings made possible by
the integration of practical experience and management and
human relations theory gave much greater insight into the
home library situation. Both causes and results of admini-
strative behavior can be understood more fully now. Many
individuals have reported a clearer vision of organizational
and human behavior than was previously possible.

6. Participants reported a greater ability to assess more
critically new career opportunities through their experience
with the internship placements and resource people. Most
feel better able to evaluate a new job opportunity now than
before. They feel more able to analyze an organization and
the implications its structure might have for the people working
in it.

7. Some individuals anticipate that they will be less satis-
fied to maintain the status quo where they work. There is
generally a greater understanding of organizational behavior,
but, in many cases, a strong need to more forward in new
institutional directions.

8. Most participants found an increased ability as well as
a strong feeling of need to clarify responsibility in assign-
ments through the process of negotiation. This learning came
chiefly through establishing new and temporary work relation-

ships centered around a specific organizational aim in the internship placements. This process helped individuals see to what degree individual and institutional goals can be simultaneously met through work assignments.

9. Individuals discovered the importance of such management-related factors as initiative, preparation, and follow-through in new ways. Again, this came chiefly through the placements, but there was also a strong stress on this in the group interaction seminars and in the workshop on administration. These administrative behaviors will be important at any level of operation in the library, but particularly at the management levels.

10. Most individuals grew substantially in their ability to work with a group and their effectiveness with leadership skills. The group interaction seminars and planning for Institute activities, were primary helps here. Broadened self-confidence growing from the knowledgeable experience from the other parts of the program supported this growth.

11. Use of the problem-solving model in most of the activities of Institute planning and in the group interaction seminars enabled participants to increase their skills with this basic approach to the dilemmas of decision-making and planning. Various parts of the program gave them the opportunity to practice with this approach and to become more proficient. Some individuals reacted very positively and incorporated this model into most of their activities within the program. Many discovered one of their most valuable learnings from the Institute to be the importance of setting objectives

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around which to plan.

These actual participant outcomes made the learning
experience of the Institute exciting and alive. Each of
these outcomes has implications for the future of these indi-
viduals. Anticipated outcomes, though speculative in nature,
are, at times, useful to explore--especially if the model is
to be adapted elsewhere. Perhaps the most obvious anticipated
outcome, related to these particular actual outcomes concerns
the career development of the participants. Participants will
tend to be more involved than previously in the home system.
They will show interest in particular in the new directions
planned for the system. Their interest will show the charac-
teristics of initiative, awareness of organizational behavior,
and a logical approach to problem solving--all prime leader-
ship skills. As their resources (knowledge, skills, attitudes)
become known and used in the home system and as their skills
broaden with experiences there, the likelihood for their assuming
new responsibilities is increased. The possibility of rise in
position and responsibility in the present system is strong.
Less obvious at this point is the ability of the participants
to be more purposeful in choosing new positions in other
sites, although some individuals have stated they feel more
able to consider and evaluate new situations based on their
experiences with various systems in the Institute.

Other outcomes can also be anticipated. The pattern of
the continuing education activities selected by participants
is expected to be more planned, varied, and extensive than
previously. They will initiate the opportunities to avail

themselves of a broad selection of educational programs. The
application of their learnings will be more rapid and compre-
hensive. Awareness and use of the Washington resources and
contacts will probably continue and perhaps expand, certainly
for those participants located in this area. Many will become
active in professional association activities, some in leader-
ship roles. These outcomes are feasible and can be hoped for,
though only time can tell whether they will become actual
outcomes.

Impressive and apparent outcomes are evident in the
direct benefits reported by the sites which placed participants
temporarily in their systems. These outcomes are relatively
tangible and were reported by site liaisons during and at
the end of the Institute. These general actual outcomes are
not necessarily shared by all the sites that placed interns.
Each of these, of course, will take time and opportunity to
determine the extent to which they are meaningful to the site.
1. The skills and time added to the system by the intern en-
abled tasks and projects to be done which would otherwise
have been delayed or left undone.
2. Discovery of experienced human resources in the library
field which may be used in the future.
3. The experience of the sites learning how to work with a
"temporary consultant" in order to provide for the organiza-
tional goals of the site system and fulfill personal learning
goals of the intern simultaneously.
4. The discovery that a new concept of "intern" as one
focused on short-term special projects rather than

assignment to routine tasks makes maximum use of an experienced resource.

5. An outsider looking at the system, sharing his viewpoint, experience, and recommenda ions from that point of view brings a valuable perspective of use to the organization.

6. The establishment of connections between systems not closely related before had mutual benefits to each. These links came either through related intern assignments or through experiences that the intern transmitted to the site from his field trips and contacts with resource people.

7. Supervisors at some sites reported themselves learners from this experience, stateing that they profited from the perspective and experience the intern brought to the organization.

Anticipated generalized outcomes for the sites would extend these actual outcomes into long-range form. Sites can use the insight, perspective, and recommendations of the intern for review and improvement in the organization. More frequently they may now consider the use of outside resources to help their problem solving process in connection with specific issues their organization faces. They may be more able to negotiate a working agreement using specialized human resources. They may be more accepting of intern possibilities when offered and creative in the use of an intern in their system.

Since the nature of internships placements in this model is very different from the traditional form of this type of experience-based learning, specific projects present the kind of impact this element of the program offered. This list

attempts to indicate in capsule form the scope of the project, the time and participants involved and the agency or library site. Quotations from the responses of the site liaison on the intern evaluation form at the conclusion of the program reveal the following specific outcomes from the various projects:

1. Project to determine the use and need for urban information of students in the Washington area.

    (three persons, 1 month, Consortium of Universities)

    Outcomes: "helped to improve relations between academic and special libraries in this area, direct bibliographic assistance in support of grant request."

    · Report and bibliography

2. Project to aid in establishing patterns of communication between acquisitions areas of five university libraries.

    (two persons, 3 weeks, Consortium of Universities)

    Outcomes: "motivating, defining, and instituting important early stages of the program"

    Catalyst to action; survey of attitudes

3. Project to develop strategy for encouraging school and public library cooperation.

    (one person, 4 weeks, Prince Georges County Schools and Prince Georges County Libraries)

    Outcomes: "fresh viewpoint, time and skills not otherwise available to do the necessary preparation work."

    Brochure developed and report of survey and recommendations

4. Project with educational media centers including
    specific tasks: preview and evaluate audio-visual
    materials, book selection, participate as process
    observer in administrative meetings.

    (one person, 6 weeks, Prince Georges County Schools)

    Outcomes: "caused us to look objectively at what we
                are attempting to do and be able to
                measure what we are doing compared to
                what we could do."

                Report of recommendations

5. Project in educational media center to observe
    administrative structure, attend administrative
    planning meetings, and review school media center
    blueprints.

    (one person, 6 weeks, Prince Georges County Schools)

    Outcomes: "sufficient background knowledge and
                refreshing new ideas to add to or-
                ganizational pattern."

                Report of recommendations

6. Project to interveiw and help select new staff
    members, working with experienced person responsi-
    ble for that job in a public library.

    (one person, 3 days, D.C. Public Library)

    Outcomes: "exchange of ideas and experience
                within the library system."

                Practice for new responsibilities
                in home system

7. Project with federal government agency to 1eview
    outreach program efforts by state libraries and
    deepen understanding of LSCA impact.

    (one person, 4 days, Office of Education)

    Outcomes: "intern helped with activities that
              needed immediate attention."

8. Project with federal government agency to read, re-
    view, and evaluate proposals for funding training
    programs in librarianship.

    (two persons, 3 days, Office of Education)

    Outcomes: "Valuable assistance"

9. Project with federal library to develop a proposal for an exhibit of an electronic media center.

    (one person, 6 weeks, Smithsonian Institution)

    Outcomes: "specifications of a media center done by a person with expertise the organization cannot ordinarily command," "began interdepartmental conversations... on matters relating to technology and communications."

    Proposal (to be finalized in June)

10. Project with government agency to read, review, and evaluate grant applications for research programs for academic libraries. (Title IIA, Higher Education Act)

    (one person, 3 days, Office of Education)

    Outcomes: "full member of an evaluating group of 15 librarians."

11. Project with educational media center headquarters to visit various media centers in county schools assisting the librarians with suggestions of how to best provide learning centers.

    (one person 4 weeks, Prince Georges County Educational Media Center)

    Outcomes: "gave our organization an opportunity to participate and gain insight." "utilization of first-hand knowledge of experienced school librarian."

    Report of recommendations

12. Project to present organizational analysis of the flow of materials through gift and exchange division, indicating points of decision and records.

    (one person, 5 weeks, Smithsonian Institution)

    Outcomes: "the starting point for detailed discussion of improvement of the routine in order to increase productivity... and indicate relationships with other divisions."

    Complete flow chart of activities and functions.

13. Project to participate in planning media program in
     new schools and to develop viable multi-media programs.

     (one person, 6 weeks, Prince Georges Coungy Educational
      Media Center)

     Outcomes: "objective view which facilitated full
                  participation of the team working on
                  project...valuable support assistance
                  for job too big for one person."

14. Project with federal agency to devise system to
     analyze library statistics and evolve recommendations
     of needs that should be met for school media centers
     under 1970 standards.

     (one person, 3 weeks, Bureau of Indian Affairs)

     Outcomes: Analysis and recommendations for school
                 media centers.

15. Project with government agency to work as resource
     person on research for proposal for a communications
     system in Alaska.

     (one person, 4 days, Office of Education)

     Outcomes: Basic information provided about Alaska
                 primary focus on attitudes of population
                 toward this kind of project.

16. Project to survey possibilities and suggest
     practical methods to implement the general
     recommendations of the Marquis Report on the
     Washington Theological Coalition libraries.

     (one person, 2 months, Washington Theological
      Coalition)

     Outcomes: Report and recommendations based on
                 survey of seven libraries and ad-
                 ministrations

17. Project to help compile guidelines and specifi-
     cations concerning stack shelving for new
     academic library.

     (one person, 6 weeks, George Washington University
      Libraries)

     Outcomes: "investigation of stack specifications.,
                  literature search...inspection of stack
                  installations."

18. Project to study the results of recent conference on Interlibrary Communications and Information Networks and to determine the implications of those results for the federal library community.

(one person, 1 month, Federal Library Committee)

Outcomes: Report of study and findings
Oral presentation to Committee

The impact of the intern placements was not originally expected to be so extensive as the evaluations indicated they were. The sites themselves could comment on further outcomes they might anticipate from these specific placement projects. But it seems sufficient here to point out that the Institute's impact went considerably beyond the original vision in terms of both actual and anticipated outcomes.

A few limited reports of the direct benefits to the home site upon the return of the participant have already come in. More information will undoubtedly be available as time passes. Generally speaking, the experiences from the Institute have been directly channeled into useful directions with expanded job responsibilities, including, in some cases, the use of the Institute experience as a resource in planning for new institutional directions and structures.

Anticipated outcomes which might occur in the home library as a result of the participation of their candidate could include these possibilities. It is assumed that the astute administrator will find many creative ways to further organizational goals through the new knowledge, skills, attitudes, and experiences of the returned staff member. More

specifically, the administrator might consider:

1. Involvement of the participant in planning and goal-
setting for the library, using the perspective and awareness
of a broader view of the field through his experiences in
the Institute.

2. Involvement of the participant as a resource for staff
development--to interest staff in the importance of continuing
education, to help plan in-house activities, to expand the
awareness of others in currently offered opportunities.

3. Involving the participant as a resource with a new under-
standing of organizational behavior and a new awareness
of the role and responsibilities of an administrator.

4. Involving the participant as a resource aware of a wider
scope of the library profession--its interests, challenges,
dilemmas, and aware of how to find and make valuable con-
tacts needed to solve library problems.

These anticipated outcomes for the home system are not
yet as direct or tangible as are those of the intern sites--
primarily because not enough time has elapsed to determine
impact at that point. Were the sample larger, a research
study to follow-up this group in a year and again later
than that would provide useful data regarding organizational
change and the ways the home site benefited from their par-
ticipation in the Institute.

The actual outcomes, resulting to Catholic University,
the institution responsible for conducting the Institute, may
be more visible to the consultants than to the Director.

However, the following outcomes are apparent at this time:

1. A different educational approach was available to observe and consider for relevancy to the regular curriculum and for developing a sixth-year program.

2. An opportunity was available to test two of the three model courses being developed under a research project grant.

2. Closer working links were possible with U. S. Office of Education not only through developing the proposal but through the OE monitor serving on the core consultant staff.

4. New or renewed contacts with local libraries, institutions, and agencies offered the possibility of additional tour sites for library school students.

5. The opportunity to observe a different model of internship placements which might be able to consider for applied learning situations for library school students.

6. Closer links with the eight home libraries and nine "graduates" who have strong and recognized leadership potential in librarianship.

7. General information, professional articles, and a specific report to be disseminated about the Institute will maintain CU's visibility and leadership in the area of continuing education for librarians.

8. The opportunity for faculty and student intermix between the school and the Institute did, when it occurred, prompt idea exchange both ways.

9. The opportunity now exists to plan research programs around the kinds of data generated by the Institute.

Anticipated outcomes for Catholic University Department of Library Science are the same outcomes as those possible for library education in general. These assume two very important factors. One factor is that initiating action regarding this model will come from institutions interested in library education--including colleges and universities, organizations, state and federal governmental agencies, and professional associations. Established organizations are the only accepted vehicles able to initiate this kind of change in professional education. The second factor is equally important. It assumes that resources will be available or may be developed to enable this kind of educational program to occur. This not only means financial resources, it also means human resources able to plan and produce this kind of program. Both these factors are necessary to enable these possible outcomes to become realities:

1. The adoption of the model, wholly or in part, into library education programs may consider three particularly relevant alternatives--program elements, educational methc dology, and organizational structure of this program.

2. Library education programs may consider and test new programs on an autonomous pilot basis before incorporating them into their regular programming.

3. Participants of this and other Institutes using similar methodology could be developed as a network of resources for planning, recruitment, and promotion of new programs with similar elements, methodology, and structure.

These possible outcomes are related to the intent of the funding of this Institute--as a model of educational

alternatives useful for continuing education of librarians.
Important as this Institute may be to participants, home
and intern sites and Catholic University in particular, the
real meaning of this program will come only through the
impact it makes on institutionalized forms of library
education.

Actual outcomes also resulted for the U.S. Office of
Education during and immediately following the Institute.
These included the following:

1. Participants served as interns on OE projects--an im-
mediate and direct benefit. Now, they may be considered
as resources in the field for subsequent involvement in
similar or related tasks.

2. Participants in the program are now aware of OE interest
and involvement in continuing education and in libraries.
They will undoubtedly transmit this awareness in telling
others of the Institute and of their intern assignments
with OE.

3. Nine "graduates" of the program who have used this oppor-
tunity for upgrading and updating their competencies in
their libraries, and who have increased their leadership
abilities and deepened their commitment to the field and are
interested in change toward the betterment of library
effectiveness.

4. A test of one of the suggested models for continuing
education for librarians intended to supplement existing
programs and reinforce educational areas identified as

requiring emphasis by the field. This particular test
used an accredited library school in an urban environ-
ment with an adult educator as a director. This model
can be used to expand and improve existing library education
programs as well as to pattern new forms of library education.
5. A report of this model which is adequate to provide
criteria regarding program elements and methods which can
be considered as feasible for other Institute programs OE
wants to promote.
6. The opportunity for direct on-site monitor observation
of an Institute program in action and the opportunity to
be involved in some of the decision-making in that program.

In addition to these actual outcomes, possible outcomes
toward which OE might wish to build include the following:
1. The use of this methodology, structure, or evaluation
plan in other Institute programs.
2. Deeper involvement of monitors in Institute programs.
3. A greater acceptance and understanding from library
schools regarding Institute programs, now being stressed
by OE in preference to the fellowship grants.

These outcomes--to the participants, the internship
and home sites, library education and the Office of Edu-
cation--reveal the many implications of the planning,
funding, implementation, and evaluation of a single program.
Many individual lives and many systems were affected by this
program. The impact could have been greater but this was
a pilot program--a trial run.

T: actual and anticipated achievements of this four-
month Institute are reported here in terms of the results
and reactions by representative points of view available
now. Two conclusions can be drawn at this time:

1. This is a valid learning model, and

2. New leadership has been generated in the sponsoring
libraries.

To what extent these statements are realized is not in the
control of the Institute.

The import of this as a learning model will come only
with expanded use in library education, staff development
programs, and continuing education activities by state and
federal agencies and professional associations. This model
which blended the theoretical and practical aspects of
librarianship with a self-directed learning methodology
effectively involved the learner in his own education.
The application of these principles is now in the hands of
those responsible for professional education in this field.

The main impact of the participants in terms of their
increased leadership skills will come first to the home
system. These participants are the human resources which,
supported by money and materials, can effect change in
libraries directed toward making libraries more effective
social institutions. Basically, this was an educational
model for effecting planned change--individuals brought
for specialized training planned by the system and the indi-
vidual, then returned to the home system to respond in new
and aware ways to the needs of that system. The application

of the learnings gained in the program is now in the hands
of those individuals and their library systems.

On a limited scale, this program provided for the
growth of nine individuals and a model. The two together
hopefully will show how continuing education can create
leadership for change.

WASHINGTON SEMINAR EVALUATION

REV. JAMES J. KORTENDICK, S. S.

This is a brief evaluation of the Washington Seminar from the perspective of Chairman of the Department of Library Science, a writer of the original proposal and a consultant throughout the spring semester of the academic year 1970-71, as well as the fall semester in immediate preparation for the Seminar.

The modifications and expansions in the program as originally proposed were developed by the Director of the program, Miss Barbara Conroy, in consultation with myself, Dr. Elizabeth Stone and the Moderator assigned by the Office of Education, Mr. Henry Drennan. These had to do largely with the methodology, scheduling, adaptations of the internship activities, and group process elements as outlined in the Director's report. Miss Conroy, who joined the project in September, 1970 as Interim Assistant Professor, was selected on the basis of her considerable experience in workshops, her graduate work relevant to the goals of the Institute, and recommendations of her former co-workers.

The original plan suggested more structure in the sequential development of the program than was realized largely because of the learning experiences seen desirable in group decisions made by the participants with regard to inclusion and scheduling of various activities. As the Seminar progressed, more and more decisions were called for in the selection from a wide variety of opportunities

growing out of internship placements and schedules of meetings and demonstrations

not anticipated in fall planning. The additional opportunities presenting themselves

had some advantages and some disadvantages. Greater flexibility allowed experiences

adapted to individual needs, and these added considerably to the satisfactions of the

participants. The eclecticism that resulted, however, resulted in the lessening of

effectiveness of some of the internship experiences, reducing them substantially

in length of time and in some cases interfering with scheduled activities in the

site libraries. Final selection of site assignments was in some cases delayed

immoderately by negotiations and re-negotiations by participants with the administrators

of the site libraries. However, here again, the practice in decision-making and

planning seemed worthwhile. Individual commitments on the part of the participants

had the inevitable result of absences of one or two from scheduled group meetings.

In general, however, the flexibility of the program seemed to be desirable, some

of the participants enthusiastically endorsing this aspect of the program, some

expressing the wish that more structure and firmness in scheduling might have

perdured.

It had been anticipated that the Seminar participants would become more

involved than was the case with regular student activities in the Department of

Library Science. The departmental library was available to them, they were

notified of special lectures and colloquia, student social events, and they were

invited to consult with members of the faculty and, when possible, to attend class

sessions of possible interest to them. Relatively little use was made of such facilities simply because their time was so occupied, and the Seminar group became more and more self-contained. Some regret was expressed by a few members of the group that they had not identified to a greater extent with the library science program. Contacts that were made, however, proved fruitful for participants and students.

Three of the regular students, as part of the evaluation of the Seminar, interviewed the participants and asked specific questions among others regarding features of the Seminar that would be particularly valuable in the regular M. L. S. program. More emphasis upon field experience, more involvement of students in planning class presentations and in the development of group projects, and more opportunity for group decisions and practice in inter-personal relations, emerged as the more frequently mentioned.

The number of participants was limited to ten. Of these, six of those chosen, were college cr university librarians; one a community and school librarian; one a public librarian; and one an instructor in Media in the education department of a college; and a tenth was a school librarian who dropped out of the program after a week because of complications in the library in which she was employed, thus reducing the number to nine: five men, four women, including three Blacks and one American Indian.

The recruitment of participants was not nearly as successful as was anticipated. The criteria for selection resulted in some ambiguity. The group aimed at were those who already had a master's degree in library science, who had experience and demonstrated potential for career development, but who, on the other hand were disadvantaged in some respect through limitations in educational background, lack of opportunity for further training and/or advancement. In keeping with the priorities of U.S.O.E., we hoped for recruits from minority groups and expected that the bulk of applicants would be from school and public libraries.

Announcements were mailed to the larger public libraries throughout the United States, to State librarians, to library schools and to school library systems and supervisors. Interest was expressed by some, but applicants were not forth-coming from these sources without personal contact and follow-up. The most effective avenue followed was through personal discussion with administrators at meetings or through other informal contacts.

Several factors explain somewhat the paucity of applications. First, the time factor. Planning semester long leaves for members of the staff involves budgets and replacements. Most library staffs are so busy that it works a hardship on the library and other members of the staff that without a long-term plan it would be impossible to release any member; second, the required financial support from the sponsoring library, the library recommending a candidate, had to agree

to contributing to the support of the candidate--it was recommended in the announcement that the candidate receive one-half of his regular salary for the period of the Seminar; and third, the personal difficulties involved in a four months' absence from family and other commitments.

Special strengths of the program that might be singled out for mention are as follows:

1. The location in Washington, which is so rich in a wide variety of library resources, programs, projects and services, and the opportunity to meet leaders in the field of library and information sources.

2. The quality of the leadership of the Director, both from the point of view of experience and training; able to guide this experimental model through to completion and evaluation; deeply interested in the individual participant, sensitive to special needs, enthusiastic, innovative, energetic and resourceful; effective in facilitating inter-personal relations in the group process; and an awareness of the importance of evaluation throughout the program.

3. The cooperatively developed goals and behavioral objectives of the program, constructively modified as it developed.

4. The opportunity provided participants over an extended period to re-access themselves in relationship to their professional career, to discuss and

analyze their own strengths and weaknesses, and to discuss more freely and con-

structively problems and opportunities in their own work situation.

5. The flexibility of the program to meet individual needs through the

unique opportunities in the Washington area.

6. The evaluative procedures and techniques.

7. The excellent cooperative spirit and camaraderie of participants

and staff.

8. The interest and spirit of cooperation of the participating libraries

and agencies in which the interns were placed.

9. The semester course offered by Dr. Charles Goodman on "Human

Relations" and Dr. Martha Jane Zachert's week's workshop on "Simulation

Approach to the Study of Problems in Administration."

In summary, the participants' evaluation of their experience was high

in regard to the fulfillment of the Seminar's objectives and their own professional

enrichment and career development.

Some Major Strengths and Weaknesses of the Washington Seminar Program

ELIZABETH W. STONE, Consultant

This evaluation is written from the point of view of a consultant for the program, one who closely observed the progress of the Seminar, one who once a week sat with the group during the course in Human Relations as an observer and resource person, one who helped in the design and writing of the proposal, and one who on invitation also served as a resource person during other activities of the Seminar.

The weaknesses of such a program are difficult to identify and discuss objectively. What for some participants appeared to be weaknesses, other participants thought of as strengths of the program. For example, some participants voiced the opinion that the strongest feature of the total program was its great flexibility, while other felt that particularly in relation to the scheduling related to the internship module of the program, there was too much flexibility for the Seminar participants to maintain consistently high rapport with the agency personnel supplying the internship type of experience. Thus, because of changes in the core program to meet special group needs, some participants had to make frequent changes of schedule with the intern-ship granting agency. Another example was the abandonment of the outline which had been previously prepared by the leader in the course in Human

Relations, in order to meet the felt immediate needs of the participants in

their job situations. Yet when the course ended some members expressed

disappointment that features presented in the original outline had never been

touched upon at all, because of this effort to devote sufficient time to the ex-

pressed needs of the participants. In view of this type of contrasting opinion,

expressed and observed, it is difficult to point to any specific weaknesses in

the program.

On the positive side of the ledger there seemed to be great unanimity

regarding certain strengths of the program. One of the major strengths was

the quality of the leadership provided throughout the Seminar. The Director

was well trained and qualified to direct the type of experimental program that

the Institute developed into under her guidance. Uniformly she was held in

high regard by the participants throughout the program. Perhaps their attitude

might be best summed up by the statement of one that she somehow managed to

be one of the group, not above them, yet she had the expertise and experience

necessary to facilitate the implementation of a many faceted program into a

total program that had coherence. Hers was a difficult role to play as both

facilitator of learning experiences and administrator of the program, and she

played it well. She had a keen sense of the importance of the continuing evalua-

tion of such a program, and developed with the group effective tools for evaluation,

although some of the participants, who were not used to such evaluative procedures,

at times did not fill out as fully as might have been wished the forms that had been

mutually worked out.

Other leaders also added strength to the program. Dr. Martha Jane

Zachert, who led a week's workshop in the middle of the Seminar, used a

simulation approach to the study of administrative problems. Uniformly

this module of the program received high praise by the participants, who

saw in it an opportunity to combine theory and practice through the use of

role playing in a simulated library situation in which they were able to analyze

their own reactions when faced with particular library problems or issues.

Another leader respected by the group who came to his task well

qualified to present the module assigned to him was Dr. Charles Goodman,

Associate Dean of the School of Public Administration at American University,

who taught the course in human relations. After the first introductory session,

Dr. Goodman developed the course around the needs of the participants, and

at their request, was sensitive to their wish to learn through various teaching

methods. One of the most appreciated parts of the course in human relations

was the "work assignments" which were assigned at each session and formed

the basis of discussion as a part of the next session. One such "work assign-

ment" dealt with morale: "As a supervisor (or employee) how would you

estimate or describe the morale of your section. What steps do you think

could be taken to improve morale?" As a result of this particular assignment,

in which there was considerable interest, a whole simulated session was

developed by Dr. Goodman relative to ways and means that the participants

might improve the morale in the libraries where they were. It was interesting to this observer that one participant reported back about a week after the seminar that the concepts and ways of proceeding in this situation were the first ones which she had occasion to make use of when back on the job, and how helpful she had found that particular session.

To this observer, the element of the program that was the greatest strength was the emphasis throughout on the group process, and what this means in the area of decision making in a library situation. Most of those who came to the seminar did not seem to understand many of the concepts involved in effective group decision making, or when group decision making was a process that should be carried out. This was an important main emphasis that appeared in nearly every module of the program. It is hard to imagine that this would not be one aspect of the participant's work situation that would not be improved as a result of the experience in Washington.

If one were to ask further, "What aspects of their own work situation would the participants be able to improve as a result of the Seminar experience?" several additional emphases should be made.

The participants seemed to develop greater ability to understand the library as a total system, and the effects that might take place in their libraries as a result of a seemingly simple change at a point of pressure or crisis of the moment. This was brought out both in the class in human relations and in

experiences in group process shared by the group in their planning sessions. The participants considered ways and means of bringing about changes in their library situations, both in session with the director (particularly during re-entry week) and in sessions in human relations, and many of them seemed to realize for the first time the ir diance of enlisting the support of the top power structure of the library (and ways of getting such support) before any system with changes might be effectively made without causing harm to the system, to those who were trying to instigate the change, or to both.

An additional value that this participant observed came from listening to the reports by the participants of what had been accomplished in their internship programs, and the insight that the participants were given into the manner in which different library systems planned their programs, and the importance that many of them attached to research as an approach to solving many of their problems in given library situations.

If space permitted further comments would be made on various aspects of the orientation and re-entry weeks as well as on the short trips and visits that were planned to acquaint participants with the rich resources in the Greater Washington area which are available to librarians anyplace in the United States. These trips seemed to be eye-opening to a number of the participants. One feature of the program as expanded which would seem to hold great potential is the planned meeting of the participants at the annual ALA

conference following the close of the Institute, after the participants have
been back on the job for a while.

Another strength that should be mentioned was the emphasis throughout,
but particularly during "re-entry" week on continuing education. As expressed
by one participant: "I have identified needs for continuing education in the
future that I was not aware of before the seminar." Or similarly expressed
by another: "It has highlighted learning which I need in order to develop my
expertise in the area of staff development."

EVALUATION OF THE WASHINGTON SEMINAR

Dr. Claire K. Lipsman

The Washington Seminar has been characterized by emphasis
on group decision-making, and on independent progress toward
self-determined goals. According to the Institute philosophy,
"meaningful learning is characterized by its uniquely personal
and subjective nature."[1] With a relatively small number of
participants, and an unstructured curriculum approach, it is
difficult for an outside evaluator to analyze program content
and outcomes, and to determine the extent to which program ob-
jectives have been achieved.

This report is based upon information collected from
participants at intervals during the program. It analyzes
the written responses of the participants to questions con-
cerning their expectations, their desires and their assessments
of the program in terms of objectives, content and format. The
participant responses to the questionnaires are subject to
some caveat: they were subject to whatever social response
set inheres in a situation where recipients may be reluctant
to criticize their gift or grant; some of the questionnaires
were not standardized or pretested; they were in several
cases incompletely filled out. Nonetheless, the perceptions
and judgments of the participants provide the primary and
most readily available indicator of the program's impact.

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[1]Washington Seminar: Library Career Development Institute:
Untitled statement of basic principles, mimeo, January, 1971.

At the beginning of the program each participant was asked to complete a questionnaire identifying his own expectations and desires as to program content and components, and areas of anticipated personal and professional gain. As noted above, the Institute had been billed as an opportunity for independent study and learning, with the aim of gaining or strengthening job-related skills, on an individual basis, as needed for career development. Although these would be expected to vary for each person, certain objectives were expected to be common to the entire group:

1. improvement of professional competence
2. development of personal potential for leadership
3. increase in career development potential
4. increased awareness and use of D.C. resources
5. development of ability to facilitate change

The first and fourth of these relate to acquisition of professional skills and techniques. The second and third relate to more personally oriented goals, with the second objective stressing human relations and self awareness. The third objective is somewhat vaguer, citing potential for further long-term professional growth toward greater management responsibilities. The fifth refers to the capacity to create institutional change, i.e. to make institutions such as libraries more responsive to the needs of those they are intended to serve.

In the first week of the program participants were also asked to describe their current career status, and the trend of their career development during the preceding two years. Five of the nine were in the same job they had held two years before; four were not. Of the five in the same job,

most liked their job but not its career aspects. Eight of the nine were drawing salaries in a range of $9,000-$17,000 (one, a cleric, was receiving no pay). Seven of the eight salaried employees were earning more than two years previously (one had the same salary), with increases ranging from 3% to more than 20%. The three with the largest increases, 12% and over, shared with the others some degree of dissatisfaction with either job or career prospects.

In the evaluation plan it was anticipated that future shifts for these individuals in job responsibilities, in earnings, and in job satisfaction would record career development benefits, if any, derived from the Institute, and it is planned to reinventory these a year hence.

At the outset, several participants came to the Seminar with more or less cognitively oriented goals, expecting to gain primarily in areas such as broader knowledge of library methods, planning and problem solving, communications skills, managerial skills, and understanding of technological and social developments affecting libraries.[1] Others appeared to have a more personal orientation to program gains, expecting, for example, to realize greater self awareness, or defining career needs in terms of greater self confidence.

During the initial orientation week there was considerable discussion in the group concerning program expectations and goals, and the choices that had been solicited in the

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[1]See Tables 1, 2, and 3 in connection with the discussion in the following paragraphs.

questionnaire. A shift in emphasis apparently occurred,
with the group coming to anticipate more in terms of affec-
tive gain, and less in cognitive content. The same question-
naire concerning anticipated program gains was readministered
to the group at the end of the first week (initial admini-
stration having been in the first day or two). This time the
number of people listing self awareness as the top priority
rose from one to four, (thus bringing up the weighted ranking),
and the number of people listing as top priorities each of
the following--planning and problem solving, communications
skills, broader knowledge of library methods--fell from
three to one. (At the same time, however, the number of
people giving some priority to access to Washington resources
also rose from one to four.)

A similar shift took place in the relative valuation by
the group of the program components: internships and seminars
with resource persons were now replaced by general group semi-
nars and field trips as the potentially most helpful components
of the program (Table 3).

At the midterm assessment, this emphasis on the personal
and affective remained fairly strong, but was associated with
growing appreciation of the values associated with Washington
resources. The group now felt that the most effective sources
of learning had been the seminars with resource persons (which
included both cognitively oriented lectures and the training
sessions of the NTL), the general group interaction, and the
one to one relationships established in the course of the
program. The extent to which these learning activities met

the individual objectives of the participants also reflected

these two themes: the group reported that greatest gains in

their own development were in the areas of deepened profes-

sional commitment and greater awareness of Washington faci-

lities, followed by self awareness and understanding of the

group process.

In response to the question of how well the Institute

was achieving its five stated group or program objectives,

(Table 2) it was the group consensus that Objective 4, pro-

motion of DC resources, had been most effectively achieved,

and Objective 5, the ability to facilitate change, least

successfully approached.

The final assessments made by the group at the conclu-

sion of the Institute reflect a consistency of final judgments

with earlier expectations in some areas. The group consensus

as to which Institute objectives had been most closely achieved

remained more or less the same, with Objective 4 at the top,

Objective 5 at the bottom, and a slight reshuffling in the

middle. In addition, the final assessment of the group as

to which aspects of program format were most effective for

learning was almost identical to its first statement of expec-

tations, with seminars with resource persons and internships

heading the list, and special studies and professional asso-

ciations at the bottom. (It appears that there was little or

no activity in these categories.

In contrast to the above, the participants' rankings of

achievement of individual objectives show some changes from

initial expectations. Access to and awareness of Washington

resources were seen as major gains at the end, although
relatively little attention had been paid to them initially.
Gains initially expected in the areas of a broader know-
ledge of library methods, and management and supervisory
skills, failed to materialize.

The one consistent area in which gains were anticipated,
and in which participants believed they had made gains, was
the area of self awareness. These gains were not such, how-
ever, as to change the gain scores made by the experimental
group, in a series of pre- and post- standardized tests,
significantly from the scores made by a comparison group of
graduate library students. At the beginning and again at
the end of the Institute program (which corresponded to the
beginning and the end of the second semester for the graduate
students), both groups were administered the following stan-
dardized tests:

How Supervise, Psychological Corp.
        designed to measure knowledge and insight con-
        cerning human relations in the work setting.

Leadership Opinion Questionnaire, SRA
        measures the task-orientation and interpersonal
        warmth-orientation of an organizational leader or
        supervisor.

Personal Orientation Inventory, Educational and Industrial
Testing Service
        measures the degree of self actualization, along
        the lines of concepts developed by Maslow and
        Reisman.

The two sets of post-test scores were then arranged with-
in each group in order of the individual's rank on the pre-
test. The comparison and experimental groups were then paired:

the highest ranking scorer in the comparison group being
paired with the highest ranking scorer in the experimental
group, the next highest scorers in each group paired, and
so on. The reason for pairing is to control, to some extent,
for differences innate in the individual rather than in the
"treatment". A t test was then used to determine whether
there were any significant differences between the experi-
mental group and the comparison group. No differences be-
tween the experimental and comparison groups statistically
significant at the .05 level were found on any of the three
tests. However, the failure to find significant differences
can be attributed at least in part to the small size of the
groups, as well as to the problematical nature of the tests
as a valid measure of what transpired in the classes and
other activities.

Some insight into these learning activities is offered in
the narratives written by each individual, commenting on (a)
the career development benefits to them of the Institute,
and (b) their judgment with respect to Institute strengths
and weaknesses. The question of how their career development
had been enhanced by the Institute was answered mostly in
terms of personal growth, i.e. a better understanding of
one's self.and one's colleagues in the work environment.
Only two individuals cited a strictly professional gain,
e.g. one individual expected to make regular long-term
use of the Washington resources and contacts as part of her
job. In evaluating career development benefits, the

participants were substantially in tune with their *job*
supervisors, it is interesting to note. Four of the six
supervisors stated, in a questionnaire similar to that given
to the participants, that they wanted their candidate to
gain primarily in the areas of interpersonal and intergroup
relations, and self awareness.

The narratives describing Institute strengths and weak-
nesses provide a substantial affirmation of support for the
fundamental learning philosophy of the Institute, i.e. its
autonomous and personalized nature. More than half of the
respondents cited the autonomy and independence vouchsafed
the individual as a major strength of the program, and its
most valuable asset. At the same time, they felt that par-
ticipants should be more carefully screened so that all
would be committed to, and able to gain from, this type
of program. Half of the respondents felt that, partly for
this reason, the group decision-making activities had not
been entirely satisfactory, especially in the early weeks.

The difficulties of successfully welding personal and
professional growth opportunities in a single learning
model are indicated by some of the other comments, in par-
ticular the diversity of opinions regarding various activi-
ties. Thus three people thought well of the NTL sessions,
while two others regarded them negatively; three people
cited the internships as useful, and two thought them not
satisfactory; two people praised the Institute staff highly,
and two others thought it inadequate in one way or another.

Only one activity stands out as receiving no negative
comment: half the respondents praised very highly
the simulation and role play conducted by Dr. Zachert,
and no one commented adversely on it. Interestingly
enough, although the relatively long duration of the In-
stitute was a major factor affecting initial recruitment,
only two individuals commented on it. Of these two, one
cited the duration as an asset, and the other felt that it
had both advantages and disadvantages.

A review of the responses made by the participants in
all of the various ways described above suggests that a
fairly coherent if somewhat subjective picture can be drawn
of the extent to which Institute objectives, the major con-
cerns of those sponsoring and guiding the project, were
achieved. These conclusions can be summarized as follows:

Objective 1. Improvement of professional competence.
Some gains were made here, but on the terms in which this
objective is ordinarily defined, including administration,
planning and allocation of resources, various technical
specialities, it does not appear that this objective was
fully realized.

Objective 2. Development of personal potential for leader-
ship through human relations skills and self awareness.
It is here that participants themselves perceived the
greatest level of change and achievement. Measured by
their responses, even though not confirmed by their com-
parative performance on the standardized tests, this

objective was achieved.

Objective 3. Increase in career development potential.
Achievement of this objective cannot be assessed until
sufficient time has elapsed to note post-Institute
changes in the participants' job responsibilities, rewards,
and satisfaction.

Objective 4. Increased knowledge of and access to D.C.
resources.
It appears that this objective was fully achieved, and that
participants now have a sense of the value and utility of
resources and contacts in the Washington area which was
previously lacking.

Objective 5. Development of ability to facilitate change.
It appears that relatively little program activity was
directed to this objective, and progress here was less
than in any of the other areas.

The designers and administrators of the Institute
attempted the complex and exacting task of integrating per-
sonal and professional learning in a small-group, partici-
patory format. The excitement and personal challenge implicit
in this approach was apparently conveyed to all participants.
Although program results did not meet all expectations, or
achieve all desired objectives, the insights and recommenda-
tions recorded elsewhere of those who planned, directed, and
shared in the daily activities should suggest ways in which

this model for continuing education might be made to
yield its maximum benefits.

                                        Claire K. Lipsman
                                        June, 1971

TABLE 1. SUMMARY OF PARTICIPANTS' RANKING[1]

OF ACHIEVEMENT OF INDIVIDUAL OBJECTIVES

Objective	Expected gains 1st week		Realized gains Midpoint	Realized gains Last week
	Beg.	End		
Leadership ability		4	10	
Management and supervisory skills	4	2	9	
Self-awareness	3	2	2	1
Planning and problem solving	2		8	
Communication skills	4	1		3
Ability to adapt		8	4	
Integration of learning and living	8		9	3
Broader knowledge of library methods	1	3	4	9
Understanding of group process			2	2
Determining direction of own education	7		7	7
Access to Washington resources	9		3	3
Deepened professional commitment	10	10	1	8
Understanding process of change	7		8	4
Decision-making ability			9	7
Awareness of D.C. facilities		7	1	1
Understanding of techno-logical and sociological developments		9	7	8
Enhanced professional opportunities			7	10
Skills in interpersonal rel.				

[1]Group ranking calculated by summing up individual
rankings for each item. It was impossible to cal-
culate precisely all rankings, owing to some scoring
difficulties in initial administration, so listed above
are the top four (1-4) and bottom four (7-10) rankings
for each session. Items with no number shown fall
between the top and bottom rankings.

TABLE 2. <u>SUMMARY OF PARTICIPANTS' RANKING[1] OF</u>

<u>ACHIEVEMENT OF INSTITUTE OBJECTIVES</u>

Objective	Midpoint	Final Self[2]	Group[2]
Improved professional competence	2	3	3
Interpersonal skills	3	3	2
Career development potential	4	2	3
Awareness of D.C. resources	1	1	1
Ability to facilitate change	5	4	4

[1]Ranking derived from summing up rankins of indi-
viduals. Note that in final rankings 2 objectives
were tied in third place.

[2]"Self" refers to individual's estimate of his own
achievement of these objectives; "group" refers
to the individual's estimate of how the <u>group</u>
ranking in achieving these objectives.

TABLE 3.   SUMMARY OF PARTICIPANTS' RANKINGS[1]

OF PROGRAM COMPONENTS (FORMAT)

Component	Expected rank First week		Assessment Midpoint	Assessment Final
	Beg.	End		
Readings	8	9	8	7
Informal sessions	4	6	3	4
General group inter-action	3	1	1	3
Seminars	NA	NA	5	4
Internship placements	1	3	4	2
One-to-one relationships	5	5	2	5
Course work	7	8	4	6
Field trips	4	2	6	7
Seminars with resourse persons	2	4	1	1
Special studies and projects	6	7	7	8
Professional associations	8	11	8	9
Distributed materials	9	10	NA	NA

[1]Sum of individual rankings.   Same ranking is shown

twice when two items were tied for that ranking.

APPENDICES

WASHINGTON SEMINAR: LIBRARY CAREER DEVELOPMENT INSTITUTE

The Catholic University of America
Washington, D.C.

January 11 to May 7, 1971

Conducted under a grant from the U.S. Office of
Education, Title II-B, Higher Education Act of
1965, P.L. 89-329, as amended.

PURPOSE
This concentrated program of opportunities is directed at increasing
the personal and professional effectiveness of a selected group of
librarians from across the nation who have shown potential leader-
ship abilities. Using the unique resources available in the greater
Washington area, this institute model will build toward individual
career development based on the specific needs and abilities of the
participants. It is proposed as a means to stimulate creative
leadership in the library field at a time it is confronted with
change and the stress produced by changing.

OBJECTIVES
1. To improve the competence of participants in terms of pro-
    fessional knowledge, skills and attitudes through an individually
    designed sequence of learning opportunities,
2. To develop and expand the personal leadership potential of
    each participant in terms of human relations skills and self-
    awareness,
3. To increase the career development potential of the participants
    for further long-term growth toward supervisory and management
    positions, and
4. To promote participant awareness and use of the national re-
    sources and leadership present on the Washington scene.

ANTICIPATED OUTCOMES
1. For the participants:
    -Increased knowledge and improved skills relating to present
     job responsibilities and future professional directions;
    -Broadened perspective and insight into personal abilities,
     resources, and goals;
    -Growth toward self-understanding and maturity through em-
     phasis on goal-setting, self-assessment, and interpersonal
     relations;
    -Stimulation of personal and professional growth through the
     interchange of ideas and experiences among the participants
     and between them and their Washington environment;
    -Practical experiences through internship placements rele-
     vant to the participant's needs and goals;
    -Exposure to a wide spectrum of resources--individuals, in-
     stitutions, experiences--which reveal the many ways that
     human resources can enable a library to fulfill its role
     in its community;

-Critical views of actual library problems and problem-
solving methods within the context of theoretical constructs;
-Greater awareness and understanding of the technological
and social developments affecting libraries;
-Generated interest and involvement with issues of concern to
national library leadership; and
-Increased ability to identify and answer own needs for
continuing education in the future.

2. For the libraries:
    -Opportunity for determining specific training directions
    for a selected staff member without taking the necessary
    time and resources to develop a training program;
    -Increased communication, problem-solving, and human re-
    lations skills of a staff member who has shown potential
    for administrative development;
    -Specific experiences of the participant as a resource for
    policy development and procedural approach in areas of
    library function and service;
    -A more effective internal resource to involve the library
    with various elements of the community it serves;
    -Direct use of Washington resources (through participant
    projects, field trips, consultations, and internships)
    to give perspective to the "home" library through broadened
    competence and viewpoint of the participant; and
    -Stimulation of commitment as well as competence in the
    individual participant as a catalyst for other staff
    members in the library.

NATURE OF PROGRAM
The program is designed as an active, concentrated, and specific
learning experience on a full-time basis for librarians from all
types of libraries across the country. This continuing education
program will be individually tailored to meet the unique needs ex-
pressed by each participant and the library that sponsors him.
Participants will be encouraged to integrate their past experiences
from both academic and career backgrounds and to extend the meaning
of those experiences plus their involvement in Institute oppor-
tunities into future directions.

A wide variety of individual and group learning opportunities will
be offered. Institute course work and seminars will be specially
designed to use resources from the greater Washington area. Super-
vised internships will be available in libraries and/or agencies
closely allied with the participant's career interests and re-
sponsibilities. Specialized field experiences, special studies
and projects, involvement in professional association activities,
guidance and counseling, access to special resource people and
institutions will round out the program in response to the spe-
cific needs of each participant.

More specific program goals and directions will be determined
after the sponsoring libraries and individual participants
have been selected and have indicated their goals, areas of
interest, and desired development emphasis. In general, the

program will include a human relations course at the post-
master's level, seminar work with a problem-solving orientation,
supervised internship placements (probably three days each
week) and special projects and field trips bringing resources
of research and expertise to relate to the specific career de-
velopment of each participant. The first week will involve an
in-depth orientation to the program. Participant evaluation
will be in terms of self-assessed progress toward specific indi-
vidual goals established at the outset of the Institute.

PARTICIPANTS
Ten participants will be selected on the basis of their demon-
strated potential for supervisory and administrative development
and for leadership in the field of librarianship. They may
represent any type of library in any section of the country.
Applicants should be under the age of 35, with up to five years
of library experience, and must be either citizens or permanent
residents. Applicants should have a graduate library degree or
its equivalent. Special consideration will be given to appli-
cants with present or future supervisory or administrative re-
sponsibilities, and to those who have had their career progress
limited by some disadvantagement.

EXPENSES
Each participant will receive a $75.00 per week stipend (plus
$15.00 per week for each eligible dependent) during the 17 weeks
of the Institute. Costs for travel to the Institute and return
home are the responsibility of the participant or his library.
Living arrangements and expenses during the period of the Insti-
tute are the responsibility of the participant. Costs for field
trips and individual or group consultation resources will be
assumed by the Institute.

Since federal support covers only minimum living expenses, the
library sponsoring the participant is expected to assure that
no loss is incurred by the participant in terms of his total
income, position, or benefits. Mutual agreement on the terms
of an individual's participation must be reached prior to the
Institute.

RESPONSIBILITY
The U.S. Office of Education grant is on the basis of this
Institute evolving a new model for career development in pro-
fessional fields. The Department of Library Science, the
Catholic University of America, was selected on the basis of
its strong interest in continuing education in the library
field and the advantages provided by its close access to the
wide range of resources in the Washington area.

The Institute Director, Miss Barbara Conroy, is directly re-
sponsible for the development of the program. She has a back-
ground of library supervisory responsibilities (Denver Public
Library), staff development and training (Central Colorado Public
Library System), and continuing education for library personnel
(Western Interstate Commission for Higher Education), and is
presently a doctoral candidate in the School of Education, Bos-

ton University, working in the fields of adult education, educational methodology, and behavioral sciences.

Consultants to the program are the Reverend James Kortendick, Chairman, Department of Library Science, Catholic University, and Dr. Elizabeth Stone, Assistant to the Chairman, Department of Library Science, Catholic University. Other consultants and resource people will be added later.

_____

For further information, or questions, feel free to contact:

> Miss Barbara Conroy, Director
> Washington Seminar: Library
> Career Development Institute
> Box 727
> The Catholic University of America
> Washington, D.C.   20017
>
> Phone: (202)   832-3085

_____

> This institution is in compliance with Title VI
> of the Civil Rights Act of 1964 and does not
> discriminate on the basis of race, color, or
> national origin.

WASHINGTON SEMINAR: LIBRARY
CAREER DEVELOPMENT INSTITUTE

THIS FORM IS TO BE COMPLETED BY THE SUPERVISOR AND/OR
LIBRARY ADMINISTRATOR OF THE SUGGESTED CANDIDATE

In order to have a candidate considered for participation
in the Institute, this form must be submitted to the Insti-
tute by November 20, 1970, in addition to the Participant
Application Form, which is to be   by the candi-
date. Forms may be mailed separately.

Please type or print. Use additional sheets if necessary.

NAME OF CANDIDATE	LIBRARY
NAME OF INDIVIDUAL(S) SUBMITTING THIS CANDIDATE	POSITION(S)

1. Describe the demonstrated leadership potential of the candidate
    in terms of his or her involvement, skills, attitude, and
    experience. Be specific.

---

2. What is your assessment of the candidate's needs and resources,
    both personal and professional?

over

3. What, if anything, has limited the candidate's career development to this point?

---

4. What outcomes are you hoping for if this candidate is selected as a participant?

---

5. If your candidate is selected as a participant, what are the terms of your agreement regarding his or her position, status, and responsibilities during this period of time? What plans have you made for the candidate's return in May? Be as specific as possible, even if the terms of your agreement are only tentative at this point.

Mail completed form to: ·

Miss Barbara Conroy, Director
Washington Seminar: Library
Career Development Institute
Box 727
The Catholic University of America
Washington, D.C. 20017

Phone: (202) 832-3085

WASHINGTON SEMINAR: LIBRARY
CAREER DEVELOPMENT INSTITUTE

PARTICIPANT APPLICATION FORM

Your completed form must be submitted by November 20, 1970. An
additional form from the supervisor and/or library administrator
who formally submits your name as a candidate from your library
is also required, but may be sent separately.

In addition to these two forms, a transcript from the educational
institution granting your graduate library degree and one letter
of reference from someone who can speak with knowledge about your
potential leadership qualities are required. The transcript and
letter of reference may be sent separately from this form.

Please type or print. Use additional sheets if necessary.

NAME	SOCIAL SECURITY NUMBER
Mr. Miss Mrs. First Middle Last	_ _ _ . _ _ _ _ _ _
HOME ADDRESS	TELEPHONE (incl. area code)

SEX F___ M___	AGE	U.S. CITIZEN Yes___ No___	MARITAL STATUS Single___ Married___

NUMBER OF DEPENDENTS (excluding yourself) who
are claimable for Federal Income Tax purposes   _____
(If you file a joint return and are not the
major earner, you may not claim any dependents.)

1. EDUCATIONAL INFORMATION
    A. List all formal education here--secondary school and beyond.

Institution and location	Years attended	Course of study	Degree or certification and year

B. List other training programs, courses, workshops, institutes, etc.,
in which you have participated.

Institution and location	When attended	Title of Program

2. OCCUPATIONAL BACKGROUND
Beginning with your present position, list your work experience both
in and outside the library field.

Place of employment Where located	When Employed	Immediate Supervisor Name and Address	Title and brief descriptio of responsibilities

3. On a separate sheet briefly state your career goals. What kinds of
responsibilities and positions do you seek? What progress have you
made toward achieving these goals? Have any factors limited your
career development?

4. What outcomes do you hope for from the Institute for yourself if you
are selected as a participant? What needs do you feel the Institute
might help you answer? (Use an additional sheet.)

Mail completed application to:

Miss Barbara Conroy, Director
Washington Seminar: Library
Career Development Institute
Box 727
The Catholic University of America
Washington, D.C. 20017

Phone: (202) 832-3085

APPENDIX B

GRADUATE DEPARTMENT
OF LIBRARY SCIENCE

WASHINGTON SEMINAR: LIBRARY
CAREER DEVELOPMENT INSTITUTE

PHONE: 202   832-3085

THE CATHOLIC
UNIVERSITY
OF AMERICA
WASHINGTON D.C. 20017   October 1, 1970

       The enclosed material describes a unique institute for training
in librarianship. It describes the intent and nature of this career
development program together with the advantages expected for the
individual participant and the library system from which he or she
comes. As you read it, consider your staff as a source of likely
candidates for this program.

       The Institute program will be closely linked to t.'e individual
and his specific needs. It will also be closely tied ,o the library
in terms of the individual's present and future responsibilities.
It provides a rare opportunity for an individualized career develop-
ment sequence directly relevant to the library system as well as
the participant.

       Institute participation will require careful pre-planning by
the applicant and the library administrator. Applicants must be
willing to participate fully in the entire 17-week term of the In-
stitute. Library administrator and participant will be responsible
for working out mutually acceptable arrangements regarding finances,
benefits (vacation time, health insurance, travel expenses, etc.)
and work responsibilities during this "sabbatical" period.

       A Participant Application Form is enclosed. In addition, a
form which is chiefly the responsibility of the candidate's super-
visor and/or library administrator seeks a statement as to why the
applicant is suggested as a candidate for this particular institute.

       Participant selection will be on the basis of the forms and
records submitted. The deadline for submitting forms for candi-
dates for the Institute is November 20, 1970. Selected applicants
will be notified on or before December 1.

       If you have specific questions that are not answered by the
enclosed material, contact Washington Seminar: Library Career
Development Institute, Box 727, The Catholic University of America,
Washington, D.C. 20017. Phone: (202) 832-3085.

                  Very truly yours,

                  Barbara Conroy, Institute Director

INSTITUTE PROGRAM ELEMENTS

All program elements are to build toward the overall objec-
tive, "to improve career development potential for further long-
term growth in supervisory and management positions." Using a
variety of approaches and learning situations, sequential develop-
ment will be individually designed for each participant based on
his capabilities, experiences, interests, and goals. Development
will be in terms of the knowledge, skills, attitudes and behavior
needed to build toward greater leadership capabilities.

Policy statements for each program element will be developed.
This paper attempts to show an overview of the entire Institute
and the interrelationship of each program element for purposes of
planning. It will have other uses--for instance, as an orientation
tool for participants and a source of information to those interested
in program design.

STATEMENT OF PURPOSE AND INTENT

1. Course work

a. Human resources
Blend of theory and experience-based sessions to gain
perspective on the intrapersonal self and the self in
relation to others in groups and organizations.

b. Library management and administration
A sequence developed from the needs expressed by the
group using pertinent resources--people, programs,
materials--to meet those needs.

2. Internship

"Specialized field experience and training that will enable
the participant to return to his job better equipped for
it and for his career advancement." Experience will be of
sufficient depth and variety to expand perspective, build
skills, test new roles for the participant.

3. Seminars

Lecture-discussions, interpretation sessions, forum for
analysis and problem-solving designed:

a. To familiarize the participant with major libraries
and library services in Washington, and

b. To bring together theory and practice learnings.

4. <u>Field trips</u>

"Individual and group visits to libraries, institutions and
agencies, and activities in the Washington area--including
such activities as needed for the participant to become
aware of HEW priorities."

5. <u>Projects</u>

Guided reading, research, and special study efforts planned
by the participant to support his interests, goals, and
home library responsibilities.

6. <u>Professional associations</u>

Involvement in meetings and activities of associations
either on a local or national basis to expand perspective,
build valuable organizational experience and contacts
for use later as well as to lend personal resources to
the efforts of these organizations.

Total Institute experience will serve as a laboratory for inter-
personal relationships, study groups, and individual behavior, as
well as help form support and referent group of contacts during
and after the Institute.

10/21/70

WORKING PAPER ON PROGRAM COMPONENTS: <u>COURSE WORK</u>

<u>General policy statement</u>:

     Course work will serve as the base for conceptual input into the Institute program. Its design and nature will reflect two areas: human resources and library administration. Theory presentations will be supplemented with opportunities for skills development, attitude assessment and behavioral application, as well as generalized knowledge. As such, course work must be closely coordinated with other parts of the Institute program. This is the responsibility of the Director. Institute faculty will serve in a team relationship with the Institute staff in planning and design for presentation.

<u>Criteria</u>:

    1. Course segments will be responsive to indicated needs expressed by Institute participants,

    2. Alternative approaches for content and method will be considered in planning for each presentation,

    3. Physical facilities will be provided by the campus, and will be selected to meet the needs of the program,

    4. All course segments will be evaluated.

<u>Structure</u>:

     Course work will be presented in different models. The pattern for human resources will be a regularly scheduled weekly sequence. Other "course work" (i.e. theory sequences) may be intensive, self-contained units of 1-2-3 days. Scheduling of course work must take into account other learning experiences during the Institute.

<u>Procedure</u>:

Discover and explore likely resources to meet needs (anticipated or expressed) of the participants.

Contract for and schedule input relevant to needs.

Plan for presentation and integration of segment into total program.

Evaluate in terms of effect on participants.

12/28/70

WORKING PAPER ON PROGRAM COMPONENTS: INTERNSHIP

General policy statement:

The internship is a fundamental component of the total Institute program aimed at its basic objective "to improve the career development potential for further long-term growth in supervisory and management positions." Its specific objective is to provide practical focused field experiences to enable each participant to develop his own practical and professional philosophy of library science principles in action, especially those dealing with the management and administration of libraries. This philosophy will evolve through guided integration of internship work experiences and other program components--course and seminar work, readings, special projects, field trips, professional association involvement--each of which will be designed to help the participant to generalize from his experiences. The basis of the internship must rest on clear objectives, valid needs, and applied learnings.

The intern (i.e. participant of Washington Seminar) is a librarian of demonstrated potential with up to five years of library experience in addition to his academic preparation. The placement site (a library or educational center) will provide supervised experience to supplement and extend the intern's capabilities for his present and future responsibilities in the library system which sponsors his Institute participation. The placement agency is expected to utilize the particular abilities and experiences of the intern in ways which further the agency's goals. The Institute Director will perform variable roles as needed by both participant and site.

Criteria for selection of sites:

1. Personally and socially meaningful involvement in terms of:
   a. creative and responsible tasks,
   b. relevancy to interests and needs of participants and libraries to which they will be returning,
   c. variety and depth of experience and activity,
   d. factors of independence and interdependence.

2. Feasibility, in terms of:
   a. hours,
   b. duration of project,
   c. location,
   d. satisfactory working conditions,
   e. people factor strong, not just things,
   f. large enough to reveal organizational/group workings.

3. Site agreeable to participant involvement and procedural requirements:
   a. contracting
   b. supervision
   c. evaluation

Structure.

     The internship is seen as three days a week, scheduled full-
time.   Duties and responsibilities must be jointly agreed upon by:

    1.   The supervisor/administrator of the placement
        site representing the opportunities, possi-
        bilities, and needs of that agency;

    2.   The intern representing the needs and interests
        of himself and his sponsoring library;

    3.   The Institute Director representing the aims of
        the total Washington Seminar program and chiefly
        responsible for establishing, maintaining, and
        evaluating this component of the program.

     Design and scheduling models may vary as extensively as needs
dictate.   Placement agreements must be fair and equitable for all
parties.   Agreements will be considered negotiable and flexible
for adjustment.   Periodic conferences and reports will provide
the main points of communication between the Institute Director
and the placement site.   Also the home library (meeting 10/26/70)

Possible outcomes for agency of placement :

1.   A funded internship with the major burden of program administration,
search, and evaluation assumed by the project (i.e. help with plan-
ning and supervision in return for the services of a trained and
experienced librarian.)

2.   An added resource to present staffing, especially in the areas
of human relations, problem solving, communications, for use in
policy development and procedural approaches to library functions.

3.   Continued professional growth for staff in explaining and
interpreting library policies and procedures to the intern.

4.   The use of an experienced librarian for special projects, for
planning or evaluative functions to provide a theoretical base
and research approach beyond usual staff resources.

5.   The stimulation of an objective observer as a new source of
ideas and perspective.

Possible outcomes for the participant :

1.   First-hand acquaintance with a sizeable library organization
in action with an in-depth look at its objectives, its functions,
and its problems.   (Strong emphasis on its problems, possibilities,
and relation to its public and to society to provide stimulation
of new ideas, resources, contacts, experiences--in relation to
needs and directions.)

2.   Exposure to the specific application of general library
principles in a library system.

3. Application of conceptual learnings to analyze, interpret, and perform in a work situation.

4. An opportunity to try out new problem-solving skills and behaviors with supervision and advice but without job jeopardy.

5. An opportunity to adapt to a wider range of professional functions and to more comfortably and capably do so within the demands of a variety of jobs.

6. Growth of a problem-solving approach that will carry over into all phases of his professional life.

7. A challenge to his capacity--the ability to assume responsibility, to solve problems and make decisions at a given level of function with groups within an organizational structure.

8. A reinforcement of professional attitudes, commitments, and ambitions--a firm identification of the individual with his profession.

9. An opportunity for valuable contacts with Washington area resources (meeting 10/26/70).

What is needed to establish the internship:

1. Participant's indication of his experience and his needs and interests. (Main source: application forms plus subsequent correspondence)

2. Home library system's recommendations.

3. Placement system--information about system needs, structure of work experience they can offer. (Main source: contacts with Washington libraries, educational centers, and other pertinent agencies, plus professional associations contacts, through use of form and structured interview)

Procedure in search for placement sites:

1. State rationale for selection of internships (policy statement p. 1)

2. Determine criteria for selection.

3. Contact resources aware of Washington scene for briefing and contacts.

4. Initial direct contacts with possible sites.

5. Follow-up of positive responses (form, structured interview, and visit).

6. File of site possibilities with information on each.

7. Negotiation with supervisors.

8. Initial matching with possible participant interests and needs after December 1.

9. Contracting on terms for placement.

10. Finalize with participant, supervisor, director:
    a. procedures
    b. responsibilities (procedure manual forms necessary)
    c. evaluation

Scheduling of activities:

Oct.-Dec.--Institute Director and supervisor/administrator explore expectations for the role and function of intern, possible specific projects, and necessary procedures. The Director may aid in planning the nature of training and supervision, and in meeting the procedural requirements for the involvement. Arrangements between intern and placement site may be initiated before the actual beginning of the Institute.

January--Three-way contracting of Director, intern, and agency resulting in written and agreed responsibilities of each party.

What is needed to maintain the internship program:

1. Agency: Keep intern creatively and constructively occupied by offering meaningful and supervised training experiences including him as part of staff. Fulfill terms of original contract.

2. Participant: Fulfill terms of agreement as to his responsibilities, using work experiences as base for seminar sessions to integrate with theory from readings and lectures, and with experiences from home library situation, and, in turn, offering theoretical and research resources to placement agency.

3. Director: Negotiate problems and issues with participant and agency if necessary. Development of procedural support structures:
    a. to provide communication channels
    b. to provide necessary consultant help on problems and projects and to help participants integrate internship experiences with other components of Institute program
    c. to help system and participant evaluate the experience
    d. to maintain close tie-in with supervisor at placement site and in home library

What is needed to evaluate the internship program:

1. Agency: Early statement of clear objectives for their involvement. Periodic conferences and reports on progress of intern.

Final summary statement regarding the assignment given the intern, the impact of the program on the agency, and a critical evaluation of the program.

2. Participant: A clear statement of objectives sought for the internship component of the Institute. Frequent consultations with agency supervisor and Institute Director. Shared insights and participation in seminar sessions with other interns. Final summary statement of impact of placement site on personal development, nature of major learnings from the experience and critical evaluation of the internship part of the Institute program.

3. Institute staff: Assessment of intern's entry-level knowledge, skills, attitudes, and behavior and his subsequent development in those areas as a result of placement. Frequent consultation with agency supervisors and interns regarding the degree of benefit being sought and found by both. Final compilation of data from all sources regarding the value of the internship placements.

10/21/70

WORKING PAPER ON PROGRAM COMPONENTS: <u>SEMINARS</u>

<u>General policy statement</u>:

The Institute is seen as a "learning community" of professional
librarians involved in continuing education. It will provide the
opportunity, structure, and climate for participant activity and
involvement--the source of his learning. The participant will be
regarded as the center of the learning process. The Director will
be seen as the leader and coordinator. The content stress will be
on applied behavioral sciences aimed specifically at developing
effective professional leadership. The program is regarded as
voluntary and free of compulsion of formal education.

<u>Criteria</u>:

1. All program elements, especially the seminars, are seen to
    be flexible and continually assessed in terms of their
    effectiveness in meeting established objectives.

2. Seminars will actively involve the Institute participants and
    staff, including consultants of pertinent skills.

3. Seminars will aim at sequential development of a group of
    leaders--in terms of both their individual and group maturity.

4. Seminar programs will integrate skillful and knowledgeable
    resource people (both specialists and generalists), adequate
    planning, equipment, materials and facilities, and a variety
    of instructional methods and approaches--all relevant to the
    adult learner in a continuing education context.

5. Seminars will provide a structure for continual assessment
    of learner progress toward his goals--a motivational as well
    as an evaluative function.

6. Resources used for seminars will be designed to provide rele-
    vancy for the participant's professional interests and goals
    and his development of needed skills and knowledge pertaining
    to his library situation.

<u>Structure</u>:

The seminar sessions will be characterized by diversity.
Possible formats to be considered are:

    1. lecture-discussion
    2. conference
    3. problem-solving and analysis sessions
    4. role playing
    5. demonstrations and exercises
    6. interpretation and critique sessions

Structure will be selected on the basis of the most effective educational technology suitable for content and purpose.

Procedure:

1. identify participant needs
2. assess and establish priorities
3. evolve instructional objectives for each seminar
4. identify resources (people, organizations)
5. select and charge resource people
6. schedule sessions
7. provide necessary facilities and equipment
8. evaluate session

At each of the procedural steps, there must be a high capability of adjusting to a changing situation. Throughout the procedure, staff involved in the seminar will operate as a team in planning, implementing, and evaluating the program.

10/21/70

WORKING PAPER ON PROGRAM COMPONENTS: <u>FIELD TRIPS</u>

<u>Criteria</u>:

1. Selection of sites to be visited will be that of the
   Director and participants.

2. Site activity must be relevant to the Institute program
   and/or the participants' job responsibilities.

3. Interpretation and critique sessions will follow each
   field trip.

4. Arrangements for visits will be the responsibilities of
   members of the Institute staff.

5. Visits may be by individuals, small groups, or the total
   group. Financial consideration must be equitable for
   participants.

<u>Procedure</u>:

1. interest expressed by group

2. arrangements made by Institute staff

10/21/70

WORKING PAPER ON PROGRAM COMPONENTS: PROJECTS

General policy statement:

Individual and/or group projects will be encouraged:

1. To support special interests to be developed

2. To foster in-depth learning experiences

3. To generate initiative and independent action

4. To offer opportunity for involvement of the individual participant to the degree he seeks

5. To offer opportunity for continuous links with the participant's home library situation

Criteria:

1. Projects must be carefully planned and presented in proposal form.

2. Institute Director will review proposals to assure their relevance to the participants' learning experience.

3. Initiators of the proposal may choose consultant and/or resource help from Institute staff, faculty or individuals and groups outside the Institute program.

4. All proposals must have built-in plans for evaluation.

Procedure:

To be determined by Director and participants later. In general, it will be the problem-solving/action plan approach: write proposal with diagnosis of problem and intent, involve pertinent resources, develop action, implement and evaluate. Position papers--presentation of statement and defense.

10/21/70

WORKING PAPER ON PROGRAM COMPONENTS: PROFESSIONAL ASSOCIATIONS

General policy statement:

     Leadership potential is as needed in professional associations
as it is in libraries. Thus, participant involvement in local
and national professional association activities will be supported
and encouraged by the Institute. It is assumed that participant
involvement will be voluntary and according to interest. The role
of the Institute is to facilitate that involvement, through com-
munications and provision of entry--not through coercion.

Procedure:

1.   Contact with local and national offices concerning:
    a.   short-term membership
    b.   nature of involvement possible
    c.   organizational resource people
    d.   organizational purposes and activities

2.   Establish regular communication pattern with participants to
    inform them of meetings, activities, events, people.

                      10/21/70

WASHINGTON SEMINAR: LIBRARY
CAREER DEVELOPMENT INSTITUTE

The Catholic University of America
Washington, D.C.

January 11-May 7, 1971

The goal of learning in this Institute is to enable individuals, groups, and libraries to become more fully functioning, effective, and productive entities in society. The Institute process is provided in order that participants, alone and in groups, can help themselves to learn and to identify and fulfill their own expectations and the expectations of the libraries they represent.

Certain basic principles are involved in effective adult learning. To assure a common point of reference within our "learning community" they are stated here.

Learning is an experience which occurs inside the learner and is activated by the learner. Learning is not only a function of what a teacher does to or says to or provides for a learner. More significantly, learning has to do with something which happens in the unique world of the learner. Learning flourishes in a situation in which teaching is seen as a facilitating process that assists people to explore and discover the personal meaning of events for them.

Learning is the discovery of the personal meaning and relevance of ideas through experience. It is a process which requires the exploration of ideas in relation to self and community so that people can determine what their needs are, what goals they would like to formulate, what issues they would like to discuss, and what content they would like to learn.

Learning is a cooperative and collaborative process. Problems which are identified and delineated through cooperative inter-action appear to challenge and to stretch people to produce creative solutions and to become more creative individuals.

Learning is an evolutionary process and sometimes painful. It calls for giving up the old and comfortable ways of believing, thinking and valuing.

One of the richest resources for learning is the learner himself. Each individual has an accumulation of experiences, ideas, feelings, and attitudes which comprise a rich vein of material for problem-solving and learning. Situations which enable people to become open to themselves, to draw upon their personal collection of data, and to share their data in cooperative interaction with others maximize learning.

The process of learning is emotional as well as intel-
lectual. Learning is affected by the total state of the
individual.

The process of problem solving and learning are highly
unique and individual. Each person has his own unique
styles of learning and solving problems. People some-
times need help to define and make explicit to them-
selves the approaches they ordinarily use so that they
can become more effective.

With these principles in mind, the Institute has been designed
to provide conditions which will facilitate maximum learning of the
participants. The aim is for an open climate in which the indi-
vidual can discover the personal meaning of ideas for meaningful
learning is characterized by its uniquely personal and subjective
nature. This aim can only be fulfilled in an atmosphere of accep-
tance and respect for the individual and a tolerance for ambiguity,
difference, and confrontation. Deep and lasting learning is a co-
operative process with built-in opportunities for self-evaluation.
Above all, learning rests on involvement and investment of the
individual. Returns to the individual are commensurate with the
degree to which he invests himself.

                                        Barbara Conroy
                                        Institute Director

                                        January, 1971

INTERNSHIP PLACEMENTS

The following are necessary to enable each participant to develop
carefully this phase of the Institute:

>   Working papers (i.e. guidelines)
>   Procedures (below)
>   Intern Placement forms
>   Placement Evaluation forms

Procedures for establishing internship placement:

First step

>   Director will suggest alternatives to each participant--
>   those sites which seem likely to meet his stated goals.
>
>   Participant determines his goal priorities, views the
>   possibilities, and makes the initial choice(s).
>
>   Director notifies desired site(s) of participant
>   interest and intent and establishes the connection
>   between the two.

Second step

>   Participant and designated site liaison meet and
>   negotiate.
>
>   Participant is responsible for Intern Placement
>   forms--one copy, signed by site and participant,
>   is given to Director together with relevant ma-
>   terials, if available. (Copies may also be given
>   to site and participant.)
>
>   Director views agreement in terms of it being a
>   valid learning experience and non-exploitative.

During the course of the internship placement, either the
participant or site may use the Director or other resources
available to the Institute for advice and consultation. Pro-
cedures for analysis and sharing of learnings for this experience
will be developed by the group. Final evaluation forms must
be submitted to the Institute Director at the conclusion of
the placement project.

-106-   APPENDIX E

INTERN PLACEMENT FORM

ORGANIZATION NAME & ADDRESS	NAME & TITLE OF SITE LIAISON PERSON
NAME & TITLE OF ORGANIZATION HEAD	BRIEFLY DESCRIBE THE WORKING RELATIONSHIP OF INTERN & LIAISON

OBJECTIVES OF ORGANIZATION

INTERN ASSIGNMENT(S)   (Define assigned activities, responsibilities, and duties)

ANTICIPATED DURATION OF ASSIGNMENT   (i.e. number of days per week, number of weeks, and preferred time period)

WORKING CONDITIONS AND EXACT LOCALE

NECESSARY INTERN QUALIFICATIONS   (i.e. skills, abilities, transpor-
                                   tation, etc.)

RECORDS LIKELY TO BE AVAILABLE AS A RESULT OF THIS ASSIGNMENT

TERMS OF AGREEMENT   (responsibilities, degree of completion expected,
                     nature of task evaluation planned, provision
                     for renegotiation, kinds of obligations and
                     privileges, etc.)

What outcomes do you anticipate from this assignment that will help
in your growth toward your goal(s)? Specify goal(s) being sought
through this placement.

INTERNSHIP EVALUATION FORM

Name of intern_____

Internship project_____

_____

1. What were the major benefits to your organization (agency/library) and/or yourself as a result of the intern's involvement?

2. Was the task assigned to the intern logically approached and capably implemented by him? Be specific. Would another approach have been more helpful? If so, why?

3.. Do you think the major transfer of learnings has been the ex-change of technical expertise or more in the area of attitudes and insights? Comment about the intern as learner and about the site as learner.

4. Define any problems you encountered in working with the intern or the program.

5. If the Institute were to be repeated, would you be willing to accept another intern?

6. Comments and reflections--general or specific:

Submitted by_____
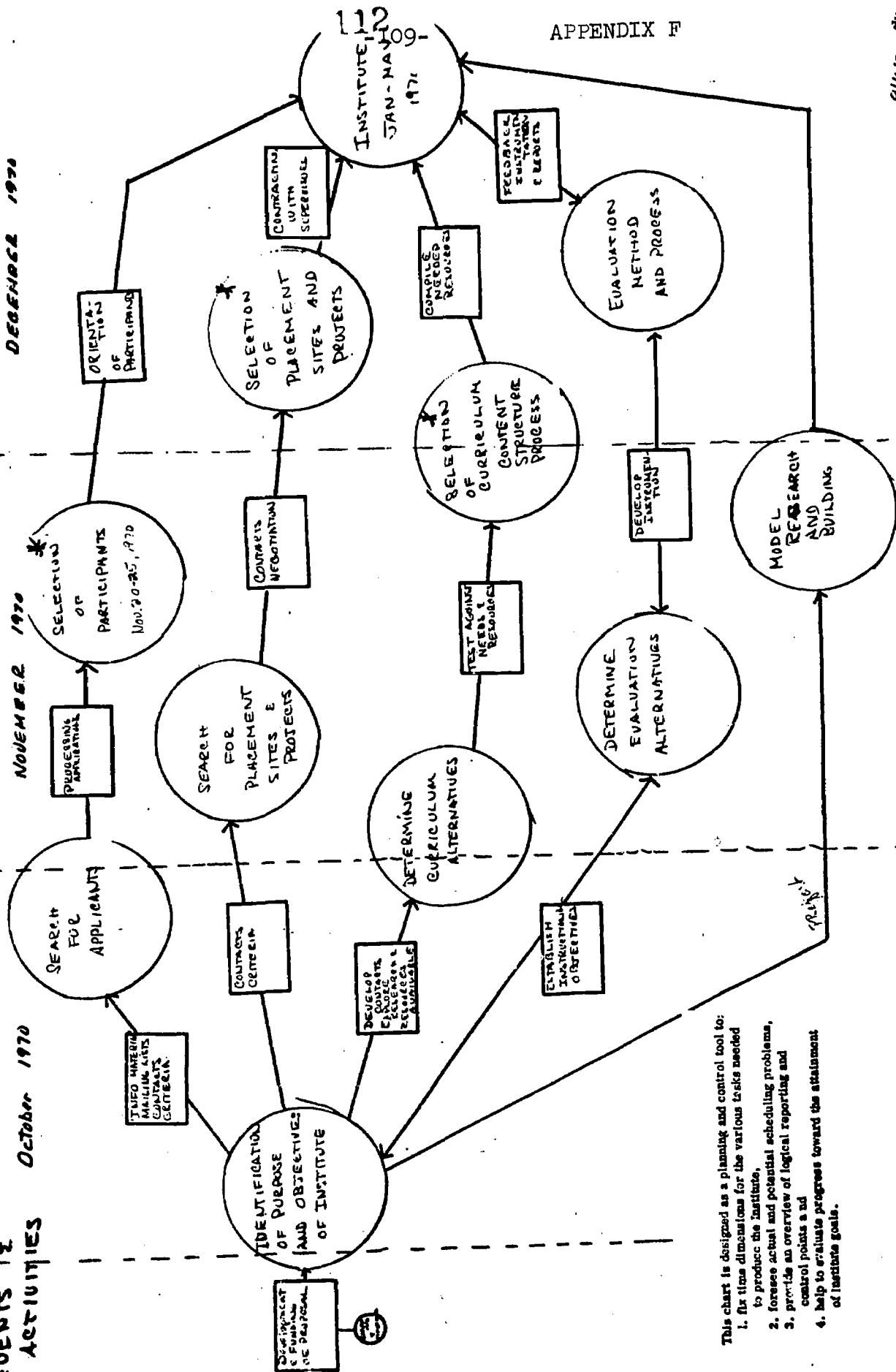Organization_____

CHART OF PLANNING PHASE ACTIVITIES

LEADERSHIP DEVELOPMENT INSTITUTE

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EVENTS & ACTIVITIES

October 1970   NOVEMBER 1970   DECEMBER 1970

INSTITUTE
JAN-MAY
197_

CONTRACTING
WITH SUPERVISOR

ORIENTA-
TION
OF
PARTICIPANTS

SELECTION OF
PLACEMENT
SITES AND
PROJECTS

COMPILE
NEEDED
RESOURCES

FEEDBACK
EVALUATION
TO
PARTICIPANTS

EVALUATION
METHOD
AND PROCESS

SELECTION
OF
PARTICIPANTS
Nov. 20-25, 1970

CONTRACTS
NEGOTIATION

SELECTION
OF
CURRICULUM
CONTENT
STRUCTURE
PROCESS

DEVELOP
INSTRUMEN-
TATION

PUBLICIZING
APPLICATION

SEARCH
FOR
PLACEMENT
SITES &
PROJECTS

TEST AGAINST
NEEDS &
RESOURCES

MODEL
RESEARCH
AND
BUILDING

SEARCH
FOR
APPLICANTS

CONTRACTS
CRITERIA

DETERMINE
CURRICULUM
ALTERNATIVES

DETERMINE
EVALUATION
ALTERNATIVES

INFO MATERIAL
MAILING LISTS
CONTRACTS
CRITERIA

DEVELOP
CONTACTS
EXPLORE
EXISTING
RESOURCES
AVAILABLE

ESTABLISH
INSTRUCTIONAL
OBJECTIVES

IDENTIFICATION
OF PURPOSE
AND OBJECTIVES
OF INSTITUTE

PRIORITY

DEVELOPMENT
& FUNDING
OF PROPOSAL

This chart is designed as a planning and control tool to:
1. fix time dimensions for the various tasks needed to produce the Institute,
2. foresee actual and potential scheduling problems,
3. provide an overview of logical reporting and control points and
4. help to evaluate progress toward the attainment of Institute goals.

9/16/70

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Washington, D.C.

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Federal City College
Washington, D.C.

Mrs. Ruth L. Flint
Barrow Day School
Barrow, Alaska

Miss Naomi Harrison
D.C. Public Library
Washington, D.C.

Mr. Peter Haskell
Cornell University Libraries
Ithaca, New York

Mr. Irving Kirk
SUNY College at Fredonia
Fredonia, New York

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Iona College Library
New Rochelle, New York

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Former Superintendent of Documents
Government Printing Office
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Federal Library Committee
Library of Congress
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INSTITUTE TOURS AND FIELD TRIPS

Federal City College
Educational Materials Center
Washington, D.C.

University of Maryland
Computer Center
College Park, Maryland

Federal City College
Media Center
Washington, D.C.

Northern Virginia Community
College
Baileys Crossroads, Va.

Trinity College Library
Washington, D.C.

National Agricultural Library
Beltsville, Maryland

Catholic University Library
Washington, D.C.

Civil Service Commission
Washington, D.C.

Government Printing Office
Washington, D.C.

LACUNY Conference
New York, New York

Enoch Pratt Library
Baltimore, Maryland

ALA Convention
Dallas, Texas

National Technical Information
Service
Springfield, Virginia

Library of Congress
Washington, D.C.

Remington Rand Library Bureau
Washington, D.C.

Howard University
Learning Center
Washington, D.C.

Northern Virginia Community
College
Annandale, Virginia

WASHINGTON SEMINAR
SCHEDULE OF EVALUATION INSTRUMENTATION
1971

Instrument	January	March	May	July	December
Career Profile	X				X
Anticipation/Gain					
Content importance	XX	X	X	X	X
Format value	XX	X	X	X	X
Major outcomes	XX	X	X	X	X
Use of Washington Resources	X				X
Personal Orientation Inventory	X				
File and Remmers/How Supervise	X				
Leadership Opinion Questionnaire	X				
Internship Evaluation			X		
Structured Interviews (Conroy) and Kortendick)		X			
Sociometrics		X	X		
Self-inventory reports (logs)					
Director observation					

EVALUATION INSTRUMENTATION

INSTRUMENT	PURPOSE	USE OF DATA
Career Profile	to assess career status, responsibilities and satisfaction	to compare past and present with future data
Anticipation/Gain Content importance *	to rank content areas for their importance to participants, employer; to rank content areas for perceived gains	to compare initial and subsequent ranks; to compare participant and employer rankings; to compare anticipation, gain and outcomes
Anticipation/Gain Format value *	to reveal anticipated importance of types of program activities; to assess value of each format	to compare anticipated with perceived value of formats
Anticipation/Gain Major outcomes *	to indicate major desired outcomes; to indicate major achieved outcomes	to compare with goals; to measure against content gain and importance and outcomes
Use of Washington Resources	to reveal extent of use before and after program	to measure pre and post assessment
File and Remmers	to give pre/post measure of supervisory skills	to compare Institute with control group; to compare entry and exit level
Leadership Opinion Q	to give pre/post measure of leadership attitudes	to compare Institute with control group; to compare entry and exit level
Personal Orientation I.	to give pre/post assessment of personal goals and attitudes	to compare Institute with control group; to compare entry and exit level; to provide guidance for goal setting

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INSTRUMENT	PURPOSE	USE OF DATA
Internship Evaluation*	to measure job ability and behavior	to compare before and after effectiveness to evaluate format
Interviews	to assess progress toward goals	to evaluate program effectiveness
Sociometrics	to give peer evaluation of individuals	to provide guidance in goal setting
Self-inventory reports	to articulate learnings from activities to provide self and program awareness of activities to reinforce learnings	to view progress toward goals to communicate and link resources with needs