ABSTRACT
                The Outreach Leadership Network (OLN) was a regional
program of continuing education for public librarians in New England.
Federally funded under the Higher Education Act (Title II B), the
project began July, 1971, and continued formal activities through
October, 1972. The overall goal of the project was that of providing
for more effective programs of public library services directed
toward presently unserved community groups. OLN sought to provide
educational programs which would increase the ability of librarians
to plan and launch successful and effective programs to actively
extend library services to more citizens than presently were being
served. This outreach educational program also served as a training
ground for the development of a cadre of public library leaders --
librarians not only committed to outreach service but also skilled in
program planning and in working with groups. Project activities
provided multiple opportunities for outreach-committed librarians to
"network" with each other; that is, to share ideas and resources
within each state and across state lines. This document contains an
administrative report by the OLN project director and a report of the
evaluation team. (Author/SJ)

LEADERSHIP FOR CHANGE;

A REPORT OF THE

OUTREACH LEADERSHIP NETWORK.

Part 1: Administrative Report

by Barbara Conroy, Project Director

Part 2: Evaluation Report

by John Bardwell, Evaluator
Lynne Brandon, Data Analyst
Peter Horne, Evaluator
Ron Miller, Evaluator

Outreach Leadership Network
New England Center for Continuing Education
University of New Hampshire
Durham, New Hampshire

December, 1972

L E A D E R S H I P   F O R   C H A N G E;

A   R E P O R T   O F   T H E

O U T R E A C H   L E A D E R S H I P   N E T W O R K

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LEADERSHIP FOR CHANGE;

A REPORT OF THE OUTREACH LEADERSHIP NETWORK

This abstract from the full final reports of the OLN project is being widely disseminated to interest groups concerned with change, education and librarianship in this model and further applications of it. The complete document includes a descriptive report and an evaluative report which detail why and how the project was done together with the outcomes and implications of the project that are evidenced at this time. The full report will be available through the ERIC/CLIS document series. For those interested in the model, a limited number of printed copies is available from the OLN Project Coordinator, Margaret B. Soper, Division of Continuing Education, University of New Hampshire, Durham, New Hampshire.

Project staff members will welcome your comments, reactions or questions regarding the project. We urge you to use the dialogue sheet included in this abstract report to let us know your area of interest.

The Outreach Leadership Network (OLN) was a regional program of continuing education for public librarians in New England and was affiliated with the New England Center for Continuing Education at the University of New Hampshire in Durham. Federally funded under the Higher Education Act (Title 11 B), the project began July, 1971, and continued formal activities through October, 1972. The overall goal of the project was that of providing for more effective programs of public library services directed toward presently unserved community groups.

OLN sought to provide educational programs which would increase the ability of New England librarians to plan and launch successful and effective programs to actively extend library services to more citizens than presently were being served. This outreach educational program also served as a training ground for the development of a cadre of public library leaders -- librarians not only committed to outreach service but also skilled in program planning and in working with groups. Project activities provided multiple opportunities for outreach-committed librarians to "network" with each other; that is, to share ideas and resources within each state and across state lines.

OLN was essentially an attempt at outreach to the library profession using a continuing education program to effect regional impact in promoting active delivery of library services beyond client groups now served. It sought to activate a significant number of librarians who would provide an impact of outreach librarianship into New England library service patterns. Hoped for as an outcome from the project is the development of an outreach network among New England librarians to be used for the communications and decision-making functions necessary to facilitate further state and regional public library outreach efforts.

The project itself is a model of planned change, an example of the attitudes and skills it sought to "teach". It was based on the principles of participatory management and of planned organizational development as well as those of educational technology and participative education. This model was intended to be relevant for librarians in working with their communities and colleagues, for administrators in working with their staffs and trustees and for state agency personnel in working with their librarian-clients.

OUTREACH LIBRARIANSHIP AND CHANGE

Outreach librarianship seeks to extend library service beyond the traditional patterns and through the traditional barriers by using new methods, new media, new strategies -- or the old ones in new ways. Most fundamentally, successful outreach library programs are done by the librarian with the community, not by the librarian for the community. In this changing world, librarians need to develop the necessary abilities and attitudes for outreach librarianship. Libraries need to build policies and programs which are closely related to community needs and which incorporate community involvement in new ways. The community needs to change in relation to the library by being actively involved in the planning and use of library services. The initiative for outreach library programming can come from any of these elements -- librarians, libraries, communities -- but it will need all these elements in order to succeed.

To move from traditional to outreach service patterns requires change and understanding of change for the individual and for the library. Initiating that shift and sustaining it means working through the ever-lasting process of growth which is change. An important capability for a lasting institution, as well as for a healthy individual, is the ability to change -- to plan for change and to accommodate changes that occur, rather than be bypassed or destroyed by the impact of those changes.

All activities throughout the project were intended as practical applications of theory and as opportunities to learn. Major staff efforts were:

1. to establish and maintain an administrative base which could assemble and coordinate needed resources,

2. to develop a leadership training program which would provide a series of learning opportunities for librarians who indicated a high degree of leadership potential,

3. to produce four outreach institute programs which would develop the attitude and ability needed for effective outreach librarianship in participating New England librarians.

Briefly stated, OLN was a model of an evolving organizational structure which produced participative education activities. These activities consisted of action training and leadership development programs which were systematically designed to deepen commitment and increase the capabilities of public librarians in New England interested in outreach librarianship. Throughout its life, the organization was administered by means of participatory management methods using ad hoc task teams. From the beginning the OLN was meant to be transferred

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into the hands of those who had been active in its program and who were most
committed to its goals and methods. The intent of the proposers and staff
of the project was not only to build an operational structure for its
funded life but to evolve a method which could extend the initial thrust
into the future. Thus, if relevant and timely, this process might continue
to enable public librarians in New England to participate meaningfully
in the process of planning and effecting constructive changes in their world.

PROJECT OUTCOMES

To what extent these intentions have been fulfilled is not yet completely
clear but substantive evidence shows strong indications that the OLN project
was able to produce the resources necessary that could be used to build on
and to sustain the impetus provided by the initial catalyst. Within this one
and one-half year period, an extensive bank of resources (people, ideas and
materials) has been developed. More specifically project outcomes include:

Librarians (113 participants of the Outreach Institutes and 69
involved in the training programs) with a high leadership potential,
a commitment to outreach and an action orientation have shared learning
experiences across state lines. They are trained in the ability to
plan and implement programs; they have established communication
with each other and have a regional outlook; they have evidenced
their interest in continuing education with a view of their own
learning needs and new perspectives on how to fill those needs.
Idea Resources were provided by the practical application of the
project's methodological approach, the concepts of participatory
management, organizational development and participative education
can be considered for application in library schools, state agencies
and other projects as well as for librarians to utilize in their
libraries. In addition, values of networking, of working collaboratively
on a common task and of involving the community in decision-making were
discovered by many who have been involved directly in the program,
Materials Resources compiled for the project activities included a
step-by-step action planning model, an outreach bibliography, a
brochure describing the project, workshop designs, documentation forms
for meetings and workshop sessions and a collection of outreach
information and training resources.

The next step to fulfill the intent of the model is for New England
librarians to utilize these resources and take initiative and responsible
moves to sustain or redirect the thrust begun by the project. The skills of
action-planning are already being directly and immediately employed by key
leaders who were involved in the program. As a result of their shared
interests and concerns, two groups have formed and, through the fall of 1972,
have firmed up action plans, integrated and coordinated their efforts to
reveal that the elements of the next steps -- New England librarians
utilizing these resources and taking initiative and responsibility -- are
possible, feasible and in view. A Task Force on an Outreach Information
Clearinghouse seeks "to consider and implement the idea of an Outreach
Information Clearinghouse, a centralized continuing activity for the collection,
organization and dissemination of information about outreach." A Steering
Committee seeks to provide for the organizational continuity of the project.
This group in conjunction with the Continuing Education Committee (a sub-
committee of the Regional Planning Committee) of the New England Library
Association has petitioned and become a section of NELA to be known as
New England Outreach Network (NEON). These are indications of the present
and potential impact of this project.

PROJECT EVALUATION

A team of three outside evaluators was responsible for the design and implementation of an evaluation plan to measure the effect of the project's institutes and training program experiences on the participants involved. The evaluation plan was intended to guide programming and to determine the degree of effectiveness of major elements of the total program. An evaluation model developed at Ohio State University, known as CIPP, was the basis for the evaluation plan by the Evaluation Team.

Evaluation is defined as "the process of delineating, obtaining, and providing useful and appropriate information. According to the CIPP model, there are four types of evaluation -- Context, Input, Process, Product -- which examine four general types of decisions which must be made during any meaningful cycle of project planning and implementation. These are: Context Evaluation is the examination of planning decisions which determine objectives and set priorities, and thus specify major changes that are needed in a program. Input Evaluation is the examination of structuring decisions which project strategies for the achievement of the objectives, and thus are the means to achieve the ends which have been established; they can also result in the modification of established objectives as limitations of available resources to insure their achievement are revealed. Process Evaluation is the examination of implementing decisions which are involved in executing the designs and involve many choices regarding changes of ongoing procedures. Product Evaluation is the examination of recycling decisions whereby achievements are measured against objectives and a determination is made whether to continue, modify, or terminate a project.

The broad range of skills required to satisfy the evaluation requirements in the Plan of Operation indicated the need for a team, which is consistent with the OLN training model. The Evaluation Team combined skills and experience which include expertise in fields of adult education, human relations, organizational development, evaluation, library systems planning, regional programming, needs assessment, and leadership training.

The Evaluation Team performed the following functions in the OLN program:
1. developed the theoretical framework and means by which the program objectives could be evaluated, giving attention to both process and product as defined by the CIPP model;
2. served as skilled process observers in selected program activities of OLN throughout the duration of the program for the purpose of providing data which could be used as a basis for strengthening the program as it progressed;
3. assisted staff, and participants in clarifying the objectives which they pursued in various training activities of institutes;
4. were involved in the development and use of documentation forms which were designed to provide information about activities, individual's process abilities and self-evaluation.
5. aided the participants to understand and practice evaluation techniques as applied to outreach librarianship;
6. responded to requests of institute staff and some participants during institutes and follow-up activities as consultants on planning, problem-solving, and evaluation.

The OLN was a complex project to evaluate. As of November, 1972, the Outreach Leadership Program included fifty-seven "formal" events and an undetermined number of informal events that emerged from the considerable number of professional meetings which OLN participants attended. Since neither time nor money permitted members of the Evaluation Team to be present at all of these events, documentation reports, staff reports, and correspondence were used by the Evaluation Team to provide the information needed about the various meetings and workshops, and the activities which resulted from them. This multi-faceted approach toward evaluation was adopted primarily for two reasons: first, the sheer quantity of activities which occurred, sometimes concurrently, operated against direct personal observation of them by an Evaluation Team member. Second, the very nature of many institute activities does not fit well into discrete quantifiable analyses. The fact that attidudinal and behavioral changes were occurring to some degree in at least 135 individual personalities in different directions and at different rates, illustrates another dimension of complexity in the evaluation process.

The primary sources of information used by the Team to study the effectiveness of the institutes are derived from the direct participation of the Evaluation Team, notes, Workshop Evaluation Questionnaires, Summaries Of Action Plans written by participants, and the recorded responses to the Post Institute Survey Questionnaire.

Although the application of leadership skills acquired as a direct result of participation in the OLN programs cannot, in this short a time, be assessed with accuracy or reliability, evidences of leadership tendencies were revealed to some extent by participation in program activities, including follow-up activities, implementation of action plans, and self-evaluation of outreach leadership skills.

OBSERVATIONS

The following are some of the observations made by the Evaluation Team:

1. The opportunity and encouragement of participants and staff to participate openly and actively in the planning, design, implementation, and evaluation contributed significantly to the accomplishment of the goals and objectives of the program.
2. The multi-person approach to decision-making used throughout the project tended to overcome autocratic imposition of those decisions and gained early commitment to their success on the part of the decision-makers.
3. Some staff members and participants exhibited solid patterns of personal and professional development of outreach and leadership skills.
4. Location of the OLN project in an existing regional institutional setting enabled resource people to be utilized who already were committed to regional concepts and who utilized network relationships that had been developed among institutions in the region.
5. While the goals of the OLN institutes were directed toward improving services to unreached groups, the skills and concepts imparted by the training program were generic to the overall improvement of basic library services.
6. As a result of exposure to the OLN program "outreach concept", the materials, staff, skills, were in some cases, adopted by other library personnel and non-OLN agencies, both in New England and nationally.
7. A "temporary system" such as OLN is not encumbered with the restrictions of an institutionalized system and can introduce innovations without dealing with the established procedures of an existing system.

Recommendations based on the findings made by the Evaluation Team are included in the report as information upon which decisions can be made by those who plan similar programs. These relate to program design, selection criteria and procedure, utilization of documentation process and forms, workshop design and implementation, staff and faculty roles, evaluative process and procedures, and possible next steps. A strong suggestion for a longitudinal impact study was made with such a study to be conducted approximately two years after the completion of the project. This study could measure outcomes that cannot be evaluated while the project is being conducted, and to determine the long-term effects of the project on outreach librarianship in New England.

PROJECT STAFF

Responsible for the administration and coordination of project activities and general program development.

Project Director: Project Assistant/Secretary:

  Barbara Conroy   Cynthia Giesing

Project Consultant: Project Coordinator:

  Lawrence Allen, Dean   Margaret B. Soper, Assistant Director
  College of Library Science   Division of Continuing Education
  University of Kentucky   University of New Hampshire
  Lexington, Kentucky, 40506   Durham, New Hampshire, 03824

EVALUATION TEAM

Responsible for the design and implementation of the evaluation of the OLN project activities.

  John Bardwell, Chairman   Peter Horne
  Dept. of Media Services   Educational Consultant
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        Wellesley, Massachusetts, 02181

    assisted by Lynne Brandon, Data Analyst

TO INITIATE DIALOGUE....

This abstract of the descriptive and evaluative reports of the OLN project is given wide distribution in the hopes of providing brief and essential information about the project to librarians, state library agencies, professional associations and educators. This sheet is designed to provide a means for further communication to be used by those who are interested in this project and/or the report in hand. The project staff and evaluators welcome your interest, comments, reactions and questions. For your convenience, this form is provided to assure the prompt referral of your response to the appropriate persons. Correspondence should be sent to: Margaret B. Soper, Project Coordinator, Outreach Leadership Network, New England Center, Durham, New Hampshire, 03824.

Would you be interested in additional information regarding the OLN project? If so, in what particular aspect?

Would you share your reaction to this report?

Would you be interested in knowing future directions being taken in outreach librarianship in New England?

Do you know of other individuals or groups who would be interested in this project who may not have received this report? List:

Do you have similar interests, goals or methods and want to share learnings with us? If so, describe your particular focus so we may respond.

Other comments:

Your name, title and institutional address:_____

OUTREACH LEADERSHIP NETWORK
NEW ENGLAND CENTER FOR CONTINUING EDUCATION
DURHAM, NEW HAMPSHIRE 03824

LEADERSHIP   FOR   CHANGE;

A   REPORT   OF   THE

OUTREACH   LEADERSHIP   NETWORK

Part 1: Administrative Report

by Barbara Conroy, Project Director

Outreach Leadership Network
New England Center for Continuing Education
University of New Hampshire
Durham, New Hampshire

December, 1972

"WE CAN LIFT OURSELVES OUT OF IGNORANCE,

WE CAN FIND OURSELVES AS CREATURES OF EXCELLENCE AND INTELLIGENCE AND SKILL.

WE CAN BE FREE.

WE CAN LEARN TO FLY!"

Bach, R. <u>Jonathan Livingston Seagull</u>.
N.Y., Macmillan, 1970.

INTRODUCTION

The Outreach Leadership Network (OLN) was a regional program of continuing education for public librarians in New England and was affiliated with the New England Center for Continuing Education at the University of New Hampshire in Durham. Federally funded under the Higher Education Act (Title 11 B), the project began July, 1971, and continued formal activities through October, 1972. The overall goal of the project was that of providing for more effective programs of public library services directed toward presently unserved community groups.

OLN sought to provide an educational program which would increase the ability of New England librarians to plan and launch successful and effective programs which would actively extend services of their libraries to more citizens than presently were being served. This outreach educational program also served as a training ground for the development of a core of public library leaders -- librarians not only committed to outreach service but also skilled in program planning and in working with groups. The program provided multiple opportunities for outreach-committed librarians to "network" with each other; that is, to share ideas and resources within each state and across state lines. These

elements served as the basis for an outreach network which may develop as an outcome from the project.

Two basic program objectives threaded through all activities. The first was to develop the ability of public librarians to formulate and implement action programs of library outreach -- extending their library service beyond the traditional patterns to segments of their community not presently adequately served. The second was to develop a core of library leadership able to evolve a network which could continue the impetus of the project beyond the duration of the funded period. Hoped for as an outcome from the project was the development of a network among New England librarians which can be used for the communications and decision-making functions necessary to facilitate further state and regional public library outreach efforts.

OLN was essentially an attempt at outreach to the library profession using a continuing education program to effect regional impact in promoting active delivery of library services beyond client groups now served. It sought to activate a significant number of librarians to provide an impact of outreach librarianship into New England library service patterns.

The project itself was a model of planned change, an example of the attitudes and skills it sought to "teach". As such, the project was an outreach effort with a community of librarians who became deeply involved with the planning, implementing and evaluating. The depth of change necessary to produce new patterns of behavior and institutional policy requires substantial commitment and capability. This, in turn, requires deep investment which can be achieved only through deep personal involvement in the

processes of that change. OLN intended to achieve not only change

for the moment -- the duration of the funded project -- but change

that would be lasting and self-renewing. This report attempts to

detail the intent, the method and the short-range outcomes of the

project to provide a permanent account of the project and to

encourage others to consider the possible applications of this

model for similar purposes.

BACKGROUND

The what and how of the original proposal, and of the project,

evolved from several forces which came together at the 1970 fall

convention of the New England Library Association. Those forces

were: the deep and continuing interest in outreach librarianship

by several participants from an institute held that September

("Reaching the Unreached", Springfield, Massachusetts); substantial

interest and indication of need from many librarians who did not

attend that institute but wanted opportunities similar to what

they had heard of Springfield; the interest and willingness of the

faculty team from that institute, Lawrence Allen and Barbara Conroy,

to explore ways to respond to the expressed and felt need for

opportunities to learn the concepts and techniques of outreach

librarianship. These factors lead Allen and Conroy to generate a

proposal which was sent to the State Librarian of each New England

state for reaction and comment before being submitted to the

Bureau of Libraries and Educational Technology of the Office of

Education (OE) for consideration for funding as an Institute in

Training for Librarianship.

Upon receipt of the grant in June, 1971, a two-month period

(July-August) served to develop the plan of operation for implementing the project. An initial tentative plan of operation, which incorporated the elements of the proposal and revisions suggested by the Office of Education, was sent to officials of all New England state library agencies, the state and regional library associations, state and regional trustee associations, participants from two previous outreach institutes in New England (Springfield College, Springfield, Mass. and Bates College, Maine), library media, major public libraries in the region and other individuals who had indicated interest. The final plan of operation incorporated the substantive and procedural suggestions from these various source received through correspondence, telephone and personal contact and was sent to the Office of Education, August 31, 1971. Implementation began immediately.

NEED

The premises on which the development of this project were based include some of the present conditions which challenge public librarianship today in our society. It is these challenges which the project has, within its range of influence and effectiveness, attempted to address and, in some instances, to offer a model for change which can be applied elsewhere. These issues illustrate the basic professional concerns reported in the professional literature and featured as focal points at professional conferences. These premises are briefly stated here to point up the needs to which the project sought to respond by its program of activities.

The survival of the public library, as such, is presently in jeopardy. As a social institution, its function is to provide for

the informational needs within its community. Presently it is often found wanting in meeting this function. As a service agency, it is responsible to its clients. In the most dormant instances its performance of this function is being ignored or bypassed. In the most alive instances, libraries and librarians are being asked to look to new roles and new patterns of service in that community.

In theory, the library's clients include the entire spectrum of individuals and groups in the community. In actual practice, however, utilization of library services is often selective due to the method by which library services are delivered or due to the lack of community awareness of or responsiveness to the services offered. Thus, both implicitly and explicitly, the needs of some segments of the community are better served than others. Whatever the reasons, inequity of service is the result. All communities have overlooked, unserved citizens. Those most often unserved by libraries include the disadvantaged, the aged, the nonliterate, the minority groups, the institutionalized -- all disadvantaged even further because of lack of adequate informational services.

The access to information, having it and using it, is a strong element of power for individuals and groups of people in a community. The realization that having information is vital to what people want and need to do is a growing one. That realization translates into alternative means of getting information if public library services do not meet those needs. Some of the current alternatives include hotlines, government information centers, business references services, etc.

However they get it, citizens need information with which to make decisions in meeting their personal, career and civic responsibilities. Current trends which are leading to greater personal development,

participative management and citizen-oriented government make the

individual's decisions ever more significant and the need for access to

and use of information greater. The growing demand for participation

in the decision-making on community issues is becoming ever stronger.

Thus, these pressures promise to intensify rather than to lessen.

They, the pressures, also promise to be reflected in the demand for

accountability expressed by the citizen who is asking for evidence that

shows that important and useful services are actually being exchanged

for the tax dollar. Active programs of providing information in

response to community needs by public libraries are one means to meet

the demand for accountability in the changing society.

Outreach librarianship seeks to extend library service _beyond_

the traditional patterns and _through_ the traditional barriers by using

new methods, new media, new strategies -- or the old ones in new ways.

Most fundamentally, successful outreach library programs are done by

the librarian _with_ the community not by the librarian _for_ the community.

In this changing world, librarians need to develop the necessary

abilities and attitudes for outreach librarianship. Libraries need to

build policies and programs which are closely related to community needs

and which incorporate community involvement in new ways. The community

needs to change in relation to the library by actively being involved

in the planning and use of library services. The initiative for outreach

library programming can come from any of these elements but it will need

all these elements in order to succeed.

The librarian is the key element to effective library service. The

librarian determines what the library is and is not able to do in the

community. In many cases, the public librarian is not adequately

prepared through traditional professional education and inservice

training for developing extended library services to reach out effectively in the community. By their own definition, many librarians state that they are inadequately prepared with the know-how, skills and attitudes that are crucial to plan and implement creative new programs which effectively reach the community.

In general, previous institute experiences of the proposers of this project have shown that: 1) librarians do not characteristically plan effectively with their communities, especially those community segments most needful of services, 2) librarians do not elicit understanding and support for outreach attempts from the library staff and from library boards and other community groups, and 3) librarians do not feel competent in assuming new and changing roles in their community. These earlier experiences have been confirmed during the OLN project and have been recently validated by others working with outreach librarianship. These re-affirmed findings are important challenges facing those librarians trying to serve a changing world.

Libraries are being challenged by direct and confronting contact with community segments which earlier were not strongly considered in planning services. The traditional institutional service patterns need to be changed if the interested outreach librarian who seeks to make the library an effective agency in reaching out to the entire community will be able to do so. Libraries as institutions need to be ready and responsive to the rapidly changing world.

Librarians and libraries can be (and in some cases, are) agents of planned social change in their communities. They can facilitate planned change in a community by employing creative and useful means of distributing information resources, by broadening the potential of the library as a community facility and by exercising community initiative and

support through personal and institutional actions. Moving from traditional to outreach service patterns requires change and understanding of change for the individual and for the library. Initiating that shift and sustaining it means working through the ever-lasting process of growth which is change. Constructive evolutionary growth comes from responsible individuals and institutions responding to the issues presented by their environment. An important capability for a lasting institution, as well as for a healthy individual, is the ability to change -- to plan for change and to accommodate changes that occur, rather than be bypassed or destroyed by the impact of those changes.

PROJECT ASSUMPTIONS

These are the premises upon which the objectives and activities of the Outreach Leadership Network were based. They provided the starting point for the initiation and development of the project. As premises, they have become clarified and reinforced with our experience of seeing the project unfold over the past several months. These premises are the basic "why's" for the project. More briefly and specifically, the assumptions on which the various project activities are based will be helpful in understanding the "what's" of the project.

The project developers, based on their experiences, assumed that:

1. Sufficient and valid self-interest would exist on the part of:

   -librarians who wanted to increase the library's outreach capabilities within the community,

   -state agencies which wanted to improve library service in their states and to provide for continuing education opportunities directed toward better library service,

-library administrators who felt the need for more staff trained for outreach programming,

-previous outreach institute participants who would be interested in deepening their own skills and would see the advantages of working together toward outreach through group action, to be receptive enough to the goals of the project and become involved either directly or indirectly.

2. The impact of the learning opportunities available in a concentrated workshop would be sufficient to provide skills development and to reinforce outreach commitment, thus enabling participants to return to their communities with increased ability and desire to develop library outreach programs.

3. The methods of participative education which rely on the ability of individuals to be self-directed and responsible, would be the most adequate means to provide the depth of behavioral and attitudinal change sought and to discover and encourage leadership characteristics in librarians as well as being the methods most congruent with and supportive of the project management style.

4. Enough existing and potential New England library leadership could be brought together through institutes and training programs to provide an opportunity for involved and responsible leadership to see multiple possibilities offered by regional efforts of networking.

5. Through its own pro-active "outreach" activities, the ad hoc and external nature of OLN could provide a solid enough base for a sufficient time to stimulate a broader, indigenous base with similar aims.

6. A region of six geographically-contained states having an active regional library association and an interstate library compact would provide adequate opportunities to sustain leadership network

activities if OLN could initiate them.

7. Continuing education with the practioner in the field would
   yield the greatest number of short-range and long-range direct
   results because the educational experiences can be related to
   real needs and can be applied immediately.

THEORETICAL FRAMEWORK

These premises and assumptions provided the rationale for the
project. The project's goal was to provide an educational program to
increase the ability of New England librarians in planning and launching
successful and effective outreach programs. Its objectives were to
design activities which would encourage more outreach librarianship --
by helping public librarians in the region develop action plans of
outreach services and by encouraging the capability and commitment of a
significant number of public library leadership in continuing the impact
of the project beyond its funded life.

To accomplish these objectives, the staff based the major project
activities solidly within a theoretical framework which brought together
several interrelated areas of the applied behavioral sciences. How
project tasks were accomplished was as important as what was accomplished.
A brief sketch of the project activities will help to provide a context
within which a description of the theory base underlying those activities
will be more understandable. These three areas are more fully described
later in this report. Basically, major staff efforts were:

1. to establish and maintain an administrative base which could
   assemble and coordinate needed resources. Short-range, this base
   was needed to produce the educational events of the project.
   Long-range, it might be used to provide a base for further

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development of the network with which the impetus built by the project could be continued,

2. to develop the leadership training program which would provide opportunities that would prepare the initial group of librarians who would be staff members in the four institute programs and that would build toward an expanded leadership group to include institute participants as well as staff who indicated a high degree of leadership potential,

3. to produce four outreach institute programs which would develop the attitude and ability needed for effective outreach librarianship in participating New England librarians.

Resources of the project -- staff, funds, materials, facilities were directed toward these efforts.

The immediate and essential task for the staff was to build and maintain a new organization -- a "temporary system". The organization needed the ability to move quickly enough to make the necessary decisions which could produce seven workshops for a total of 166 participants in an 11-month period. At the same time, it had to be a sound example of what its precepts were -- solidly based in sound theory and able to manage the attainment of its objectives within tight time, staff and money parameters. Further, the staff built toward an unknown future, not knowing if the idea of outreach networking would "take" with a substantial enough "critical mass" of individuals to effect significant change in New England librarianship. Whether, where and how those changes would be made was as impossible to predict as what changes might come about as a result of the project's activities.

The theoretical framework within which the project was set was carefully selected in order to be able to provide a model -- a model .

which could present working concepts for librarians to consider as possible options in their own jobs within their own communities. The project sought to be an example, within itself, of the principles of participatory management and of planned organizational development as well as those of educational technology and participative education. This model was intended to be relevant for librarians in working with their communities and colleagues, for administrators in working with their staffs and trustees and for state agency personnel in working with their librarian-clients. For some involved in the program activities these principles were their usual "style"; for others, the model offered a look at a new way of doing things. In either case, the project presented an opportunity to consider and practice important, basic precepts in education and management. Whatever . outcomes this aspect of the project may have achieved can only become evident in the future as those who have participated in the program attempt to use what they have learned in their personal, professional and civic lives.

The developers of the project, Lawrence Allen and Barbara Conroy, hoped to emphasize and demonstrate the practical art of bringing together theory in several areas of the behavioral sciences, specifically those of participative education, educational technology, participatory management and organizational development. Some of the rationale for this selection is implicit in the assumptions described on pages 8-10. Explicitly, the project was an attempt to test, using this model, some controversial directions in education and management which are being discussed currently and are being considered by many in the field of librarianship. Each of these areas is described here in a capsule statement. For more information about each, consult the references

mentioned in the "Materials" section of this report on page 41.

Participative education is learner-centered -- the learner is actively involved in identifying his own needs, in setting his own goals and in analyzing his own problems and solving them. He is not merely the recipient of information but is an active participant in the learning process. The "teacher" is a primary resource, a helper in that process. Self-directed learning has been a growing emphasis in modern adult education. It has been found to be particularly well suited for adults who feel a need for creative continuing education opportunities that are directly and lastingly related to themselves as individuals and the issues and problems they confront in their lives. The importance of this method to this project, in addition to the fact that it is the most effective learning method for adults, was that the responsibility necessary for the learner to assume can be closely linked to the emphasis of the project on the discovery and development of leadership. One of the leading characteristics of leadership is the assumption of initiative and responsibility.

Educational technology refers to the application of findings in behavioral science to educational and instructional planning and to the solution of basic teaching-learning problems. Educational technology is concerned with the ingredients, not only the hardware, of education. It is a systems approach to education in which behaviorally stated objectives form the base for the design of learning opportunities and the means for evaluating results during and after the program. The importance of this educational method to this project was the need for a sound educational approach which carries a high possibility of achieving lasting learning results in the important area of leadership development.

Interest in participatory management as an administrative style is

becoming greater in librarianship due to the attention generated by the attractive outcomes that can result -- resourceful, productive and involved staff working within a flexible and effective organizational structure to accomplish the goals. Participatory management rests the organizational decision-making process at the level where the most adequate information is available and where the greatest effect of those decisions will be felt. Its basic work style is that of problem-solving in small, goal-oriented groups in which the members work collaboratively together on the task. Often the frustrations felt by managers and staff in the shift from personal and organizational orientation of a more authoritative nature dissuades individuals and organizations from attempting it as a management approach.

Characteristics of this management style are: shared leadership and membership roles, consensual decision-making, maintenance of a supportive atmosphere for learning and doing, free flow of communication and interaction with a high degree of trust in the ability of individuals to make their own best decisions and the structural basis of teams working toward organizational objectives as well as their individual learning goals. The project emphasized each of these and, as with others trying this style of leadership, we encountered resistance due to lack of understanding, the entrenchment of habit and the scariness of being responsible for one's own behavior and decisions. The importance of participatory management within the project was to allow the fullest possible use of the human resources available and to provide learning at many levels -- at the task level in getting the job done, at the organizational level in having many people involved at various organizational levels and at the level of being involved in the management process itself as an opportunity to learn about the advantages and

disadvantages to this style of management.

The last aspect of the theoretical framework for the program is, like the others described above, relatively new to many library administrators and is being looked at from afar more often than it is being implemented currently. Organizational development is a means for planning the processes by which the organization can adjust itself to accommodate the changes that may threaten its survival. As such, it is the most practical approach to resolving organizational problems; it assumes a need to grow and change. People have that need and so do organizations. Specific elements of organizational development working with people within the organization toward a mutual goal by means of objectives jointly agreed upon. Direct and open communication, collaborative methods of working together and a broad basis for decision-making -- these bases are necessary to build and maintain a healthy and attitudinally mature organization.

The short duration of this funded project might have indicated that strong consideration of organizational development was neither desirable nor feasible. However, the project was intended to be a catalyst for the creation of a network of outreach librarians. As an initiating agent, some of the concepts within the project might be carried into future network possibilities. State or regional networks would have to have the ability to adjust to changing needs of librarians and their communities. Thus, organizational development methods deliberately used within the project might prove to be a desirable future base as well as to offer the project itself, during its life, the advantages which come from a sound and flexible organizational base.

The reasons for this project being rooted within this theoretical framework which included participative education, educational technology,

participatory management and organizational development was not so much to test the validity of the principles but to apply them within this temporary system of continuing education. Primarily, however, these precepts were used with the intent of giving all- the individuals, libraries and agencies involved in the program, or observing it, a view of the benefits and difficulties of putting these theories into practice. In a very real way, the project served as a preparation of individuals and library organizations for the future, prompted by the prospect that "...libraries will be organized differently in the not too distant future. And one of the reasons will be the continuing influence and application of the behavioral science methods and techniques in management -- a human relations approach that clearly places the emphasis on human understanding, group organization, the responsibility of management to the worker, and fluid, task-oriented organizational structures."*

The three principal project activities -- establishing an administrative base, developing the leadership training program, producing outreach institute programs -- are <u>what</u> the project did. The theory-based principles described above are <u>why</u> and <u>how</u> those activities were done. Within the next section, each of the three major activities will be described in sufficient detail to give a clear picture of what happened during the existence of the Outreach Leadership Network.

*(Surace, Cecily J. <u>The Human Side of Libraries</u>. ED 025297 ERIC January, 1969.)

PLAN OF OPERATION

Understanding this theoretical framework of the project, the specifics of what happened and how during the life of the Outreach Leadership Network may be more fully understood. Each of the project activities had multiple purposes, multiple points of impact and substantial interrelationship with one another. For clarity, however, they are described here separately and within the context of the three major efforts outlined on pages 10-11 -- establishing an administrative base, developing a leadership training program and producing outreach institutes.

To illustrate the structural relationships among the various project components as an aid to understanding the following description of the Outreach Leadership Network, Figure 1 presents its basic organizational structure. Names of the individuals in each group are given in Appendix D. .

EVALUATION TEAM (4)

NETWORK ADVISORY COMMITTEE (18)

HEADQUARTERS STAFF (3)

CONSULTANT (1)

COMMUNICATIONS TEAM (3-8)

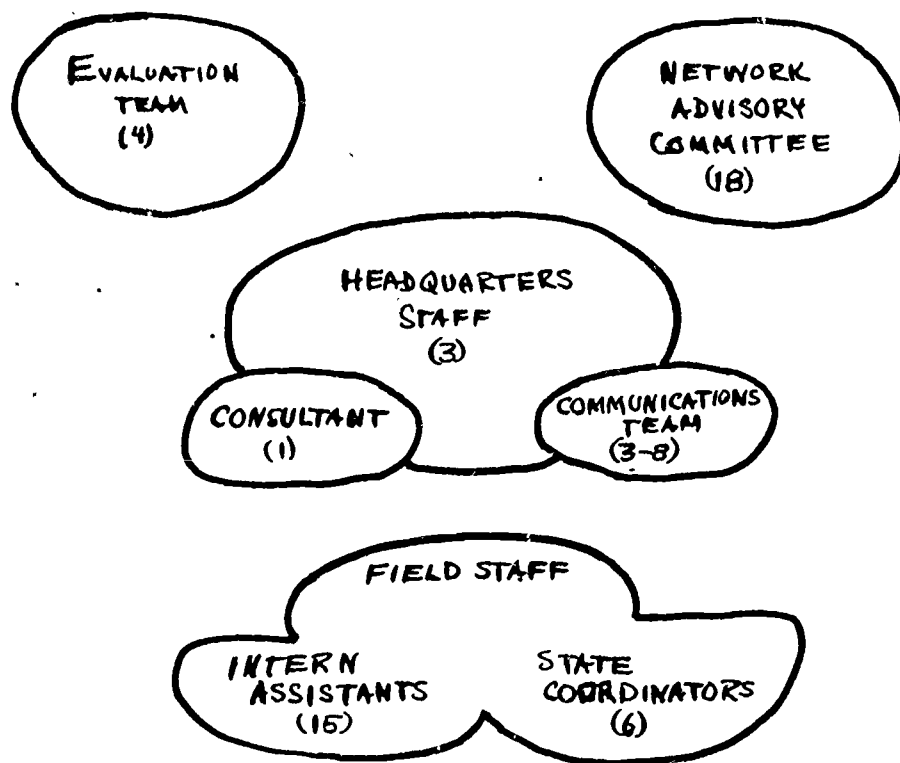FIELD STAFF

INTERN ASSISTANTS (15)

STATE COORDINATORS (6)

Figure 1
Organizational Components of the Outreach Leadership Network

The following detail of the actual plan of operation as it was implemented will describe each of these components. This description will cover the administrative base of the project, the Leadership Training Program and the Outreach Institutes, together with outlines of staffing responsibilities and materials used in the project efforts. An overall schema of all project activities appears as Figure 2 on page 19.

Administrative Base

Even though OLN·was intended as a temporary system, the requirements for basic organizational components were the same as for any·system to do its task. First, it needed facilities and personnel. The necessary physical facilities were provided by the New England Center for Continuing Education at the University of New Hampshire in Durham. The project was affiliated with the Center thoughout the entire funding period. Initial core staffing which continued thoughout the project consisted of a team including a project director, a project assistant/ secretary, a half-time project coordinator and a project consultant. (See staff roster in Appendix D). This team had to be able to coordinate their efforts effectively on all aspects of the project since many activities happened in quick succession, sometimes simul-taneously. Additional support staff had to be added during periods of peak activity. Details of the responsibilities of all staff will be outlines later in this report.

Following establishment of the initial headquarters, basic policies and procedures were needed. Vital to connect the precepts and the practice of the project were policies and procedures which would assure an atmosphere that fostered open communication and responsible and collaborative decision-making. The headquarters staff developed

1971 | JULY AUG. SEPT. OCT. NOV. DEC. JAN. FEB. MAR. APR MAY JUNE JULY AUG SEPT. OCT. 1972

OLN ADMINISTRATIVE BASE

PROGRAM DEVELOPMENT ACTIVITIES

PROGRAM EVALUATION

NETWORK ADVISORY COMMITTEE

OLN LEADERSHIP DEVELOPMENT PROGRAM

STAFF TRAINING PROGRAM

LEADERSHIP TRAINING PROGRAM

FOLLOW-UP WORKSHOP

OLN OUTREACH INSTITUTE PROGRAMS

NORTHERN STATES

CONNECTICUT

MASSACHUSETTS

RHODE ISLAND

PLANNING MEETING —
STAFF MEETING —
STAFF MEETING —
STAFF MEETING —
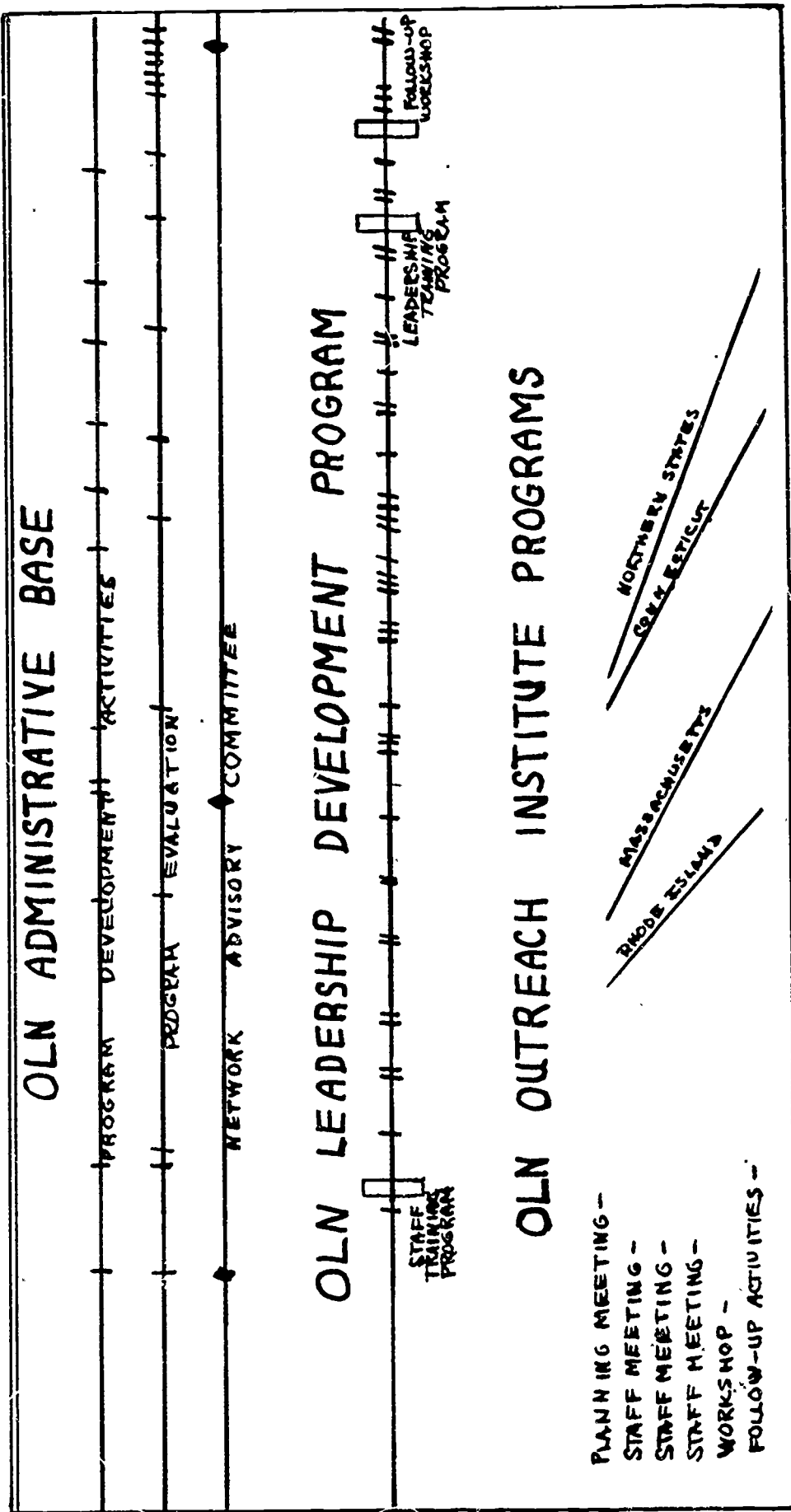WORKSHOP —
FOLLOW-UP ACTIVITIES —

FIGURE 2

ACTIVITY PROFILE -- OUTREACH LEADERSHIP NETWORK

initial outlines of who does what, when, and how. These were tentatively

set and, as other project components evolved, the initial policies,

procedures and planning were modified. Major sources of modification

included the following: a) suggestions and reactions to the tentative

plan of operation were useful in prompting some initial patterns for

policies; b) recommendations from the Network Advisory Committee at

their initial and mid-point meetings helped set directions for project

activities; c) the initial training session in October 1971, together

with subsequent staff meetings involving field staff, served to

clarify the roles and responsibilities, to plan what was to be done and

how best to do that; d) program development meetings, held throughout

the project evolved both general and specific policies and procedures,

and e)feedback provided throughout the project from the Evaluation Team

provided substantial impact on the programs. In short, those individ-

uals and groups involved in the project had a large share of responsibility /

for forming its organizational policies.

Viable and effective means of communication is a prime need for any

organization. The complex structure of this project, together with the

physical distance that separated its components and the need for quick

activation made communication a challenge. The combination of six states

and seven teams posed multiple dilemmas. Each team had a need for prompt .

and adequate information upon which to make and implement the many

decisions for which it was responsible. The means and methods devised

for project communications could, at the same time, provide a model for

future networking possibilities.

The most regular medium developed to share information within the

project was the Network News Notes which was edited by the Project

Assistant/Secretary. Begun in November, 1971, its six issues were

distributed to all field staff members, the Evaluation Team and the Network Advisory Committee. This newsletter included schedules of all project activities and information about policies and procedures as they evolved. It also provided a means to elicit feedback from the staff and to share training information and the ideas and experiences from the various institute programs and staff meetings. In addition to producing this newsletter, the telephone and correspondence workloads on the office staff were heavy in an attempt to initiate and maintain communication flow.

The need for extensive communications to meet the needs of those within the project was great. There was also a substantial need to inform others of the nature and activities of the project. One result from the second Network Advisory Committee meeting, together with the interest of some of the intern assistants in continuing their activities with the project after completing their institute responsibilities, a Communications Team was formed. It proposed to develop written action plans to enable OLN to communicate with outside groups in order to encourage their action and/or awareness of outreach. To do this, they established priority groups (librarians, trustees, state agencies, library media, etc.) and recommended a plan of action for each group to the OLN headquarters staff for implementation. In addition, they made plans to evaluate those action plans and to expand the team by incorporating other interested staff. The OLN office was responsible for implementing these action plans as timing seemed feasible and appropriate. This team reveals the nature of shared responsibilities within the project. The initiative came from a sense of personal and organizational need, and the response of doing something about that need was shared by the initiators and the headquarters staff.

Similar to the shared responsibilities for the communications function was responsibility for decision-making. Each team was responsible for decisions relating to the responsibilities they had assumed. Since teams were the basis for decision-making, team-building activities were necessary to help those teams learn to work together at the same time they worked toward fulfilling their responsibilities. Headquarters staff worked closely with each team, but major decisions were jointly made. Since quality decisions rely on the amount of information available and used in the process of deciding, the communication function of the project was doubly important. Network News Notes proved helpful in addition to other materials supplied by the project. These materials are described later in this section. Personal contact among staff members with each other and with the OLN office by correspondence and phone was encouraged.

One of the major means of facilitating communications and decision-making within the project was the "documentation form". Prompted by the need of the Evaluation Team for information upon which to evaluate the project and at their suggestion, a documentation form was designed to record all project events. For each team meeting, a documentation record of the meeting's content and process was required. Field staff members were responsible for documenting OLN meetings and workshop sessions. This record was then distributed to staff and meeting attendees. It reported necessary information to those needing to know, provided the opportunity of forming agenda for subsequent meetings and following through on all points covered by the meeting and the assignment of responsibilities. This record of developments of the many evolving activities was invaluable as a briefing tool for staff in preparation for picking up the continuity of a particular activity.

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In addition, it served as a major training tool to increase staff awareness and ability in analyzing group dynamics. Copies of documentation forms for meetings and workshop sessions are in Appendix H.

An additional and important element of the administrative base was the outside Evaluation Team. This team consisted of three individuals -- a library networking expert, an educational technologist and an expert in adult educational methodology. (See staff roster in Appendix D). The team was charged to supply program feedback about activities in process and to provide overall evaluation of results at the end of the project. Although autonomous to the project, it needed to receive information from various components of the project and to furnish feedback to those components. The report of the Evaluation Team is available as part two of this final report where its rationale, methodology and findings are detailed.

Essential to the direction and the nature of this regional project was the Network Advisory Committee. Meetings and regular reports to and from members of this body sought to provide information about project activities and outcomes to assure region-wide program integration and to suggest ways that local and state-wide programs might link with the project activities for mutual benefit and increased impact. Membership on the committee included: each New England State Librarian (or designee), the OE regional library services program officer, two representative intern assistants and two representative state coordinators, the Director of the New England Center, the Evaluation Team and the project staff. (Roster in Appendix D).

The initial meeting of the Network Advisory Committee, September, 1971, suggested the needs of the New England region for outreach programming and the needs of the public librarians for training in outreach. In addition,

they developed the overall criteria used in selecting members for the four institute planning meetings. The Committee's second meeting, February, 1972, reviewed the project activities, examined the organizational needs for a communications plan and considered the evaluation plan for the project. The third and final meeting reviewed all the project activities, outcomes and implications for outreach librarianship in New England, and heard reports of the current findings of the Evaluation Team and the evolution of two efforts attempting to extend the activities of the project.

Establishing this administrative base was necessary in order to manage the multiple project activities directed toward the accomplishment of project objectives: 1) developing the ability of public librarians to formulate and implement action programs of library outreach and 2) developing a core of library leadership able to evolve a network which could continue the impetus of the project. In order to achieve the second of these objectives, another major focus of OLN activities was the development of a leadership development program.

The Leadership Development Program

Through a combination of learning opportunities in sequence, the project sought to prepare two regional cadres* of leaders committed in attitude and action to outreach librarianship. Figure 2 shows this sequence in outline form. The first cadre was intended to become staff members for four outreach institute programs to be conducted by OLN in early 1972 for New England public librarians. The second cadre would blend the key leadership potential of those in the first cadre together with leadership potential discovered in the institute programs. This core group would reveal the existing potential for developing a regional outreach network.

*cadre - a nucleus, especially of trained personnel, capable of assuming control and training others. Merriam-Webster, 1971.

OUTLINE OF OLN LEADERSHIP TRAINING PROGRAM

ACTIVITY	PURPOSE*	PARTICIPANTS*	STAFF
Staff Training Program Administrative Bldg. New England Center Durham, N.H. October 18-19, 1971	-to prepare intern assistants and state coordinators for institute responsibilities -to build institute teams able to work well together	15 intern assistants (14 from Springfield, 1 from Bates) 6 state coordinators (2 from Springfield, 1 from Bates) (Originally budgeted: 12 intern assistants 6 state coordinators)	Allen Conroy Soper
Leadership Training Program Learning Center New England Center Durham, N.H. August 27-31, 1972	-to blend leadership found in field staff and that found in institute programs -to deepen leadership skills -to glimpse future possibilities of a network	32 Participants, of which: 25 were institute participants 6 were intern assistants 1 was Springfield participant (Originally budgeted: 24 participants)	Arceri Conroy Forsyth
Follow-up Workshop: Outreach Leadership Holiday Inn Worcester, Mass Sept. 23-24, 1972	-to bring together OLN participants and staff interested in developing a continuation of the network	18 participants, of which: 6 were institute participants 7 were intern assistants 2 were state coordinators 12 were Leadership Training Program participants (not originally budgeted)	Allen Conroy (as resource staff only)

Planned learning experiences which were part of the total Leadership Training Program in addition to the above events included: a sequence of staff meetings for each institute team, staff roles and responsibilities during the workshop and follow-up activities, individual consultation opportunities, a general staff meeting in July, 1972 and one in August, 1972. The Communications Team members took the opportunity to explore organizational communications as an additional part of their learning.

*Objectives for the Staff Training Program and the Leadership Training Program appear in Appendix B. Participants and staff rosters appear in Appendix D.

Figure 3.

The educational activities of the project -- i.e. OLN outreach
institute programs -- required three kinds of staff -- professional
faculty, assistance in performing training functions and an administrative
staff. The first cadre known as field staff, consisted of the latter
two groups working closely with the faculty. The assistants performing
training functions with the institute programs were designated "intern
assistants". Administrative staff members were designated "coordinators"
Each of the four institutes were staffed by a team composed of intern
assistants and state coordinator(s). A roster of intern assistants and
state coordinators is included in Appendix D.

Intern assistants for the OLN field staff were selected on the basis
of an assessment of interest in this opportunity and availability for
the commitments necessary. Participants of two previous outreach
institute programs done in New England by Allen and Conroy were eligible.
Additional criteria used in selecting these individuals included:
continued involvement in outreach since the earlier institute experience
(in libraries, in communities or in professional associations); under-
standing, acceptance and commitment to outreach; evidenced leadership
skills; potential for initiating further outreach efforts; geographic
distribution; and interest now in working together to further their own
abilities and to outreach to their colleagues in the profession by
helping other librarians develop action programs of outreach services.
Each of these individuals would continue their regular employment and
responsibilities but would take on an estimated three weeks of
responsibilities as an OLN field staff member.

The project was originally budgeted for twelve "intern assistants",
but correspondence and personal contact served to bring together a group
of 15 individuals for a two-day training program in October, 1971.

Of these fifteen, twelve completed an average of three-weeks work as

intern assistants -- the original commitment for planning, the workshop

and follow-up activities included in each institute program. For these

responsibilities, intern assistants received $25 per day, plus travel

and living expenses for meetings and workshops. Three individuals were

prevented by library and personal emergencies from full involvement as

workshop staff members but all were involved in pre-workshop planning.

One of these three was fully involved in all other active aspects of

the project except the workshop.

The Outreach Institute was the team's "action program" of outreach

done cooperatively. For intern assistants, the Leadership Training

Program concentrated on the ability to work helpfully with groups, to

design educational workshops and to communicate effectively the

principles of program planning. The sequence of learning experiences

also offered repeated opportunities to deepen their own program planning

and consultation capabilities and to develop skills of communications and

leadership -- and the chance to extend their outreach efforts to

colleagues within their own professional field. Intern assistants needed

to be prepared to assume training and consultative responsibilities

during and after the workshops. The professional faculty served as

"back-up" and as tutors in addition to instructional responsibilities.

Coordinators from each New England state were planned to be the chief

in-state contact point for the OLN project activities in that state and

to serve as a liaison to link state agency and OLN activities when these

were congruent and relevant. Each State Librarian was asked to select

from the state agency staff an individual who now had or would subsequently

have the responsibility for programming continuing education activities.

Involvement in the project as state coordinator offered the opportunity

for learning the skills needed for conference administration and program planning. For those inexperienced in conference management techniques, the project coordinator served as a professional "back-up". The time and support staff needed by the state coordinator were contributed by the state agency, although the project funded travel and per diem for coordinators while on project business.

The functions of the state coordinator included the administrative and coordinative aspects of the institute programs. In addition, their expertise was anticipated regarding the needs and resources of the state and knowledge of state agency plans and needs which might fit with the project goals and activities. Beyond these responsibilities, those functions performed by the intern assistants were optional for the state coordinators. Intern assistant functions could be selected by a state coordinator who wished deeper involvement in the program. Three of the six appointed had earlier participated in outreach institutes.

To prepare these twenty-one people for their roles as intern assistants and state coordinators, the following training sequence was established:

1. a two-day training program, October, 1971,

2. planning for and participating as a staff team in a one-day planning meeting designed to assess needs of the areas from which participants for that institute would come,

3. a series of team meetings with the faculty prior to the workshop to assess needs, to develop institute objectives, to plan institute design, and to prepare for assigned staff responsibilities during the workshop,

4. assigned staff roles during the workshop experience with responsibilities for responding to the needs of the program and its participants.

5. participation in follow-up activities after the workshop.

In addition to this program of events, "tutorial" consultation of headquarters staff, including the Project Consultant, was available via correspondence, telephone and personal contact. Allen and Conroy were called upon frequently to respond to the needs of teams and individuals.

The October Staff Training Program intended to prepare intern assistants and state coordinators for assuming their responsibilities before, during and after institute programs, to select four staff teams and to begin to develop inter- and intra-team relationships in preparation for the work ahead. The program served to begin to define intern assistant and state coordinator roles by taking into account the organizational needs of the project and the personal goals and resources of the individuals involved. Teams were selected, which brought together out-of-state intern assistants for each institute team. Additional criteria for team selection included: feasible scheduling, a balance of skills and compatible individual learning goals.

The training program was coordinated by Cynthia Giesing, Project Assistant/Secretary; Lawrence Allen and Barbara Conroy served as faculty members, joined by Margaret Soper, Project Coordinator who worked with the state coordinators. Members of the Evaluation Team were observers. Thus, the initial training program served to begin field staff working relationships with the full-time faculty members and the headquarters staff.

Each institute staff team, working together with faculty and head quarters staff, met several times prior to the workshop. These meetings served to clarify team roles and responsibilities, to design the educational program and to work out team working relationships, to unify the team around the objectives for the institute program, to draw together the resources within the team, and to support and prepare the staff

members for the workshop. Each staff meeting provided an opportunity to develop documentation skills and to share perceptions of the meeting's dynamics at the end of the day. Thus, these meetings served not only to work on the task at hand -- producing an institute -- but also to present the team with a learning experience in building staff awareness and skills in working with a group on a common task.

The Leadership Training Program in August, 1972, brought together thirty-two individuals from six states for a four-day program focused on leadership skills development. This program was open to staff and participants of the outreach institutes. Participants from the earlier Bates and Springfield outreach institutes were also invited on a "space available" basis. As specified in the original proposal, this program was planned to build on the leadership skills and personal and professional commitment to outreach concepts discovered during the Outreach Institutes.

Planning for this program was done by a representative group of potential participants and staff members. They established the criteria for participant selection, scheduling, staff and training focus for the program. The criteria included: interest and availability for the period indicated, commitment to outreach, evidenced potential leadership skills, and geographic distribution. The training staff selected for the program were Joseph Arceri and Diana Forsyth, both of whom had worked with previous OLN institute staffs. They knew the intents of the project and the aims of the training program as well as many of the individual librarians involved. The nature of the program included emphasis on leadership styles, value clarification, self-assessment and building the skills necessary to work effectively within a task group and together with other such groups.

In September, interested field staff members, and Outreach Institute

participants, some of whom had been involved in the August Leadership

Training Program gathered for a two-day Follow-Up Workshop for Outreach

Leadership. At this workshop, the participants took the initiative and

responsibility for exploring ways to continue the impetus of the Outreach

Leadership Network activities. Allen and Conroy served as resource staff

during the two days, but the management and outcomes of the workshop

belonged to the participants.

The outcomes of this Follow-Up Workshop on Outreach Leadership were

highly significant. Two compatible endeavors were developed, One, a

Steering Committee would seek to evolve a structure that could continue

the necessary functions needed for such an organizational effort; two,

a Task Force for an Outreach Information Clearinghouse would attempt to

compile an OLN Directory of Outreach Projects as an important and

immediate step while the Steering Committee laid more long-range plans.

Since that time (September, 1972), work has continued on the Directory

and the Steering Committee merged with the Continuing Education Committee

of the Regional Planning Committee of the New England Library Association

to petition to become a section of NELA called New England Outreach Network.

These two major efforts do not comprise the sole significance of the

Follow-Up Workshop. The two outcomes described above were realistic,

important and valid. Similarly, the way the group worked together also

revealed solid outcomes from the entire project's activities. Although

all members of the group had been involved in OLN activities, many had not

worked together before. However, they were able to come together and,

in a short time, contribute their commitment and capabilities in the

cooperative effort they sought. The total initiative and responsibility

taken by the participants was very important. They developed their

objectives based on what they felt needed to be done. Then, they developed

an action plan to accomplish those objectives. Their basic precepts were strongly expressed and included the importance of involving as many New England librarians as were interested in this effort.

The Outreach Institute Programs

The third major area of project activities is the most tangible and, in many ways, the easiest to describe concretely. Each of the four Outreach Institute programs consisted of preliminary activities, a workshop and follow-up activities and was designed to help librarians develop the attitudes and abilities needed for effective outreach librarianship. The institute program was the "action plan" of the staff team -- its planning, implementation and evaluation were "outreach" directed toward librarians by the staff team. The institute program served to reinforce the skills of the institute staff team in implementing and evaluating an action plan. Thus, the institute program itself was a macrocosm of each participant's action plan, serving as a model for each participant to examine as it was lived and in relation to the action plan he/she was making for application in the back-home community.

Details about the locations, dates, participants and staff are shown in Figure 4 and detailed explanation of staffing responsibilities and materials used in the institute programs are reserved for later in this section of the report. The following were constants for each Outreach Institute Program:

-Prior to each institute, a planning meeting brought together 20-30 librarians and community people to meet with the staff team responsible for that institute. Members of this group were representative of libraries within the area, library educators, trustees and client/ community people selected by the State Coordinator and the Project Director with the consultation of the Intern Assistants from that state.

OUTLINE OF OLN OUTREACH INSTITUTE PROGRAM

1972

INSTITUTE	PARTICIPANTS AND STAFF
Rhode Island Bon Voyage Hotel Jamestown, R.I. January 30 – Feb. 3	24 participants 2 full-time faculty: Allen, Conroy 3 intern assistants: Ellie Arthur (Mass.), Barbara Weaver (Ct.), Marcia Lowell (Me.) 1 state coordinator: Richard Waters, Dept. of State Library Services
Massachusetts The Center Natick, Mass. March 13 – 17	26 participants 2 full-time faculty: Allen, Conroy 3 part-time faculty: Joe Arceri, Paul Fahey, Diana Forsyth 2 intern assistants: Don Mullen (N.H.) Corinne Nash (N.H.) 1 state coordinator: Alice Cahill, Bureau of Library Extension
Connecticut Immaculata Retreat Williimantic, Ct. May 21 – 25	28 participants 2 full-time faculty: Allen, Conroy 2 part-time faculty: Diana Forsyth, Ken Robinson 2 intern assistants: Oliver Hayes (Mass), Roger Parent (Mass) 1 state coordinator: Mary Anna Tien, Middletown Library Service Center
Northern States Devine Hall, University of New Hampshire Durham, N.H. June 10 – 16	36 participants 2 full-time faculty: Allen, Conroy 3 part-time faculty: Judy Palmer, Win Puffer, Karen Terminko 5 intern assistants: Bill Alexander (R.I.), Mary Bennett (Me.), Grace Birch (Ct.), Helen Harding (Mass.), Sheila McKenna (Me.) 3 state coordinators: Joe Boisse (Vt.), Dept. of Libraries; Avis Duckworth (N.H.), State Library; Gary Nichols (Me.), State Library

Figure 4.

These meetings served to assess the needs of the state(s) and the librarians there. It established a basic direction and focus to the content of the institute program to be held. These planning meetings also established the criteria and procedure used to locate and select the librarians invited to participate in the program. Planning meetings offered the opportunity of integrating OLN activities with other state and community programs working toward congruent goals.
-The institute staff team (faculty, intern assistants and state coordinator) subsequently met several times to develop specific institute objectives based on the needs described by the planning meeting and to plan, as a group, the educational activities, staff and scheduling needed to accomplish the established objectives.
-Various means were used to locate and select participants for each institute. In all but one case, those means included a complete mailing to all libraries in the state to discover librarians interested in this opportunity. For those indicating their interest and availability, other criteria were later applied. General project criteria which were applied for all four institute programs included: interest and/or responsibility in one or more libraries or agencies; influence and/or authority to be able to anticipate actual endorsement of outreach planning in their library or agency; willingness to involve themselves in the preliminary stages, the full time workshop and the follow-up activities; and library training or experience necessary to provide a common context for a learning experience. Additional criteria were added by the various planning meetings for application in their particular state(s). Based on these criteria, selection was done by staff members from that state with final responsibility for selection resting with the Project Director.

-The OLN office assembled resources requested by the institute

staff team for the program -- contracted for the facilities in

cooperation with the state coordinator, prepared worksheets and

handout materials, located and contracted for additional faculty

as needed, did necessary mailings, assembled on-site libraries for

participants and staff, etc.

-Each participant received materials in preparation for the workshop

experience itself. These materials included details about the

logistics of living at the workshop, as well as help for developing

an action plan. More details are given later in this section.

-Each participant received preliminary activities which were designed

to broaden awareness of the librarian of the community needs and

attitudes (including that of the library staff) and to gather

community data he/she would use in developing his/her action plan at

the workshop.

-The overall focus of the workshop was on developing the ability of

public librarians to formulate and implement community-based action

programs of library outreach. The institute staff team sought to

provide a series of concentrated learning experiences in areas

necessary to do this. Although the educational design of each

workshop varied, the core curriculum in each case included:

  -awareness of community needs and resources, and the role of the

   library in the community,

  -a step-by-step, problem-solving model of action planning,

  -the concepts and strategy for planning and effecting change,

  -human skills and insights: leadership, interpersonal and group,

   helping relationship, etc.,

  -planning for evaluation of action programs.

Each workshop day was balanced between action planning and building personal and group skills that would be necessary to implement that planning. However, each emphasis was reinforced by strong linkage and application with the other area. Each participant was helped to define his own commitment and translate that into an outreach action program. Participants in each workshop received a stipend of $15 per day plus a dependency allowance of $3 per day where applicable. Three of the 113 participants left the workshop early due to personal reasons. During the workshop, the faculty sought to offer opportunities for the intern assistants to demonstrate and practice their leadership and helping skills, to deepen their outreach commitment and to understand thoroughly the principles of applied program planning.

-On the last day of each workshop, the participants, as a group, planned the initial direction of their follow-up activities. These were different in each state -- planned around different needs, different interests, etc. Like the Follow-Up Workshop for the Leadership Training Program, the planning of institute follow-up activities signaled the transfer of the initiation of activities from OLN to the participants themselves. At this point, OLN became the responder, supplying the necessary resources (staff, mailings, materials, etc.) to support what the participants felt they needed and wanted to do. In general, an initial follow-up meeting was planned for some weeks after the workshop. The ensuing time was to allow needs to surface from the participants as they returned home and began to implement their outreach action plans.

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These were the constants for each of the Outreach Institute Programs. Each program had its variables in preliminary activities, content and design of the workshop, staffing patterns, etc. This report is not intended to specifically detail those. However, the variations in the follow-up activities is significant since it reveals local initiative. Some of the variants included: two instances of outreach committees affiliated with state library associations -- in each case, stressing the advantage of including many more librarians than just those who attended the institute; outreach education efforts directed toward trustees; planned utilization of other continuing education and action-oriented opportunities offered by outreach groups; evaluation consider- ations for action plans. One state formulated group objectives and an action plan to include the involvement and contact of participants from other states who had been OLN participants.

This review of the three major areas of activity of the Outreach Leadership Network shows, to some extent, how those areas interacted with each other in many ways. The efforts to establish an administrative base, and to develop a Leadership Development Program and the Outreach Institute Programs have been described generally. Two important aspects have been reserved for more comprehensive detail here. These two aspects -- staffing and materials -- are vital to any organization, especially one like OLN which relied heavily on people and information. The OLN attempt at networking needed to rely directly on both people and information to accomplish its objectives. It also sought to be a model and to provide its own experiences as a means to show staff and participants useful ways in which regional networking might be done.

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Staffing

The staffing requirements of this complex project were diverse and complicated. A wide variety of talented and knowledgeable human resources was needed not only for the term of the project activities but for the future. This required the team approach which was selected and used throughout the project. Each team brought together knowledge, skills, experiences and insights greater than any one person could have. The various teams described above -- the headquarters staff team, four institute staff teams, the evaluation team and the communications team -- brought together individuals who worked on a common task and shared responsibility and accountability.

The headquarters staff team was responsible for maintaining the OLN administrative base by doing what was necessary to provide a central contact point for needed information, to enable the institute staff teams to plan and conduct their outreach institute, and to assure overall program direction, coordination and implementation of the entire program. To fulfill this team responsibility, the Director was responsible for the selection and direction of staff responsible for necessary project functions, for selection of faculty and resources for outreach institutes and training programs, for assuring that the funding intent of OE was being fulfilled and for reporting to the various bodies to which the project was accountable. The Project Assistant/Secretary was responsible for maintaining office procedures, files, correspondence and contacts with all project activities and for editing the Network News Notes. These individuals worked full time with the project. The part-time Project Coordinator was responsible for coordination of necessary administrative procedures for the project and the files and records to meet institutional requirements. In addition, she served in a consultant capacity with the state coordinators. The Project Consultant served as a sounding board for many issues and concerns, was a valuable auxiliary contact point,

helped formulate policies and procedures and was a reserve staff member
where needed. Both he and the Director performed administrative tasks
with the project in addition to serving as full-time faculty for each
Outreach Institute and the Staff Training Program, and in a consultant
and tutorial capacity with each intern assistant individually and the
team as a group.

Each institute team consisted of intern assistants and a state
coordinator working with the full-time faculty. It was responsible for
planning, implementing and evaluating an institute program. Team members
were responsible for meeting and making the necessary decisions regarding
participants, staff responsibilities, materials and facilities as well
as the educational design for the workshop. Intern assistants were
responsible for the educational functions, primarily supplementing the
faculty in helping participants evolve their action plans. They were
uniquely helpful to this process because of their own direct outreaching
efforts in their own libraries. The state coordinator was responsible
for the administrative needs of the program -- logistics, facilities,
communications for the participants and as a resource person to the staff
team regarding the nature of the state, the state agency, the needs for
outreach, state funding possibilities, etc. Each institute staff team
assigned its responsibilities in such a way that they could take account
of the learning goals, interests and skills of the team as well as the
particular institute with which they would be working. The team was
responsible for looking at what there was to do and deciding how they
wished to work together in getting those tasks done.

For all but the first Outreach Institute, a resource team was
assembled to provide learning sessions on community, communications and
cooperation in each of the workshops. These teams worked together with

the regular institute team, including the regular faculty, in planning
their sessions, although they were responsible for conducting them.
These sessions offered the opportunity for the institute staff team to
work toward its own learning goals and to assist participants from
another perspective than was offered during the other sessions.

The Evaluation Team has described in detail their responsibilities
in their own report which is a part of this document. These three
outside evaluators were responsible for the design and implementation of
an evaluation plan to measure the effect of the Outreach Institutes and
the Training Programs. With the assistance of a data analyst, they
provided program feedback and results evaluation through their own
observation and through evaluation instruments.

The Communications Team formed from the interest of intern assistants
following the institute in which they had been involved. The strong
organizational need for communicating with the "outside world" was felt
by OLN and this team developed action plans for initiating and sustaining
those contacts. Implementation of the action plans was the responsibility
of the OLN headquarters staff. This team became the subsequent focus,
after the institute series was concluded, of the staff meetings in July
and August which looked ahead at the continuation of the thrust of the project.

Each of these teams was subsidized somewhat for its endeavors.
However, each gave a tremendous contribution of time and talents to the
project. Although it would be a help for those looking at this as a
model, we have not presented a budget which would show the costs of the
project. So much time, as well as facilities and resources, was
contributed by the headquarters staff, the field staff, the state agencies,
the evaluation team and the participants, that it is impossible to
calculate the costs with any element of reality.

Materials

Relevant materials were needed by each staff group connected with the project. Information relating to organizational responsibilities and the distribution of that information are vital considerations for any organization. In the OLN, the headquarters staff needed basic tools to develop the model and to help staff teams with their learning. The Training Program and Outreach Institute participants needed materials that would be helpful during their workshop experience and which would be equally useful as they applied those learnings back-home. The Network Advisory Committee needed up-to-date information about the activities of the project. Materials had to be developed which would inform groups unaware of the project about it and its activities. These uses demanded different types of materials. Each of these categories is described here in case they might be helpful in considering application of this model elsewhere, or for more detail about aspects of OLN mentioned earlier in this report.

Overall program development rested within the theoretical framework of participative education, educational technology, participatory management and organizational development. Mainly used by the project's headquarters staff, the basic materials relating to those aspects of the project included the following:

Argyris, Chris, Integrating the Individual and the Organization. New York; John Wiley and Sons, Inc. 1964

Bennis, Warren G., Kenneth D. Benne, Robert Chin, The Planning of Change. Second Edition, N.Y. Hilt, Rinehart and Winston, Inc., 1969

Fordyce, Jack K. and Raymond Weil, Managing WITH People; a Manager's Handbook of Organization Development Methods. Reading, Mass., Addison-Wesley Publishing Co., 1971

Gagne, Robert M. "Educational Technology as Technique" in Introduction to Educational Technology. (Educational Technology Reviews Series) Englewood Cliffs, N.J. Educational Technology, n.d.

Grabowski, Stanley M. ed. Adult Learning and Instruction.
ERIC Clearinghouse on Adult Education and Adult Education
Association of the U.S.A. 1970

Knowles, Malcolm S. The Modern Practice of Adult Education;
Andragogy versus Pedagogy. N.Y. Association Press, 1970

Lifton, Walter M. Working with Groups; Group Process and
Individual Growth. Second Edition N.Y. Wiley, 1961

Likert, Rensis, New Patterns of Management. New York; McGraw-Hill
Book Co. 1961

Lynton, Rolf P. Training for Development. Homewood, Ill.,
Dorsey, 1969

Mager, Robert F. Preparing Instructional Objectives. Palo Alto,
Calif, Fearon Publishers, 1962

Miles, Matthew B. Learning to Work in Groups, NY Teachers College,
A Program Guide for Educational Leaders. Columbia University, 1961

Schein, Edgar H. and Warren G. Bennis; Personal and Organizational
Change Through Group Methods. N.Y. Wiley. 1965

Other resources were also used but for individuals interested in

greater specificity, the above works can provide adequate additional leads.

During the Staff Training Program, materials were provided in order

to help field staff prepare for their institute responsibilities. The

most helpful tool for the state coordinators was Conference Planning,

edited by W.Warner Burke and Richard Beckhard, (second edition, 1970,

NTL Institute for Applied Behavioral Science, Washington, D.C.) Intern

assistants were supplied Group Processes; an Introduction to Group

Dynamics, by Joseph Luft (Palo Alto, Calif. National Press, Second

edition, 1970); and two volumes of the NTL Selected Readings Series:

Group Development, (1961), edited by Leland Bradford and Leadership in

Action, edited by Gordon L. Lippitt, (1961) both published by NTL

Institute for Applied Behavioral Science, Washington, D.C.

In addition to these basic works, articles, abstracts and other

handouts were used during the training program and were distributed

through subsequent mailings and meetings. Training information and

further references were supplied in the Network News Notes issues from November, 1971 to July, 1972. Each workshop had an on-site library of additional training materials which was assembled with the needs of the team in mind. It was available to the staff prior to and during each workshop for consultation. The OLN office also played an important role in the distribution of informational materials produced by the team itself, for example; the documentation of meetings, suggestions and ideas needing staff critique, etc.

For Outreach Institute participants, basic materials were provided prior to the workshop they attended as well as a participant on-site library collection. For each workshop the project director and state coordinator assembled useful materials for participants to make use of in designing their action plan -- general information about the needs within their state, background material on community-based outreach programming, examples of outreach programs used elsewhere, materials used with implemented programs, selected library literature describing outreach programs, outreach bibliographies and materials on how to mobilize the resources needed for outreach programming.

Materials provided each participant prior to the workshop included: 1. a bibliography of background materials useful for those interested in developing community oriented outreach programs. 2. "Principles for the Development of Programs of Service for the Disadvantaged by the ALA Coordinating Committee on Library Service to the Disadvantaged" (1971), 3. information about learning and living in the workshop environment and 4. a description of the educational methodology used at the workshop (See Appendix G). During the workshop handout materials on community resources, bringing about change, criteria for evaluating planning, the helping relationship, feedback, etc. were distributed at appropriate

times within the program. In addition, worksheets describing a step-by-step program planning process were given each participant. These were the basis for the workshop emphasis on action program planning.

All staff, the Network Advisory Committee members and the Evaluation Team needed general up-dating information about the activities of the project. To meet this general need, the Network News Notes was supplied to these groups. Each institute staff team could benefit from reports made by and about the activities of the other institute programs, a valuable way to share the learnings among teams.

Materials were also prepared and distributed to groups not directly involved in the project. A ten-page brochure describing the project in general terms was issued in the spring of 1972. It was supplemented later by an Update Sheet issued in May detailing the latest events and developments. A second Update Sheet in July described the follow-up activities in each state after the workshop. These publications were intended to build interest and support for the outreach action plans developed and implemented by institute participants, to increase the number of librarians interested in networking about outreach and to supply the growing number of persons interested in the project with the basic information about it. Brochures and Update sheets were distributed to the Office of Education, all state library agencies, all library schools, major public libraries, ALA officers, state and regional library and trustee associations as well as all those who had been involved in OLN planning meetings and Outreach Institutes.

The project's final report (i.e. this document) will have a similar distribution. This descriptive and evaluative report will provide a permanent and historical account of the project. The reason for this final institute report being more extensive than usual is our hope to be able to inform groups interested in change, education and librarianship about this

model -- why and how it was done, what are the results, outcomes and implications of the project as presently seen. Hopefully, this might encourage others to consider the validity of this model and to consider possible applications for similar purposes.

Other attempts to tell about OLN and to advance the idea of outreach librarianship have included articles supplied to various library media and staff presentations at state and regional library association meetings in New England. Personal contacts by staff and participants with others interested in outreach librarianship have been fostered by two outreach "Open House" programs for the ALA conference in Chicago (1972) and the NELA fall conference in New Hampshire. These open houses were a means to encourage outreach-minded librarians to come together and exchange ideas (i.e. a networking function) and to distribute OLN resources to individuals and groups who have not been part of the Outreach Institute programs produced by the project.

These were the elements of the operational program of the Outreach Leadership Network. These pages have related what was done to establish and maintain an administrative base for the project, to develop the leadership training program and to produce the four outreach institute programs. Staffing and materials used for each of these major areas of activity have been described. All project activities were planned to accomplish the project objectives to some degree and in a particular way. Thus, the entire plan of operation needs to be viewed in close relation to the objectives of the project stated in the beginning. Another element to understand in relation to the plan of operation is that of the operational problems that were encountered.

MAJOR PROBLEMS

The major problems encountered by the project were surprisingly few. No problem actually prevented project activities from being conducted. However, each of the following problems was sensed by some of the OLN components and did limit the intended effects of the project.

The tight scheduling of multiple activities (see Figure 2 and Appendix F) and the need for extensive travel placed heavy demands on the headquarters and field staff. Most project activities had both administrative and educational functions. Since many aspects of the project were a source of learning for the first cadre, a constant "teaching" function rested with the headquarters staff in addition to their administrative responsibilities of managing the project. Even though extensive prior experience with these dual roles made both feasible, the strain was tremendous.

The combined administrative and educational emphases existed throughout the project. Another constant was the pressure for immediate action and quick results counter-balanced by the need for careful development of a sound base to be a lasting result of the project. A recommendation in response to both of these "problems" would be for the project to have been planned over a longer time span and to have included more staff.

Another problem encountered by the project was that the acceptance of the OLN educational methodology by some institute participants was hampered because they had formed unrealistic expectations as to the nature or outcomes which could be expected from the institute. Correspondence and written preparatory materials were the main means of communicating the nature and intents of the program, but face to face dialogue would have been a more effective method. Some of these dialogues occurred informally but were not intentionally planned on a systematic scale. The

recommendation which can be drawn from our experience with this problem would be the utilization of field staff to meet with participants prior to the program and help them form realistic expectations in regard to the nature of the program and the results which could be anticipated as a result of their participation in it.

Perhaps the most frustrating problem encountered by staff and participants in the project as well as by those outside the project has been the inability to measure the leadership development element in terms of results. Short-range evaluation is useful. Speculation based on the evidences at hand is interesting. But the real measure of leadership initiative and the assumption of responsibility in personal, professional and civic endeavors can only become evident and be substantially documented from three to five years later. Our strongest recommendation resulting from the experience with this project is to build in the possibility of long-term evaluation beyond the funding period of the institute program itself. This would enable a more reliable test of the validity of the program that was funded, and increase the possibility of incorporating those results into subsequently funded programs.

These are the significant problems that were encountered during the course of the OLN project. In addition to these, there were some situations which posed themselves and which did affect project operation and outcomes. However, they cannot properly be termed "problems" and they are commented on throughout the report in the section or sections to which they relate most strongly.

The Outreach Leadership Network model has been described here in this degree of detail in the hopes that others interested in a model of this nature would be aware of its multiple and complex demands. Essentials of sound program planning and development have been highlighted within this report:

1. an accurate and realistic perception of the needs that are intended to be met by the activities of the project -- and constant contact with those needs throughout the program to assure that they are still realistically perceived and are indeed being met by the. activities,

2. clear project goal and objectives which have been substantially based on real needs of the recipient of the services and against which all activities must be tested to check the relevance of those activities within the project,

3. a reliable and flexible organizational structure which is solidly built on valid theoretical framework and directed toward the organizational goals, and

4. skilled and experienced key staff members responsible for planning, implementing and evaluating the project.

All activities throughout the project, have been intended as practical applications of theory and as opportunities to learn. This report is also intended to meet those criteria. Thus, by reading the report, individuals who were involved in the project activities can see more clearly the overall scope of the total project and understand a greater reality in their own involvement. Those not involved in the project see the totality without the personal experience to which to relate it.

OUTCOMES

The nature of the model has been described: its intents, its operation, its components. The results of the Outreach Leadership Network also need to be described to see the possibilities offered by this model. The on-going effects from the project as a whole interweave many identified outcomes into a fabric of change for public librarianship in New England.

The kinds of outcomes that have resulted from the project are as complex as the nature of the project itself. Well-documented, short-range outcomes are reported by the Evaluation Team in their report, which is part two of this document. Observed and anticipated outcomes from a. staff perspective is offered here to supplement that report. Review of these observations might result in ideas on how to stimulate future growth and development, not only in New England librarianship but possibly in other regions and in other professional fields.

The outcomes described here fall into two categories -- observed and anticipated. The observed outcomes are from a staff perspective. Evidences of these outcomes have come from staff observations of behavior, self-evaluations of the participants and written and verbal comments from others, usually colleagues. Anticipated outcomes are those which have not yet actually occurred but which have strong indications for becoming real and tangible results. The importance of the anticipated outcomes rests on the possibility that these will tend to become cumulative in their influence and to become forces which come together to result in new efforts which are not able to be predicted or to be dictated at this time. However, it is helpful to begin to look at the future while still in the present.

Many of the outcomes, as could be expected, relate directly to the objectives of the project -- to develop the ability of public librarians

to formulate and implement action programs of library outreach and to develop a core of library leadership able to evolve a network which could continue the impetus of the project beyond the duration of the funded period of the project. Other outcomes are by-products, not specifically planned for but important results from the project. Throughout this section of the report, these outcomes will be grouped, by paragraph, into general categories.

The first portion of this section will cover multiple outcomes of those directly involved with the project -- participants of the outreach institute programs and participants of the leadership training programs. The second portion will describe outcomes in relation to the groups which have not been directly involved with the project but which have been and will continue to be affected through the impact of the involved participants. These groups include New England public libraries, local communities, state library agencies, state and regional professional associations.

Nearly all participants in the outreach institute programs spoke of the importance they attached to the institute experience as a means of widening their horizons. For many, new vistas opened -- outreach librarianship, continuing education opportunities, the professional community, idea exchange, excitement of learning, discovery of self and others as valuable resources. Broader awareness of who is doing what in the professional field and talking shop with enthusiastic colleagues pulled some participants out of a narrowly circumscribed usual routine. These kinds of discoveries kindled an enthusiasm difficult to explain to those who were not there to share it.

For some librarians, there was a new awareness of the importance of the librarian in the delivery of effective library services to a community.

The librarian is the key, the responsible element for whether the library is one of action or apathy in the community. This realization can hit hard for the responsibility is heavy and some participants found it weighty with them. In each outreach institute program, those who had done outreach instinctively and well for a long time communicated that attitude to those for whom it was the new,"in" thing to do. Some moved from viewing outreach as an impossible goal to a "can do" attitude, combining the initiative to take on a new program with an awareness of what it takes to do a good job of it. Some participants saw themselves as librarians and as citizens in relation to outreach services for the first time.

An immediate and observed outcome for institute participants certainly included the excitement of the exchange of ideas and experiences with other participants -- the sharing of the institute experience of using a common action planning model and problem-solving process to develop a community-based program of services. The workshop learnings were reinforced by the follow-up activities in this respect. There was a broadened awareness of the what and how of outreach -- what outreach means in terms of assessing community needs (i.e. really knowing the needs of the community) and how library services can relate to those needs. For many, the importance of careful but flexible planning for a new program together with attention given to the strategies of its implementation and evaluation were elements which had been overlooked before. Full use of the available outreach resource materials and consultant staff not only initiated this approach but sustained it subsequent to the workshop.

In addition to expanding knowledge of the techniques necessary for effective outreach librarianship (e.g. program planning, evaluation techniques, community needs assessment), participants were able to deepen

outreach attitudes and practice interpersonal and group skills which are needed in developing and implementing new programs within a community. Increased communications skills, both personal and organizational, and the ability to work effectively in small groups were areas of observed improved competence. Participant's increased ability to relate quickly with others and to discover those with similar interests and concerns came later but did result from involvement in the institute programs.

These were some of the observed outcomes in relation to the outreach institute participants. Substantial indication of results which will become evident later indicate the following as possible outcomes that may be expected to result from the project: Public librarians will evidence a wider sense of colleagueship within the field and show a greater interest in and commitment to professional endeavors in general, continuing education opportunities, in particular. Librarians will demonstrate a willingness to take the initiative and responsibility to do things that need to be done and to support such initiatives of others in areas of mutual concern and interest. Librarians will view the feasibility of interstate efforts and plan for the future on a regional basis for issues and activities. Librarians will apply what they have learned about program planning, change, evaluation, community involvement, etc. into other aspects of their personal and civic lives as well as their library careers.

Further outcomes which can be anticipated from the outreach institute participants relate to their awareness of the value of a network of colleagues with common concerns and commitment -- awareness that there is such a network possible and that they can be part of it. These librarians will probably utilize networking extensively to focus communications regarding what is going on in the field, what are the issues that face them, who is concerned about those issues and who wants to try to do something

about them. Thus, the network will be able to serve as a means of involvement. Librarians seeking to become involved have a route to find meaningful involvement; librarians seeking to involve others have a channel to do that. They will probably use the network as a support to provide the security that comes from knowing that problem-solving helpers can help them attempt new efforts.

All of the outcomes -- both observed and anticipated -- that are indicated for the outreach institute participants are also very true of those involved in the leadership development program. Depth of learning for the latter group was considerably greater than for the former, but the areas of learning were similar. These are areas in which knowledge does not become complete, nor learning stop. Several reasons explain greater depth of learning for the leadership cadres: The learning needs of the two leadership cadres were responded to more individually; more extensive and sustained exposure to a variety of learning situations and materials was possible; greater attention was given to the process of learning how one learns; repeated opportunities to learn from each other provided frequent and valuable reinforcement. More direct and more constant observation by the staff through the team working relationship offered greater opportunity to obtain first-hand observation and to hear self-evaluations from the individuals attempting to apply learnings in situations which also involved the staff. Consequently, the reported outcomes relating to the leadership cadres are at a greater depth and detail than in other portions of this section.

The concentration on learning the how of what happens rather than just the what was the main difference for those in the leadership cadres. For the members of the first cadre (the intern assistants and state coordinators), one of the most significant outcomes was the ability to look analytically

at the elements of the situation, to elicit feedback from others and to examine the process of what is happening or has happened. The depth of this process was possible because of the trust relationship that existed on each team and, to some extent, between teams and the requirement for documenting OLN meetings. "Debriefing" offered the individual an opportunity for self-assessment in terms of attitudes, skills and knowledge of outreach librarianship, of educational program planning and of working helpfully with groups. This process skill has a particularly long-range effect for it enables the individual to learn from his experiences throughout a lifetime.

This close and trustful working team relationship operated in concert with the awareness that professional and peer back-up support was available and with the individual's deep motivation to learn. These three factors combined to encourage individuals in cadre one to attempt to build new skills and to try leadership functions they had never before attempted. From those personal extensions came a deepened sense of the nature of leadership responsibilities and the basic concerns of those who find themselves in leadership positions, the ability to determine and create what needs to be done. Many involved in the leadership development program utilized this opportunity to gain a sounder sense of where one's self is in relation to the world as a whole and to librarianship in particular. To some extent these outcomes were exhibited also by the participants of the August (1972) training program but the OLN-initiated learning opportunities will not be the basis for their continued learning.

Members of both cadres developed firm bases for skills of analyzing the needs of a (learning) community and applying that to the home community, of observing and intervening in a group situation to accomplish the task effectively, helping groups to reach consensual decisions, planning action

programs, eliciting program feedback and planning evaluation. More
specifically, the skills which developed from the leadership development
program, particularly with the first cadre, were those of planning
and conducting meetings (e.g. developing a planned and flexible agenda,
getting participants involved in the decision-making, utilizing newsprint),
relating communications skills directly to outreach efforts, learning how
to build and work as a team, and documentation skills. An important
theme throughout the leadership development program was the intimate view
that comes from putting into practice the principles contained in a
theoretical framework and examing that process for what it means for
oneself.

Outcomes which can be anticipated from those involved in the leadership
development program are multiple, and give indications that they will
affect participants as individuals, as professionals and as citizens.
These librarians are expected to evince a continued interest in personal
and professional self-development possibilities with a greater degree of
certainty for which areas they want and need in order to grow and the best
ways for them to do that. In addition to influencing the individual
librarian, libraries, state agencies and professional associations will
probably be affected by increased pressure for more emphasis in staff
development opportunities and continuing education efforts. The OLN
librarians will probably respond quickly to those opportunities that meet
their needs and will undoubtedly initiate requests for additional programs.
From their new awareness of New England resources which are available --
people, facilities, materials and money -- they will present a persistent
and substantial influence for more continuing education efforts.

These librarians will display a greater willingness to assume leader-
ship roles and responsibilities -- with greater vision of what needs to be

done and how to do that, backed with the support base of knowing others in the field who feel similarly. The added benefit of their ability to work collaboratively on ad hoc task-oriented teams will provide a strength not now predominant in the field. They understand the value of bringing together different perspectives, skills and resources centered upon common commitment and the importance of focusing that on the task to be done. This ability will certainly influence committee work substantially as they meet professional responsibilities on staff committees, in association endeavors and within the communities of which they are a part.

These librarians have the experience not only of initiative functions of leadership but also of its supportive functions. Their own willingness to assume leadership initiative responsibilities will quickly become evident. At the same time, many will prefer to work in supportive ways to encourage others to assume the initiative with themselves serving as back-up. This will be true in a personal way between individuals. It also may become evident in organizational ways for the participants in the leadership development program have a greater sense of organizational skills -- how an organization needs to construct its communication and decision-making ability, how to build for the future of the organization as well as for the present, how to evolve organizational objectives and how to plan for the accomplishment of those objectives. This kind of effort may be less obvious but is often more effective over a long period of time. First-hand experience with the OLN organization provided a training ground for organizational awareness and skills.

The ability and inclination to think, plan and act on an interstate basis is even more true of the participants of the leadership development

program than of those in the outreach institutes. The impact on state and regional professional associations and on state and regional library agencies is likely to be great if OLN participants can be incorporated directly or indirectly in those efforts. The potential ability of this group of librarians to formulate a human network that can serve communications and decision-making purposes within New England librarianship is substantial. Some possible directions that can be envisioned include a greater emphasis on outreach librarianship, deeper concern with community needs, greater awareness of the importance of planned change to accommodate the changing world. The OLN librarians sense the need to "outreach" to their colleagues. If they are successful in acting on that need, their impact will be able to be significant. If maintained on an informal basis, this network can facilitate idea exchange. With formal structure and substance it might become a significant force for constructive change within New England librarianship.

The observed and anticipated outcomes described above have related to those who were participants in the educational activities of the Outreach Leadership Network. However, these have not only described the personal impacts resulting from involvement in the program but also have shown how that personal impact in turn affects the systems within which those individuals live and work. Because opportunities for observation have been limited, the observed and anticipated outcomes in relation to the New England public libraries and communities and the state library agencies and the state and regional associations will be but briefly related.

Within the local libraries from which participants came to the OLN outreach institutes, the most immediate impact observed was the injection of new ideas -- in some cases, plans for a new program of services or new ways to look at and extend present programs together with the excitement on

the part of the returning participants who transmitted greater enthusiasm to the local library about outreach ideas through sustained network contact with other libraries and librarians. This access gives the benefit of a richer resource base as well as a broader awareness of what outreach is being done in the region and what resources are available to do it.

Another observed outcome with the local libraries is the immediate and direct influence on other staff members who have been included in planning for new outreach services. This reinforces outreach attitudes already present at the same time as it fosters such attitudes where they did not already exist. Outcomes which can be anticipated for the future with a fair degree of certainty would include more soundly planned programs which utilize more extensive community and staff involvement and librarians who have a greater awareness of what is being done elsewhere and the resources that are needed for effective programming and who are willing to attempt new efforts of outreach.

Ultimately, in accord with the goal of the project as a whole, the anticipated outcome is for more effective libraries throughout New England to deliver quicker and better information services more equitably in response to community needs.

An indication of one of the most significant areas of OLN impact in New England can be seen in the immediate and observed outcomes in the local New England communities from which the participants came. After the outreach institutes, the librarians were more inclined to involve citizens of their communities in the development of new outreach programs or in the evaluation of the present programs. Now, the librarian is apt and competent to view community needs carefully and systematically in relation to library services. The librarian has a greater tendency to see himself and the library as a community resource and to be interested and able to utilize

other resources within the community more creatively. This, in turn, fosters better use of community resources. An anticipated outcome of the project is the possibility that the library, as a social institution in the community and as a municipal agency, may become more receptive to cooperative planning with other community service agencies -- or might even initiate such efforts.

Other anticipated outcomes also relate to the library as a member of the municipal agency family. Librarians with the ability to plan new programs based on careful assessment of community needs and the ability to communicate those plans will be able to sustain or perhaps increase the priority of library programs in the allocation of community funding. Effective presentation backed by careful planning with community involvement may impress communities as to the importance of a vital public library. Continuation and expansion of the current efforts already underway of the exchange of programs between librarians through contacts made at the OLN programs will make greater inter-community cooperation more possible in the future.

At the state level, both observed and anticipated outcomes can be seen in relation to state library agencies and state library associations. Some state outcomes related generally to both organizations; other outcomes relate to one or the other in a particular way. It is important to note parenthetically that each of the six states presents a unique situation which means that local interpretation, application and adaptation of these outcomes has been individualistic for each state and for each organization. Generally, observed outcomes which relate to both organizations in each state have included improved library outreach services in several libraries within the state. These programs of service tend to be better planned, to employ better use of resources and to show a closer relationship between community needs and library services.

The state library agency and the state library association are both designed to serve the needs of librarians in the state -- each has a stated function of providing for continuing education for librarians. The OLN project has provided continuing education opportunities designed to build professional knowledge, skills and attitudes regarding outreach program development in libraries. Thus, the project furthered the educational aims of both organizations. Active individuals in the agency and the association were included as participants in OLN activities. Thus, a direct impact was possible as the institutes improved the skills of consultants, officers and committee workers. In a sense, OLN provided an opportunity to each organization for staff development of its personnel.

This was particularly true for the state agency. The OLN state coordinator position offered the opportunity for state personnel to improve conference management skills. This could result in a long-range outcome of more and improved continuing education programs in the area of outreach librarianship and program planning developed by the agency. In addition, several state agency personnel -- usually those responsible for consultant and special services -- were participants at outreach institutes and at the training program. Consequently, an immediate and direct outcome was the increased first-hand awareness on the part of the state agency personnel of the needs of the librarians in the state and resources available to fill those needs. Similarly, participants became more aware of the services, resources and personnel available through the state agency. Thus, the establishment of a communicative and helpful relationship was possible through OLN activities. This could cortinue to develop and become a significant long-range impact of the program at the state level. This example illustrates how mutual needs and goals can be met through a common program.

For the state library association, the immediately observed outcomes relate to the increased professional interest and involvement by OLN participants who were stimulated by exchanges at workshops with colleagues, some seeing for the first time the possibilities that state associations offer for an active membership working together on common concerns. Association activities are an excellent field for the application of leadership skills, program planning and the ability to work effectively with groups. Activation of outreach interest groups within state associations has been an immediate and direct outcome. The extension of an outreach approach throughout many association activities may be an anticipated outcome. Associations have benefited from active involvement of OLN participants and OLN participants have found association activities related to their interests and somewhat responsive to their concerns. This is another example of mutual needs and goals being able to be simultaneously served.

Anticipated outcomes for both organizations in each state include the possible responses to pressures generated by strongly committed librarians -- interest in more continuing education programs, involvement in planning and decision-making in matters that affect them, need for information and services provided by these organizations, concern for the incorporation of outreach approaches in various areas of professional activity. Corollary to this pressure will be the willingness of many librarians to share some of the responsibilities in the development of these directions and their ability to work effectively with individuals and groups to get things done. More needs may now become evident, but more resources have also been developed.

As expected, the outcomes from this complex project have been just as multiple and varied as its activities. Each individual involved in the program was directly influenced by his/her participation and, in turn, affected other individuals and organizations. These observations as to the immediate and anticipated outcomes are from a staff perspective and have been reported here in order to indicate in what ways the influences of the Outreach Leadership Network project might affect the future of New England librarianship. Obviously none of these outcomes will be solely due to the project. Each outcome must have interest and nurture from librarians, state agencies and state associations as well as good fortune, in order to become real. The project activities offered a catalyst for many outcomes. For some efforts, that catalyst was premature; for others, it was tardy. It will have been an effective catalyst for those efforts for which was timely and relevant.

In conclusion, this report has intended to present an account of the Outreach Leadership Network which will interest those who participated in its activities and those who never knew it happened until now. The details of the operational model have been set in the context of its background, its premises and the theoretical framework upon which it was bas Briefly stated, OLN was a model of an evolving organizational structure which produced participative education activities. These activities consisted of action training and leadership development programs which were systematically designed to deepen commitment and increase the capability of public librarians in New England who were interested in outreach librarianship. Throughout its life, the organization

was administered by means of participatory management methods using ad hoc
task teams. From the beginning the OLN was meant to be transferred into
the hands of those who had been active in its program and who were most
committed to its goals and methods. The intent of the proposers and staff
of the project was not only to build an operational structure for its
funded life but to evolve a method which could extend the initial thrust
into the future. Thus, if relevant and timely, this process might continue
to enable public librarians in New England to participate meaningfully
in the process of planning and effecting constructive changes in their world.

To what extent these intentions have been fulfilled is not yet
completely clear but substantive evidence shows strong indications that
the OLN project was able to produce the resources necessary that could
be used to build on and to sustain the impetus provided by the initial
catalyst. Within this one and one-half year period, an extensive bank
of resources (people, ideas and materials) has been developed. The next
step to fulfill the intent of the model is for New England librarians to
utilize these resources and take initiative and responsible moves to
sustain or redirect the thrust begun by the project. Briefly reviewed,
these resources include:

> Librarians (113 participants from Outreach Institutes and 69 involved
> in the training programs) with a high leadership potential, a
> commitment to outreach and an action orientation have shared learning
> experiences across state lines. They are trained in the ability to
> plan and implement programs; they have established communication

with each other and have a regional outlook; they have evidenced
their interest in continuing education with a view of their own
learning needs and new perspectives on how to fill those needs.
The training ground provided by the practical application of the
project's methodological approach yielded idea resources which are
now available for application by library schools, state agencies
and other projects as well as for librarians to utilize in their
libraries. In addition to the concepts of participatory management,
organizational development and participative education, the values
, of networking, of working collaboratively on a common task and
involving the community in decision-making were discovered by many
who have been involved directly in the program.
Materials resources compiled for the project activities included
a step-by-step action planning model, an outreach bibliography, a
brochure describing the project, documentation forms for meetings
and workshop sessions and a collection of outreach information and
training resources.

The skills of action-planning are being directly and immediately
employed by key leaders who were involved in the program. As a result
of their shared interests and concerns, two groups have formed and,
through the fall, have firmed up action plans, integrated and coordinated
their efforts to reveal that the elements of the next steps -- New England
librarians utilizing these resources and taking initiative and responsible
moves -- are possible, feasible and in view. The two groups are:

Task Force on an Outreach Information Clearinghouse seeks "to consider
and implement the idea of an Outreach Information Clearinghouse, a
centralized continuing activity for the collection, organization and
dissemination of information about outreach." Their immediate task

is to produce a directory of outreach public library programs
developed by those in the OLN institute programs. The directory
is scheduled for distribution in January.

The Steering Committee seeks to provide for the organizational
continuity fo. the project. This group in conjunction with the
Continuing Education Committee (a subcommittee of the Regional
Planning Committee) of the New England Library Association has
petitioned and become a section of NELA to be known as New England
Outreach Network (NEON).

The unifying goal under which both of these efforts combine is:
"to provide educational opportunities not now being offered by existing
institutions in New England and to those concerned with the field of
information to be able to manage and deal with change as well as create
necessary changes so that information agency's staff and clients could
become more actively and effectively involved in their respective
communities."

Each of the elements of the project -- outreach planning, leadership
development and networking opportunities -- was designed to provide the
basis for a regional outreach network. Librarians who were in the
program are now providing a thrust of renewed vitality to New England
outreach librarianship. If their efforts succeed and continue, much
effort and excitement lie ahead as their goal comes into view.

LEADERSHIP FOR CHANGE;

A REPORT OF·THE

OUTREACH LEADERSHIP NETWORK

Part 2. Evaluation Report

by John Bardwell, Evaluator
   Lynne Brandon, Data Analyst
   Peter Horne, Evaluator
   Ron Miller, Evaluator

"THE PURPOSE OF EVALUATION

IS NOT TO PROVE

BUT TO IMPROVE"

Phi Delta Kappa National Study Committee
on Evaluation (Stufflebeam et al),
Educational Evaluation and Decision Making.
F. E. Peacock Publishers, Incorporated,
Itasca, Illinois, 1971.

TABLE OF CONTENTS

LIST OF EXHIBITS

I. INTRODUCTION

The Evaluation Team was assigned the task of evaluating the Outreach Leadership Network project as described in the Plan of Operation. The exploration of new approaches to context, input, process, and product evaluation was an added responsibility that was assumed by all members of the Team. This report is organized to provide the reader with some understanding of the process by which the Evaluation Team solved its problems and made its decisions, as well as the conclusions that it reached.

A brief glossary of terms is included to facilitate communication because many terms such as community, goal, and network have particular meanings that could be confusing to the reader who is not aware of the special definitions used in this report.

The rationale for the Outreach Leadership Network (OLN) was extracted from various documents prepared by the OLN staff, but selected by the Evaluation Team. The goals and objectives from the Plan of Operation, staff-formulated behavioral objectives, goals and objectives prepared by four institute planning committees, and goals and objectives prepared by the planning committees for the two Training Programs are the "base-lines" of accountability which provide the basis for evaluating the effectiveness of the project.

The rationale and methodology for the Evaluation Team were developed by the Team based on the role defined in the Plan of Operation. The rationale and methodology utilized the CIPP approach but were influenced by the unique requirements of the OLN program, with special attention

given to both process and product.

The description of the evaluation process includes the scope of the evaluation program; the major sources of evaluative data; participant selection criteria; demographic characteristics of participants, Intern Assistants, and State Coordinators; information about the characteristics of the institutions from which participants and Intern Assistants were selected; an analysis of responses to the Post Institute Survey Questionnaire; and an analysis of the leadership training component, which includes patterns of implementation of action plans and indications of network maintenance.

The observations of the Evaluation Team are statements about activities or events occurring during the OLN program which would be of interest to planners of related programs.

The recommendations are offered by the Team as information upon which recycling decisions can t. made by planners and supporters of similar or related programs. The final conclusion is a tribute to Barbara Conroy and Larry Allen who are modestly called the Project Faculty. It is an understatement to point out that the complex OLN experience would be difficult to replicate without their unique personal qualities, skills, and dedication.

II. GLOSSARY OF TERMS

The following terms are defined as they were used in this program.

Action Plan . . . . . A statement of the way a program of library services will be developed, implemented, and evaluated.

Action Planning . . . A systematic problem-solving approach to program planning including program objectives and rationally developed, goal-oriented activities.

Community . . . . . . A group of people having common interests.

Feedback . . . . . . The verbal and non-verbal messages which give a person information on how he affects others.

Goal . . . . An idealized statement of the desired outcomes of a program or project.

Institute Program . . The total educational program offered in a particular region by OLN, made up of the following components:
a) preliminary activities - the use of instruments and activities designed to broaden the community awareness of the librarian and gather data useful in action planning; i.e., activities intended to aid participants in becoming aware of community needs and attitudes which will be the focus of their action program developed at the workshop.
b) workshop - a concentrated sequence of work sessions which involve the participants in a step-by-step development of individual action programs.
c) follow-up activities - those activities which will facilitate the action plans and leadership skills developed at the workshop.

Intern Assistant . . An individual selected to participate in a two-day training program designed to prepare him/her for involvement as an intern in the subsequent Institute.

Learning . . . . . . The discovery of the personal meaning and relevance of ideas through experience; a cooperative and collaborative process with built-in opportunities for self-assessment and reflection and the exchange of ideas with others.

Needs Assessment . . The process of identifying and defining deficiencies which includes procedures designed to alleviate the deficiencies.

Network . . . . A system of elements which are interrelated for a common purpose: to open and maintain channels of communication among people in a community, within a state, and, across state lines, within the region.

Objective . . . . . . a) <u>General</u> - general statement of how the program will
attempt to reach the goal or goals.
b) <u>Behavioral</u> - a statement of the specific steps that
will be taken to achieve a goal. Basic elements of a
behavioral objective involve the conditions under which
the navior will be expected to occur, the nature of behav-
ior be exhibited, & the level of acceptable performance.

Outreach . . . . . . The extension of library services to the previously
unserved.

Project Staff . . . . Its members include the Project Director, Project Con-
sultant (these two also constitute the Project Faculty),
Project Coordinator, and Project Secretary/Assistant;
also known as Headquarters Staff.

Resources . . . . . . Staff, facilities, money, materials, time, etc.

Skill . . . . Proficiency in applying knowledge towards the accom-
plishment of an objective.

State Coordinator . . An individual selected by each state library agency in
New England, trained as a resource person to a staff
team, & primarily responsible for the local arrange-
ments for an institute.

III. RATIONALE FOR THE NEW ENGLAND OUTREACH LEADERSHIP NETWORK (OLN)

The following statements were extracted from various documents prepared

by the OLN staff to communicate the rationale of the program to selected

audiences.

As a social institution responsible to the society in which it lives,

and as a service agency responsible to its clients, the library must look to

new patterns of service, to new roles in the community. For the public library,

these new patterns and new roles will come from added services, in terms of

outreach programs, to those segments of its clientele not now served.

Librarians must be ready and able to deal with the rapidly changing world

which is bringing community libraries into more direct and confronting contact

with new elements of its client population. Skills and know-how are needed

to actually effect change in institutional service patterns so that the

potential for making the library an effective agency in reaching out is able

to be realized.

Through initial programming and staffing, this project was designed to develop a strong core of individuals within New England library leadership, a human resource base with the conviction and the capability to mount state and regionwide programs via a sustained network which can broaden and continue outreach efforts through public libraries. Thus, though the ultimate client/consumer affected by the program was the community citizen, the client/consumer of this project was the librarian needing to develop his/her ability to reach that ultimate client more effectively.

IV. GOALS AND OBJECTIVES OF THE OLN PROGRAM

The full listing of the goals and objectives of the OLN program, and the means by which they were to be attained, may be found in Appendices A, B, and C.

A. General Objectives

The overall goal of the Outreach Leadership Network, as outlined in the Plan of Operation, was <u>providing for more effective public library services directed toward presently unserved community groups</u>. This network goal was to be accomplished by attaining the following general objectives:

1) to develop the ability of public librarians to formulate and implement action programs of library outreach through institutes designed to develop and test commitment and to build skills of outreach action planning;

2) to develop leadership and organizational skills of individuals who will evolve a network to continue the outreach impetus of the project through training programs and opportunities to deepen their skills.

B. Behavioral Objectives

The following behavioral objectives were formulated by the Project Staff for the program:

1) participants will be able to formulate a community-based action program designed to extend library services to specific target groups in their community which they determine to be inadequately served;

2) participants will be able to implement a community-based action program designed to extend library services to specific target groups in the community;

3) members of the training and administrative staffs will demonstrate their leadership and organizational skills in carrying out their responsibilities with Institute participants and other staff members -- before, during, and after the institute in which they serve and in the training program(s).

C. Institute Objectives

The following statements comprise the explicit goals and objectives of each of the four institutes of the Outreach Leadership Network program. Each cluster of goals and objectives were set by the institute staff teams from input gathered during planning committee meetings. The goals and design of each institute were tailored to meet the needs of its own participant group, and therefore differed in some respects from the other three.

Rhode Island:

Purpose: to plan and implement action programs of extending public
library services to unserved people in Rhode Is'and communities.

Objectives: to increase the librarian's ability to

--assess needs and resources in the community, in the library;

--work effectively with groups;

--develop effective means of communications with individuals and groups;

--use the program planning process. to develop action programs of outreach;

--develop ways and means for implementing action programs;

--evaluate action programs in terms of results and effectiveness.

Massachusetts:

Objectives:

--to increase the librarian's ability to assess the attitude of one's self and one's institution toward outreach;

--to become aware of community needs and resources;

--to increase skills of planning of outreach action programs;

--to increase skills for implementing an outreach action program;

--to increase skills for evaluating outreach action programs;

--to increase the ability to build support for programs (staff, board, community groups, etc.).

Connecticut:

Goal: to increase personal effectiveness of each participant in working with people and programs in order to be effective in reaching unserved groups and individuals.

Objectives:

--to learn techniques for developing support systems with colleagues, staff, and community to facilitate initiating and maintaining outreach programs;

--to improve the ability to communicate by listening, questionning, clarifying, etc.;

--to build skills for outreach action programming, including planning, implementing, and evaluating;

--to improve the ability to work in and with the community by creating awareness of its needs, resources, and responses, by improving the library's approachability and by eliciting community "feedback."

Northern States:

Goal: to enable librarians to make their libraries a more dynamic and action-oriented part of the community by increasing their effectiveness in serving unreached groups in the community with library services.

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Objectives:

--to deepen the librarian's awareness of community: its nature and dynamics;

--to increase the ability of librarians to communicate and cooperate with their communities and with other librarians;

--to build skills of planning effective outreach programs;

--to build skills to implement (put into practice) action programs.

D. Training Program Objectives

The first Training Program was convened during October 17-19, 1971 and occurred prior to the implementation of the Institute segment of the project. It was designed to prepare Intern Assistants and State Coordinators to participate fully in each institute. The following objectives were established for this Training Program by the Project Director, faculty, and staff:

1) to prepare Intern Assistants and State Coordinators for their respective responsibilities before, during, and after an outreach institute;

2) to provide an initial assessment of participant needs and resources;

3) to select four teams -- each responsible for an institute;

4) to develop team relationships as a base for working together;

5) to discover and share available resources to be used with institutes;

6) to develop an understanding of the evaluation process as it relates to program planning;

7) to begin to explore the development of a network.

The second Training Program occurred ten months later, after the conclusion of the workshop series, during August 27-31, 1972. Participants from the four institute programs and some Intern Assistants were selected on the basis of their interest, skills, commitment, and potential for sustained outreach leadership. In response to the participants' expressed needs, the following goals and objectives were developed by the Training Program faculty:

Goal: the development of leadership skills in the context of group and intergroup dynamics.

Objectives:

1) to establish a climate for self-directed learning;

2) to assess the specific needs, interests, and resources of participants;

3) to identify one's present style of leadership and its impact on others;

4) to identify, explore, and practice the skills of leadership in various group and intergroup situations (e.g.,decision-making, problem-solving, communication, and intergroup dynamics);

5) to apply and use these leadership skills toward group task accomplishment;

6) to evaluate our learnings and their application to "back-home" settings.

V. RATIONALE FOR EVALUATION AND THE TEAM APPROACH

To fulfill the requirement for evaluation by the Office of Education, the Plan of Operation included a team of three outside evaluators who were made responsible for the design and implementation of an evaluation plan to measure the effect of the Institutes and the Training Program experiences on the participants involved. The evaluation plan was intended to guide programming and to determine the degree of effectiveness of major elements of the total program.

The application of the CIPP evaluation model[1], developed at Ohio State University, to the OLN program by the Evaluation Team required a variety of skills to evaluate both process and product. The broad range of skills required to satisfy the evaluation requirements in the Plan of Operation indicated the need for a team, which is consistant with the OLN training model.

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[1] Phi Delta Kappa National Study Committee on Evaluation (Stufflebeam et al.), _Educational Evaluation and Decision Making_, F. E. Peacock Publishers, Incorporated, Itasca, Illinois, 1971.

The Evaluation Team vitae have been edited to describe the most relevant credentials of the team members whose combined skills and experience include adult education, human relations, organizational development, evaluation, library systems planning, regional programming, needs assessment, and leadership training. (See Appendix E.)

VI. METHODOLOGY USED AND FUNCTIONS SERVED BY THE EVALUATION TEAM

A. Methodology Used by the Evaluation Team

Evaluation is defined as "the process of delineating, obtaining, and providing useful information for judging decision alternatives." Since decisions must constantly be revised in the planning process so, too, must evaluation be a continuous process of providing useful a! ' appropriate information. According to the CIPP model, there are four general types of decisions which must be made during any meaningful cycle of project planning and implementation. These are: planning decisions which determine objectives and set priorities; structuring decisions which project strategies for the achievement of those objectives; implementing decisions which are involved in executing the designs; and recycling decisions whereby achievements are measured against objectives and a determination is made whether to continue, modify, or terminate a project.

The CIPP evaluation model makes provision for obtaining evaluative data about each of the four types of decisions. Context Evaluation is the examination of planning decisions which specify major changes that are needed in a program. Planning decisions are of fundamental importance to any program and appropriate evaluation mechanisms should be maintained to provide information for the formulation of new objectives or the modification of existing ones. Members of the Evaluation Team met with the Project Staff and contributed to the refinement of the objectives and the change of program emphasis

from preparation of documents to the development of skills.

Input Evaluation is the examination of structuring decisions made about methods, content, organization, personnel, schedule, facilities, and budget. They are the means to achieve the ends which have been established as a result of planning decisions. Structuring decisions can also result in the modification of established objectives as limitations of available resources to insure their achievement are revealed. For example, the role of the Evaluation Team was redefined at several points during the program and therefore effected the reallocation of project resources.

In this project, the major efforts of the Evaluation Team were focused on the last two components of the CIPP model, mainly Process Evaluation and Product Evaluation.

Process Evaluation is the examination of implementing decisions which involve many choices regarding changes of ongoing procedures. The making and execution of implementing decisions comprise much of the day-to-day responsibilities of operating any program. Documentation Reports and personal observations provided evaluative data to support Process Evaluation activities. These Documentation Reports were prepared by Intern Assistants, feedback teams, faculty, and staff. Observations made by the Evaluation Team during visits to institutes and Network Advisory Committee meetings contributed to a number of changes in the implementation of the institute program. Any program such as OLN that follows a high-interactive process model requires open communication between faculty and participants to insure continued relevance of the learning experiences to the learners' expressed needs. In addition to feedback from participants, process observations of skilled observers are highly valued by most institute trainers, both to provide immediate feedback and and suggestions, and to collect data for use in the design of future learning experiences. The Evaluation Team carried out these functions in accordance

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with the CIPP model of Process Evaluation.

Product Evaluation is the examination of <u>recycling decisions</u> which are applied to determine the relation of attainments to objectives and to determine whether to continue, terminate, evolve, or drastically modify an activity. Product Evaluation was based on data gathered from Documentation Reports, participant questionnaires (such as the Post Institute Survey Questionnaire, see Appendix L), written summaries of action plans, and personal observations by members of the Evaluation Team. These data are reported in the Evaluation section (part VII) of this report and form the core for the report of the Evaluation Team. The planning meetings, advisory committee meetings, training sessions, and institutes were a series of steps in a process that was designed to improve library outreach programs in New England. The Evaluation Team recognized that the process included a purposeful attempt to meet the needs of the participants. This required a flexible approach to the design of specific experiences for particular groups. The criteria against which output evaluation could be made were contained in the objectives outlined in the Plan of Operation.

B. Functions Served by the Evaluation Team

The Evaluation Team performed the following functions in the OLN program:

1) the Team developed the theoretical framework and means by which the program objectives could be evaluated, giving attention to both process and product as defined by the CIPP model;

2) the Team served as skilled process observers in selected program activities of OLN throughout the duration of the program for the purpose of providing data which could be used as a basis for strengthening the program as it progressed;

3) the Team assisted staff, Intern Assistants, and participants in clarifying the objectives which they pursued in various training activities of institutes;

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4) the Team was involved in the development and use of Documentation forms.

    These forms were developed for four major purposes:

    a) to provide descriptive data about activities which could not be

        observed directly by the Evaluation Team;

    b) to provide information about process evaluation by Intern Assistants

        for use by the institute staff and the Evaluation Team;

    c) to provide a practicum experience for Intern Assistants to become

        effective observers and evaluators of group problem-solving and

        decision-making processes;

    d) to provide Intern Assistants with the opportunity to develop skills

        in self-evaluation as they may pertain to their respective roles

        in these group activities;

5) the Team aided the participants to understand and practice evaluation

    techniques as applied to outreach librarianship;

6) the Team responded to the requests of institute staff and some partici-

    pants during institutes and follow-up activities as consultants on

    planning, problem-solving, and evaluation;

7) Team members frequently acted as non-threatening interfaces between par-

    ticipants and staff.

VII. EVALUATION

A. Scope of Evaluation Program

As of November, 1972, the Outreach Leadership Program included fifty-seven
"formal" events and an undetermined number of informal events that emerged
from the considerable number of professional meetings which OLN participants
attended. Since there was neither enough time nor money to permit members of
the Evaluation Team to be present at all of these events, Documentation Reports,

staff reports, and correspondence were used by the Evaluation Team to provide the information needed about the various meetings and workshops, and the activities which resulted from them. This multi-faceted approach toward evaluation was adopted primarily for two reasons: first, the sheer quantity of activities which occurred, sometimes concurrently, militated against direct personal observation of them by an Evaluation Team member. Second, the very nature of many institute activities does not fit well into discrete quantifiable analyses. To intervene in activities solely for the purpose of evaluation in a group setting could not have been done without danger of invoking a decided Hawthorne Effect. The fact that attitudinal and behavioral changes were occurring in real-time to some degree in at least 135 individual personalities in different directions and at different rates, illustrates another dimension of complexity in the evaluation process.

This section contains a review of the sources of data used by the Evaluation Team and several exhibits of summarized data. The exhibits and their associated descriptions and comments are grouped in the following sequence:

Data Sources and Events;

Participant Selection Criteria and Demographic Characteristics of Participants, Intern Assistants, and State Coordinators;

Characteristics of Institutions Represented by Participants and Intern Assistants;

Analysis of Responses to the Post Institute Survey Questionnaire (PISQ);

The Development of Leadership and Network Maintenance.

These areas of investigation appear in sub-sections B through F below. Where appropriate, the Team has inserted interpretive comments which are intended to clarify, amplify, or correlate evaluation information. Observations and conclusions which the Team recorded as a result of this project experience and interpretation of available data, with recommendations to those agencies,

institutions, or individuals who may seek to replicate or build upon the OLN experience, are contained in Section VIII.

<u>B. Data Sources and Events</u>

The major sources of evaluation data appear as follows:

1) Documentation Reports written by faculty, Intern Assistants, State Coordinators, project staff, and some participants, according to a format suggested by the Evaluation Team, the form of which was based upon an instrument developed by Austin Bennett, Community Development Specialist at the University of Maine, Orono (See Appendix H);

2) Workshop Documentation Reports written by faculty, Intern Assistants, State Coordinators, project staff, and Evaluation Team, written according to a format suggested by the Evaluation Team and modified by the staff (See Appendix H);

3) Evaluation Team Documentation;

4) Written Staff Reports (free form);

5) Correspondence;

6) Evaluation Team visits and notes.

The formal events and sources of evaluation data are summarized below.

Quantity	Event	Data Source
3	Network Advisory Committee meetings	Documentation Reports Evaluation Team visits and notes
16	Pre-Institute Staff meetings	Documentation Reports
4	Planning Committee meetings	Documentation Reports Written Staff Reports
6	Workshops	Workshop Documentation Reports Evaluation Team Documentation
5	Post Institute Staff meetings	Documentation Reports Evaluation Team visits and notes
9	Follow-Up meetings	Documentation Reports Evaluation Team visits and notes

Quantity	Event	Data Source
6	Communications Team meetings	Documentation Reports Written Staff Reports
5	Planning meetings for other activities	Documentation Reports
1	New England OLN Staff meeting	Documentation Reports
$\frac{2}{57}$	Participant Selection meetings	Correspondence

In addition to the six sources of evaluation information which pertained to OLN events as described above, the Evaluation Team relied upon several other forms and bibliographic sources for data which pertained to the background, distribution, and characteristics of the Participant and Intern Assistant populations. These sources include Participant Applications and Personal Data Forms (Appendix I), activity attendance records, state library annual reports, and population statistics. These data are displayed and discussed in sub-sections C and D below.

The primary sources of information used by the Team to study the effectiveness of the institutes are derived from direct participation of the Evaluation Team, notes, Workshop Evaluation Questionnaires, Summaries of Action Plans written by the participants, and the recorded responses to the Post Institute Survey Questionnaire (PISQ). These data are discussed in section E, below.

Behavioral objectives I and II are the criteria against which responses to the PISQ were compared. The degree to which the Evaluation Team feels that behavioral objective III has been met is discussed in sub-section F.

Those evaluation sources which are documents were designed by several groups or individuals at appropriate chronological points throughout the life of the project. These designers include the Project Staff, Evaluation Team members, and several planning committees composed of Intern Assistants, community leaders, state library agency representatives, and others. Other

information sources such as maps, library statistics, and the like were obtained from general sources such as 1970 census data and institutional statistics. It should be noted that the primary source documents contain well over 2000 sheets of paper which were examined by the Evaluation Team members.

C. Participant Selection Criteria and Demographic Characteristics of Participants, Intern Assistants, and State Coordinators

1. Participant Selection Criteria

The participants are analysed in terms of selection criteria presented as part of the Plan of Operation. This working document was used by the four Institute Planning Committees to serve as a guide for determining the selection criteria for each of the four institutes. The base criteria contained in the Plan of Operation are summarized below.

The Plan of Operation states that candidates who were to be considered as participants in the four Institute programs should provide prior evidence of:

    a. interest and/or responsibility in outreach services in one or more libraries or library agencies;

    b. influence and/or authority to be able to anticipate actual endorsement of outreach planning in their library or agency;

    c. willingness to involve themselves in the preliminary stages, full time in the workshop itself and in the follow-up activities;

    d. library training or experience necessary to provide a common context for a learning experience.

Alternate participants were identified using the same criteria to provide a full complement of attendees at each institute.

Subsequently, each of four Institute Planning Committees modified these base criteria. Specific selection criteria for participants of each institute are summarized below.

Rhode Island:
1. Action commitment
2. Willingness to reach out to other librarians
3. Potential for effecting change
4. Representation from different sizes of libraries
5. Representation from different geographical areas
6. Public librarians and those working with public librarians at the state level

7. Diversity of interest groups
8. Regional coordinators may be participants
9. Members of the planning committee may be participants

Massachusetts:
1. Potential for effecting change
2. Community's need for a program
3. Commitment to concept of outreach
4. Commitment to action
5. A generally skilled person with the capacity for growth
6. Geographical representation
7. Knowledge of "target group"

Connecticut:
1. Those best able to effect change, best adapted to diagnose needs, & most interested in developing & implementing successful programs
2. Those who can engender community enthusiasm for action programs
3. State and regional library staff members should be allowed to participate
4. Insure geographic distribution (suburban vs. urban, low vs. high income areas, etc.)
5. Those who are aware of library and community problems, want to be an agent of healthy change, and who will benefit from the institute
6. Those with a capacity for self-development

Northern States:
1. Participants with leadership potentiality, both obvious and hidden
2. Geographical spread
3. Representing various size libraries
4. Commitment to implementing action programs
5. "Public" librarians at local, regional, and state levels
6. New participants in outreach institutes (not former attendees)
7. Representatives on the planning committee

It can be readily observed that the sense of most of the basic criteria as expressed in the Plan of Operation was preserved by the four Institute Planning Committees. The basic differences appear to be due to a need for greater specificity of criteria, specific group or population representation, personal commitment and leadership, and a knowledge of the existence of specific unreached groups in each state.

In general, the solicitation and screening of candidates according to the specific criteria were accomplished by the four Institute Planning Committees; final selection was made by the Project Director with the advice and consent of other individuals as needed, including the staff team for

particular institutes and instate Intern Assistants.

This process resulted in the selection of 113 participants. Similar procedures and criteria were used to select fifteen Intern Assistants and six State Coordinators, prior to the selection of participants. Individuals who participated in the two Training Programs were selected by the Project Director on the basis of previous institute experience, interest, and availability.

2. Demographic Characteristics of Participants, Intern Assistants, and State Coordinators

Certain characteristics of the resulting institute population are quantifiable. These include age, sex, income, geographic distribution, and previous participation in similar institutes. Supplementary information about the characteristics of the institutions from which participants were selected include size of population served, library holdings, and a gross measure of the use made of the material resources of each institution. These data are displayed in Exhibits 1 through 8. It should be noted that these data reflect the characteristics of participants, Intern Assistants, and State Coordinators who attended the four Institutes and two intensive Training Programs.

The following demographic data is summarized from information derived from the Participant Applications and Personal Data Forms (Appendix I) and refer to Exhibits 1 through 3.

Age: In general, the population can be characterized as middle-aged, only 0.4 year separating the mean age of the staff from that of the participants themselves. The median difference is 2.0 years. The age span of participants was 24-70, or 46 years; the comparable range for staff was 28-60, or 32 years. There were no participants below the age of 24, a normal expectation, since that is the earliest probable age which a professional librarian with an MLS and at least one year's full time job experience could attain, although the degree was not a formal

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EXHIBIT 1
DISTRIBUTION OF PERSONNEL* BY AGE

Age	Rhode Island		Massachusetts		Connecticut		Maine		New Hampshire		Vermont		Total/% of total			
60 +	1	0	0	1	1	0	2	0	3	0	1	0	8	7%	1	5%
50 - 59	7	0	3	1	6	1	4	0	5	1	2	1	27	24%	4	19%
40 - 49	5	1	10	1	7	2	2	1	1	2	2	0	27	24%	7	33%
30 - 39	6	1	5	1	10	0	3	3	1	1	2	2	27	24%	8	38%
20 - 29	4	0	9	1	4	0	3	0	2	0	3	0	25	21%	1	5%
	23	2	27	5	28	3	14	4	12	4	10	3	114	100%	21	100%

	Participants	Staff	Participants + Staff
Mean Age	42.0	42.4	42.1
Median Age	42.0	44.0	42.5
Age Range	24 - 70	28 - 60	24 - 70

EXHIBIT 2
DISTRIBUTION OF PERSONNEL BY SEX

Sex	Rhode Island		Massachusetts		Connecticut		Maine		New Hampshire		Vermont		Total/% of total			
Male	16	0	20	3	22	3	12	3	11	3	6	2	87	76%	14	67%
Female	7	2	7	2	6	0	2	1	1	1	4	1	27	24%	7	33%
	23	2	27	5	28	3	14	4	12	4	10	3	114	100%	21	100%

*In this and all subsequent tables, the heading PERSONNEL includes all institute participants, Intern Assistants, and State Coordinators. The first column of figures under the state headings refers to participants, and the second column to Intern Assistants and State Coordinators.

requirement for OLN participation.

Sex: 24% of the participants and 33% of the staff were men.

Salary: The wide annual salary range of participants ($300 - 16,240) is partly due to the fact that fourteen of the 113 participants are part-time employees which appear in the low end of the scale. No attempt was made to equalize salaries on a full-time annual basis.

	Participants	Staff	Participants + Staff
Mean Salary	$ 8,834	$10,360	$ 9,015
Median Salary	$ 9,000	$10,900	$ 9,022
Salary Range	$ 300-16,240	$3,007-14,150	$ 300 - 16,240

SUMMARY OF DISTRIBUTION OF PERSONNEL BY GROSS SALARY
EXHIBIT 3

Geographic Distribution: The map in Exhibit 4 displays the resident cities from which participants, Intern Assistants, and State Coordinators were drawn. The location of the site for each institute is also labeled. In the case of Rhode Island, Massachusetts, and Connecticut, participants attended the Institute held within the borders of their state of residence. Participants from Maine, New Hampshire, and Vermont attended the Northern States Institute in Durham, New Hampshire.

It is reasonably evident that the population was biased neither toward urban nor rural centers. The active participation of one librarian from Fort Kent on the Maine-Canadian border in more than formal workshop attendance is encouraging, since round trip travel over that distance is approximately 750 miles.

The selection criteria for a reasonably wide geographic distribution was met. Although the participants were constrained to attend OLN activities within their state borders, a conscious effort was made to foster interstate person-to-person communication within the Intern Assistants group and at the second Training Program. Three maps (Exhibits 5

EXHIBIT 4

Distribution of Participants and
Staff at Four Outreach Institutes

DURHAM, NEW HAMPSHIRE

NATICK, MASSACHUSETTS

WILLIMANTIC, CONNECTICUT   JAMESTOWN, RHODE ISLAND
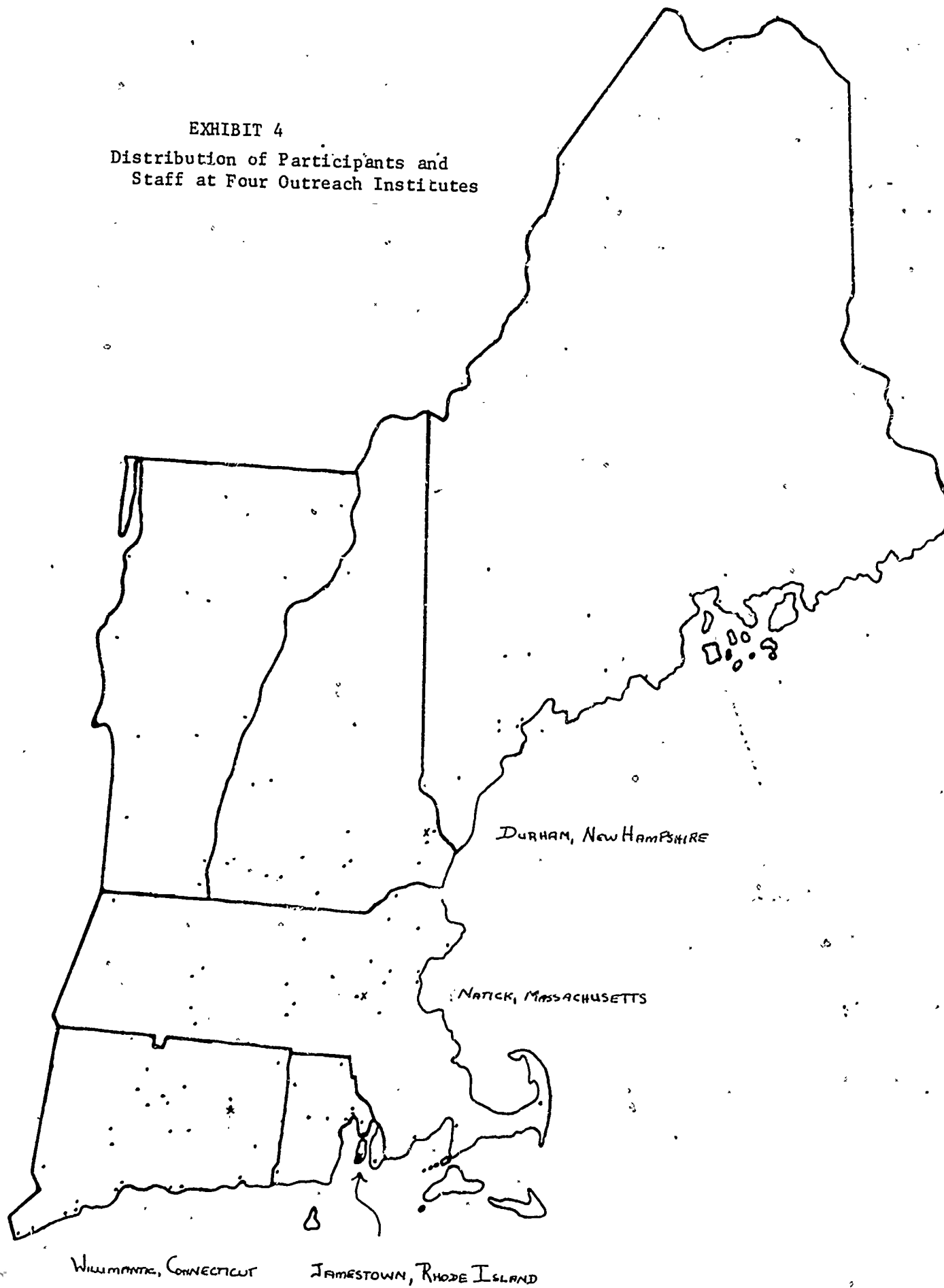
through 7) plainly reveal the positive results of this approach. Every

institute used the services of Intern Assistants from at least one

other state.

Participation in Institutes other than OLN: Nine of the 114 OLN partici-

pants have attended institutes prior to the OLN program. Three of these,

and nineteen of the Intern Assistants and State Coordinators attended

outreach institutes either at Springfield, Massachusetts in 1970, or at

Bates' College, Maine in 1971, both of which were federally sponsored

programs administered by the same faculty. Therefore, forty-one, or 31%,

of the participants and staff had prior institute experience. These

people form the nucleus group from which OLN Intern Assistants were

selected. This strategy provided for building upon earlier experiences

to increase and extend the competence, commitment, and impact of this

core group in the public library community in New England.

D. Characteristics of Institutions Represented by Participants and Intern
   Assistants.

Information about the characteristics of the institutions from which

participants and Intern Assistants were drawn are displayed in Exhibit 8.

It should be noted that agencies which have state and sub-regional respon-

sibilities are omitted from this tabulation, since their inclusion could be

equated with the total population of New England and obscure the data. The

data used were obtained from annual and biennial reports of state library

agencies and the 1970-1971 edition of American Library Directory.

Population: The total population of potential users of the libraries

represented by the participants and Intern Assistants is approximately

3,600,000 persons. The largest library serves a potential user popula-

tion of 641,071; the smallest serves 396. The ratio of outreach staff

to population is very wide indeed, and indicates the degree of difficulty

to which interaction between the library outreach staff and its patrons

EXHIBIT 5
Distribution of Staff for the
Three Southern Workshops
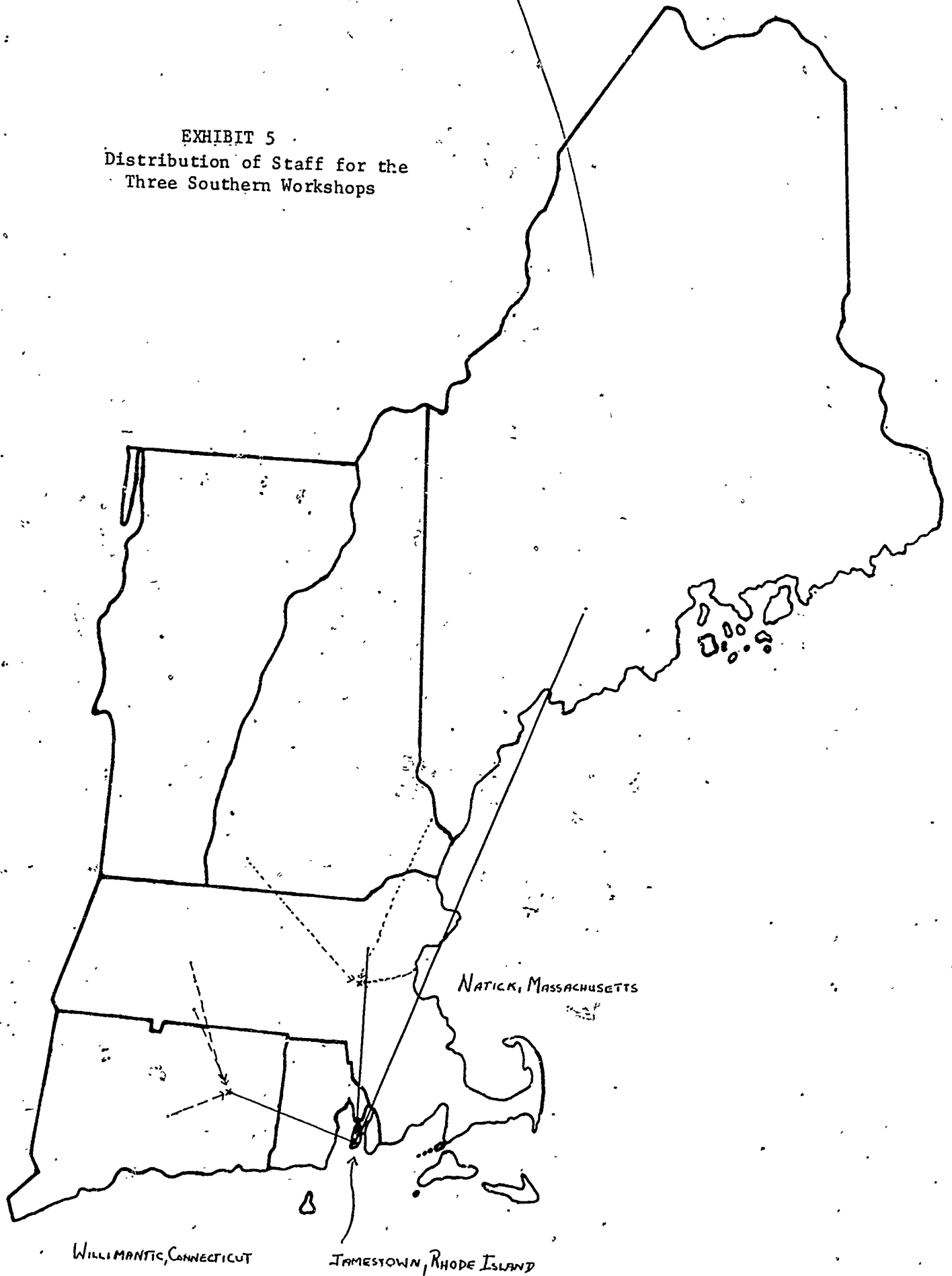
NATICK, MASSACHUSETTS

WILLIMANTIC, CONNECTICUT   JAMESTOWN, RHODE ISLAND

EXHIBIT 6
Distribution of Staff for the
Northern States Workshop

DURHAM, NEW HAMPSHIRE

EXHIBIT 7
Dist ... ution of Participants in
? ining Program II

DURHAM, NEW HAMPSHIRE
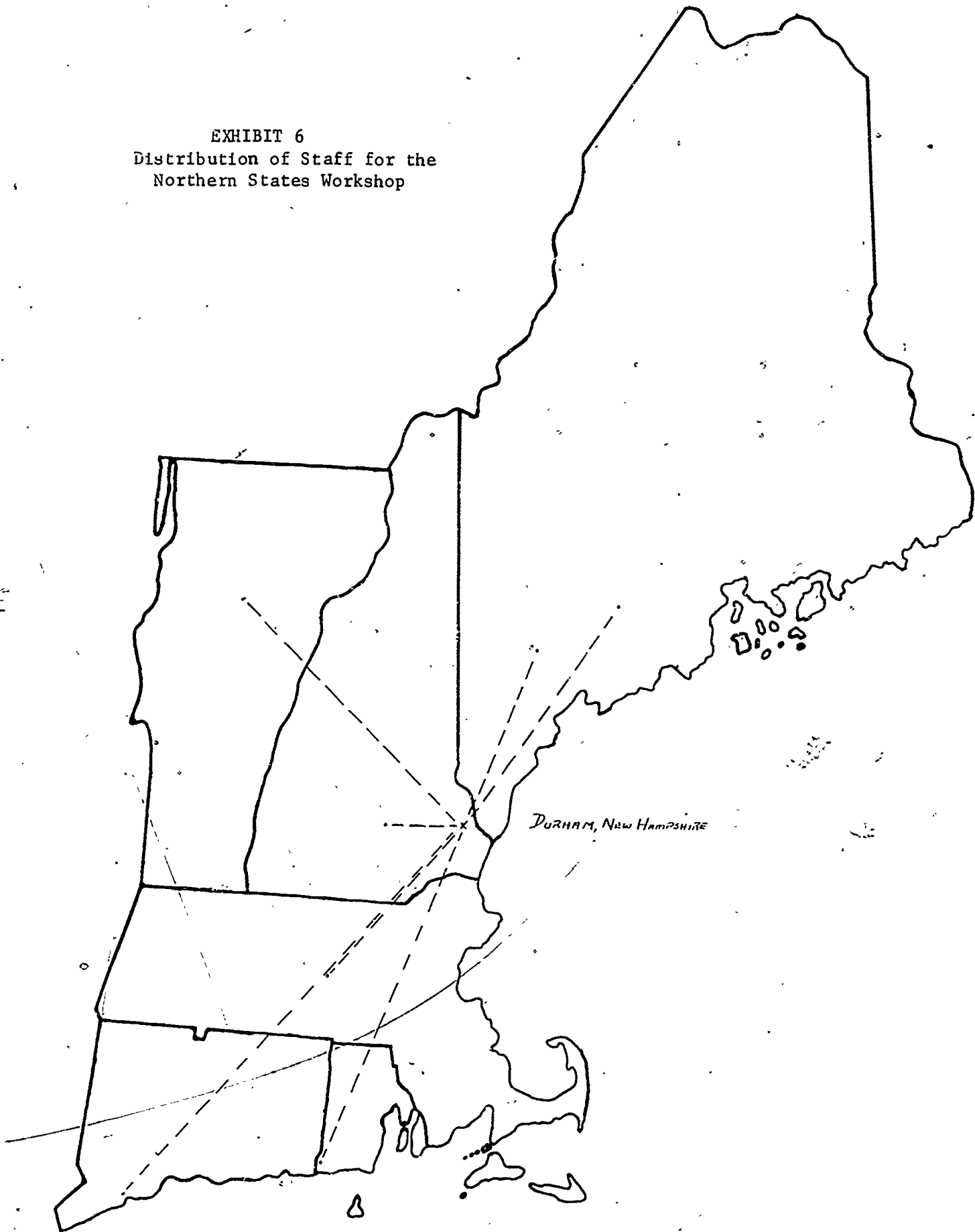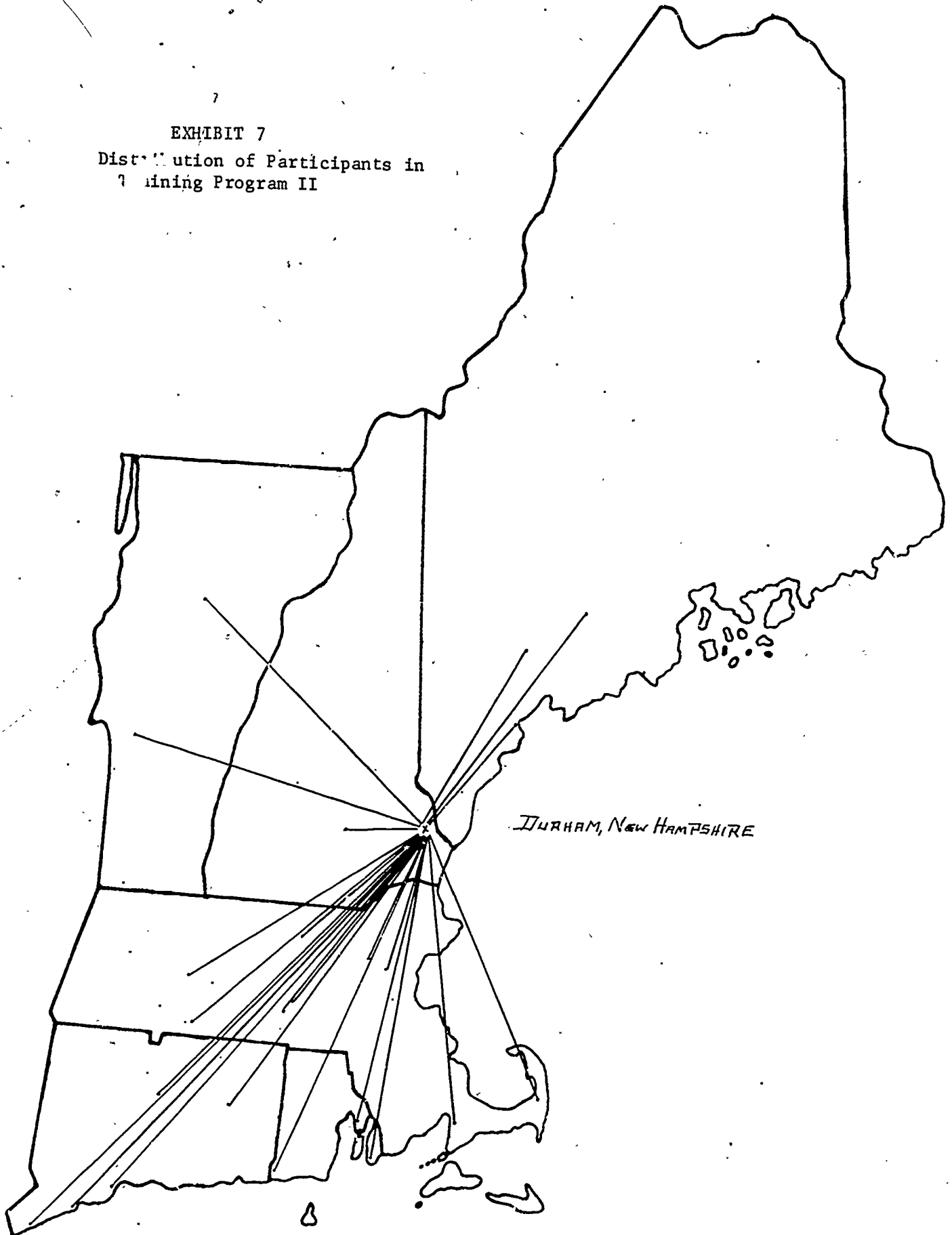
can be achieved.

Holdings: Although library holdings expressed as volumes owned is an inaccurate measure of available library resources because resource quality is omitted, these figures are usually considered as one indicator of library size and resource strength. The range here is 2,842,903 to 2,642 volumes.

Circulation: Items circulated per year is also an imperfect measure of user interaction with library resources, since only one library service is revealed. The largest circulation figure recorded is 2,567,378 per year and the smallest is 1,295. The over-all mean and median are 192,514 and 106,288, respectively.

Taken together, these data show that the participants and Intern Assistants represent a very wide spectrum of library sizes, geographic dispersion, physical resources, and bibliographic interaction with constituent populations. The value of this information, particularly the population data, will assume reasonable utility if longitudinal studies are made of the impact of outreach activities and programs generated through the Outreach Leadership Network. Other data directed toward that end which has not been summarized in this report could include outreach staff/user population ratios as an indication of outreach effectiveness, similar to the "case-load" per person indicators developed by social agencies.

E. Analysis of Responses to the Post Institute Survey Questionnaire (PISQ)

The PISQ is one of several basic instruments developed and used by the Evaluation Team to determine if certain behavioral objectives were met. Part A of the PISQ was devoted to collecting information about the process of action planning; Part B was concerned with the participants' view about selected skills which the Institute experience -- particularly the workshop segments -- were intended to impart. The responses to the PISQ are tabulated in Exhibits

EXHIBIT. 8

KEY STATISTICS FOR PUBLIC LIBRARIES REPRESENTED BY STAFF MEMBERS IN THE OLN PROGRAM

Populations Served

	Rhode Island	Massachusetts	Connecticut	Maine	New Hampshire	Vermont	Overall
Number of libraries	15	23	25	12	13	7	90
Largest population	179,116	641,071	158,017	65,116	87,754	38,266	641,071
Smallest population	2,626	3,055	7,078	1,080	396	741	396
Mean population	48,558	68,658	47,362	14,055	9,202	2,738	40,258
Median population	26,605	26,331	27,197	6,442	3,361		17,362

Total Volumes

	Rhode Island	Massachusetts	Connecticut	Maine	New Hampshire	Vermont	Overall
Number of libraries	15	23	25	12	13	7	90
Largest holdings	586,725	2,842,903	459,709	214,603	193,387	73,630	2,842,903
Smallest holdings	8,085	16,000	10,926	5,143	2,642	3,000	2,642
Mean holdings	80,392	262,830	114,753	41,008	32,122	26,583	118,081
Median holdings	50,000	87,248	50,111	17,736	11,981	15,370	35,566

Total Circulation

	Rhode Island	Massachusetts	Connecticut	Maine	New Hampshire	Vermont	Overall
Number of libraries	15	23	25.	12	13	7	90
Largest circulation	910,048	2,567,378	692,420	264,893	377,303	127,396	2,567,378
Smallest circulation	3,781	51,848	27,579	4,551	1,295	2,952	1,295
Mean circulation	201,726	365,045	222,239	66,815	55,306	40,594	192,514
Median circulation	145,394	210,369	119,149	31,454	12,846	19,272	106,288

12 and 13. The results of the tabulations are discussed below, as they related to the behavioral objectives and abilities as defined by the Project Director.

Where appropriate, the Team has supplemented the analysis of PISQ responses with other data sources, such as action plan summary reports which the participants have submitted to the OLN staff. Exhibit 9 below displays the rate of action plan reporting on a state-by-state as well as institute basis. Discussion of the PISQ and action plan responses are included in this section.

Meaningful behavioral change analysis requires gathering appropriate data by unobtrusive means: in some cases, this technique has also been used. In the case of the PISQ, we are, however, limiting our observations primarily upon what the participant says, rather than upon what he or she does. Further comment upon observed behavioral changes on the part of the participants and the institute staff members are noted where they have occurred.

1. Procedure

The PISQ was developed by the Evaluation Team from appropriate sections of the original Plan of Operation which referred to goals, objectives, and skill development. A draft questionnaire was formulated and distributed to selected participants and the staff for reaction and comment. After the commentaries were collected, the Evaluation Team made appropriate changes and then distributed the PISQ as reproduced in Appendix L.

EXHIBIT 9
RETURN RATE OF ACTION PLAN SUMMARY SHEETS

State	Return	Percent
RHODE ISLAND	20/23	87%
MASSACHUSETTS	16/26	62%
CONNECTICUT	9/28	32%
NORTHERN STATES	20/36	56%
MAINE	9/14	64%
NEW HAMPSHIRE	8/12	67%
VERMONT	3/10	30%

The PISQ was distributed on the same date to all participants. This approach to this part of the evaluation process was intended to help identify factors, which, either alone or in combination with other evaluation data elements, might shed some light upon the effect of holding institutes at different times of the year and in different parts of the region. It was also assumed that some information about the relationship of elapsed time to stages of implementation of action plans could be revealed by this technique.

The relative chronological distance between the last day of each institute and the mailing date of the PISQ is displayed below in Exhibit 10.

EXHIBIT 10
ELAPSED DAYS FROM WORKSHOPS TO PISQ DISTRIBUTION

WORKSHOPS	ELAPSED CALENDAR DAYS	PISQ MAILING DATE
		August 1, 1972
RHODE ISLAND FEBRUARY 3, 1972	181 DAYS	
MASSACHUSETTS MARCH 17, 1972	138 DAYS	
CONNECTICUT	MAY 25, 1972	59 DAYS
NORTHERN STATES (MAINE; NEW HAMPSHIRE, VERMONT)	JUNE 16, 1972	47 DAYS

The Summary of Responses to the Post Institute Survey Questionnaire: Part I, General Data (see Exhibit 11) displays the dates during which the four institutes were held, the dates which the PISQ was distributed, the PISQ return deadline, and the distribution of the quantity of responses across the six New England states.

2. Response Rate

Selltiz et al. observed that "when questionnaires are mailed to a random sample of the population, the proportion of returns is usually low, varying from about ten to fifty per cent." (p. 241). Selltiz further asserts that factors which affect the response rate include the length of the questionnaire, the credentials of the questionnaire sponsors, questionnaire format, ease of responding and the characteristics of the people receiving the questionnaire,

EXHIBIT 11

SUMMARY OF RESPONSES TO THE POST INSTITUTE SURVEY QUESTIONNAIRE

I. GENERAL DATA

Participant population: all participants of each of the four institutes, excluding staff, state coordinators, and intern assistants. If a person assumed a role of participant and one of the above, (s)he was included as a questionnaire recipient. Discussion of these data begins on page 104.

PARTICIPANT DISTRIBUTION

CATEGORY OF DATA	TOTAL	RHODE ISLAND	MASSACHUSETTS	CONNECTICUT	ME.	N.H.	VT.
A. Dates of Institutes	NA	1/30-2/3,1972	3/13-3/17,1972	5/22-5/25,1972	6/12-6/16, 1972		
B. Date questionnaire distributed	August 1,1972	Same for all participants					
C. Return deadline	Sept. 20, 1972						
D. Quantity of questionnaires distributed (equals quantity of participants)	113	23	26	28	14	12	10
E. Quantity of questionnaires returned[1]	57	13	15	14	7	5	3
F. Questionnaires returned expressed as a percentage of questionnaires distributed (E ÷ D)	50.5%	56.5%	57.7%	50.0%	50.0%	41.7%	30.0%

Notes: [1]Six responses were in the form of brief letters which could not be tabulated, but are included in the above summary.

the mobility of the recipients, and follow-up activities by the questionnaire administrators _vis a vis_ non-respondents.

Maurice Line, on the other hand, observes that: "In a compact community (like (sic) a university, a response of seventy or eighty per cent or even higher can be hoped for; if the ordinary public are to be sampled, the response may be as low as forty per cent." (p. 31).

The PISQ was not sent to a random sample of the population as a whole, or even a random sample of the participants -- _all_ participants were sent a PISQ. The return deadline was twenty-one days after mailing, after which a reminder letter was sent. A stamped addressed return envelope was distributed with the original mailing. Anonymity of respondents was attempted by means of coding the questionnaires, but the coding technique did not assure such anonymity. This fact could have inhibited some respondents from replying.

The response rate of 50.5% is within the boundaries suggested by Selltiz and Line. The target community was neither compact (in Line's sense), nor was it drawn from the population as. a whole. The Evaluation Team would have preferred at least a 60% response rate, but given the time of year -- a heavy vacation period -- the Team feels that the quantity of responses does provide enough data for reasonably useful analysis.

The relationship of questionnaire response rate to the distance in time from a workshop, as displayed in Exhibit 11, is not unexpected. All questionnaires returned by participants from the first three workshops are above the mean percentage response rate for all states. The frequency of responses from participants in the three states which formed the Northern States Institute, taken as a group, was lower (40.6%) in comparison to the participants in workshops held previously (50-57.7%). The Northern States Institute was the last of the four institutes held.

3. Format

With respect to the responses to the Post Institute Survey Questionnaire, opportunity was provided for respondents to express themselves in short descriptive phrases in PART A: ACTION PLANNING, because the evaluators did not want to close off free expression or pre-judge into which categories responses should be grouped. This technique created some problems for the Evaluation Team in the quantification of results, but allowed the respondents' "questionnaire" personalities and attitudes to show through.

Since free text responses were encouraged, some judgment about how responses could be clustered was made by the evaluators after the responses were received. This procedure was necessary in order to construct continua along which responses could be quantitatively distributed. These continua are displayed under each question in Exhibit 12. The Evaluation Team was also interested in discovering if there were any observable differences in response patterns from participants involved in different institutes. It was also hoped that responses from those participants from the three northern states who attended the same workshop could serve to help isolate differences between state groups which had been exposed to much the same workshop experiences. There is some risk in the latter course because there were only twelve questionnaires and three letters returned from the northern tier states: equivalent to 33% of the questionnaires distributed. Three responses each from New Hampshire and Vermont participants do not, after all, provide enough points to discern meaningful patterns. The responses to Part A are discussed in combination with the responses to Part B, beginning on page 113.

The second half of the PISQ is entitled PART B: PERSONAL SKILLS ASSESSMENT. This cluster of questions was specifically intended to provide reasonably quantifiable data along a five point continuum. The proportional distribution of responses to the twelve questions are displayed on a series

of bar ratios for each workshop for comparison purposes against the average
ratio for all responses to a particular question. These bar ratios are
displayed beginning on page 110.

4. Discussion

The first behavioral objective, as restated in section IV above (see also
Appendix A), asserted that:

(I) "Participants will be able to formulate a community-based action
program designed to extend library services to specific target groups in
their community which they determine to be inadequately served."

This objective was to have been met by means of developing and applying
the following skills or abilities as formulated by the Project Director:

1. Ability to define "community," "inadequately served," and "target
   group;"
2. Ability to involve the community in gathering relevant data about
   the needs in the community;
3. Ability to define community issues and describe potential target
   groups (...);
4. Ability to select a target group;
5. Ability to work through a prescribed problem-solving process at the
   institute to develop an outline of an action program directed toward
   a specific target group;
6. Ability to revise and modify the proposed action program after the
   institute by means of involving members of the selected target
   group (...).

The second behavioral objective asserted that:

(II) "Participants will be able to implement a community-based action
program designed to extend library services to specific target groups in the
community." This objective was to have been met by means of developing and
applying the following skills or abilities as formulated by the Project Director:

1. Ability to relate present and potential library services to respond
   to community issues;
2. Ability to discover and use relevant resources in implementing the
   action plan;
3. Commitment to library outreach concepts;
4. Ability to work with groups (...) in order to facilitate their
   communications and decision-making in re the action program;
5. Ability to seek alternative ways of implementing the action plan in
   response to new data that becomes available before and during the
   implementation stage.

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EXHIBIT 12

SUMMARY OF RESPONSES TO THE POST INSTITUTE SURVEY QUESTIONNAIRE

II. PART A: ACTION PLANNING

n.b.: refer to blank questionnaire in Appendix L for layout.
     % = nearest integer

Question 1: How did you identify the unreached groups that became the target population for your outreach effort?

QUESTION AND RESPONSE	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%
A. By observation &/or community interaction	40	78	8	62	11	85	10	71	6	100	3	100	2	100
B. By defining non-users	5	10	3	23			2	14						
C. Approached by target group	3	6	1	8			2	14						
D. Trial and error	1	2	1	8										
E. Part of job	1	2			1	7								
F. By wanting to show finance committee	1	2			1	7								
TOTAL	51	100	13	100	13	100	14	100	6	100	3	100	2	100

Question 2: Describe the activities that were or are being organized to involve representatives of the target population in the needs assessment and project planning phases of the outreach effort.

QUESTION AND RESPONSE	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%
A. Too early to say	4	9	2	18	2	15					1	25	1	50
B. Informal contacts	3	7	1	9										
C. Population involved, but not in planning	3	7			1	8			1	20				
D. Population involved, low degree	7	15	2	18	3	23	1	9			1	25		
E. Population involved, medium degree	1	2					1	9			1	25		
F. Population involved, high degree	28	60	6	55	7	54	9	82	4	80	1	25	1	50
TOTAL	46	100	11	100	13	100	11	100	5	100	4	100	2	100

QUESTION AND RESPONSE

	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%

Question 3: Identify other community representatives that were involved in needs assessment and project planning. Briefly indicate _why_ they were selected.

	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%
A. None, yet	4	9	1	9			1	10	1	13			1	50
B. Trustees, library board only	2	5	1	9					2	25				
C. Government officials	3	7	1	9					2	25				
D. Target group members	10	23	2	18	2	25	3	30	1	13	2	50		
E. Target group authorities	24	56	7	64	6	75	6	60	2	25	2	50	1	50
TOTAL	43	100	11	100	8	100	10	100	8	100	4	100	2	100

Question 4: Describe what you feel is the role of a helper (consultant) in the planning process.

	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%
A. Inaccurate definition	6	13	3	30	2	17	2	17	1	17				
B. Incomplete definition	11	24	4	40	4	33	3	25						
C. Brief definition	16	36	3	30	3	25	7	58	2	33			1	33
D. Fully describes concept	12	27			3	25	2	17	3	50	2	100	2	67
TOTAL	45	100	10	100	12	100	12	100	6	100	2	100	3	100

Question 5: Please list the major objectives of your outreach project and indicate the need which would be satisfied if each objective was realized.

	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%
A. Weakly stated objective, weakly articulated need	3	8			2	17	1	10	1	20				
B. Weakly stated objective, well articulated need	1	3					1	10						
C. Well stated objective, weakly articulated need	12	30	3	38	2	17	3	30	2	40	1	33	1	50
D. Well stated objective, well articulated need	24	60	5	62	8	67	6	60	2	40	2	67	1	50
TOTAL	40	100	8	100	12	100	10	100	5	100	3	100	2	100

QUESTION AND RESPONSE	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%

Question 6: Please indicate the approximate dates on which the following steps were completed in the implementation of your library outreach action plan:

QUESTION AND RESPONSE	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%
A. Plan prepared	36	28	10	28	10	27	7	21	5	46	2	29	2	100
B. Plan revised	24	19	7	19	7	19	7	21	1	9	2	29		
C. Plan completed	20	16	6	17	5	14	7	21	2	18				
D. Plan submitted	19	15	4	11	6	16	7	21	1	9	1	14		
E. Funds approved	9	7	3	8	4	11	1	3	1	9				
F. Activity initiated	19	15	6	17	5	14	5	15	1	9	2	29		
TOTAL	127	100	36	100	37	100	34	100	11	100	7	100	2	100

Question 7: a) Who is now responsible for directing your outreach program? b) Would the program continue if you left for a new assignment?

QUESTION AND RESPONSE	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%
A. a) respondent b) yes	21	48	2	17	7	54	6	75	3	50	1	33	2	100
B. a) respondent b) possibly	2	5							1	17	1	33		
C. a) respondent b) doubtful	3	7	2	17							1	33		
D. a) respondent b) no	3	7	3	25										
E. a) respondent b) no answer	2	5			1	8			1	17				
F. a) someone else b) yes	9	20	2	17	4	31	2	25	1	17				
G. a) someone else b) no answer	2	5	1	8	1	8								
H. a) no one b) no	1	2	1	8										
I. a) no one b) no answer	1	2	1	8										
TOTAL	44	100	12	100	13	100	8	100	6	100	3	100	2	100

Question 8: Please write the titles of library action plans other than outreach to which you have contributed.

QUESTION AND RESPONSE	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%
A. Five or more plans	2	8			2	25								
B. Threee plans	3	12					3	50						
C. Two plans	4	16	2	50	1	13	1	17						
D. One plan	13	52	1	25	5	63	1	17	4	100	1	50	1	100
E. Answer, but no titles	3	12	1	25			1	17			1	50		
TOTAL	25	100	4	100	8	100	6	100	4	100	2	100	1	100

QUESTION AND RESPONSE

Question 9: If you had control of your library's resources, would you allocate more/same/less time and money to library outreach programs than you would have before you attended the institute?

Response	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%
A. More	40	87	10	83	9	85	9	90	6	100	3	100	1	50
B. Same	6	13	2	17	1	15	1	10					1	50
C. Less	0													
TOTAL	46	100	12	100	13	100	10	100	6	100	3	100	2	100

Question 10: Please list names, addresses, and phone numbers of several people in your community who could provide information about the impact of your outreach program in the community.

Response	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%
A. Too soon to enumerate	12	37	2	40	2	20	1	14	4	67	1	50		
B. Fair sources listed	5	16			2	20	2	29						
C. Good sources listed	14	44	3	60	5	50	4	57	2	33	1	50	2	100
D. "Not care to be bothered"	1	3			1	10								
TOTAL	32	100	5	100	10	100	7	100	6	100	2	100	2	100

Question 11: Please describe the major problem that you have encountered in developing and implementing your outreach project.

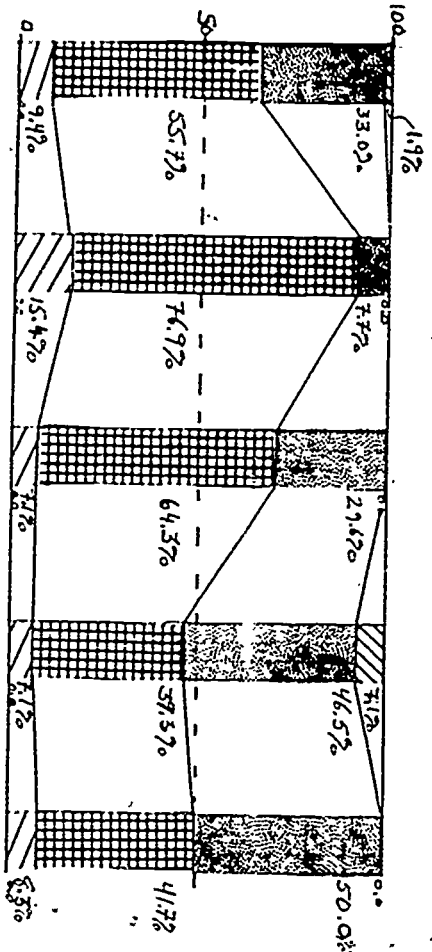| Response	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%	VT.	%
A. Lack of time/poor timing	16	29	4	31	2	11	6	50	2	33	2	50		
B. Lack of funding	10	18	4	31	3	17	1	8	2	33				
C. Lack of staff/staff attitude	6	11	2	15	2	11	1	8	1	17				
D. Community apathy	5	9	1	8	3	17							1	50
E. Involving target group	4	7			1	6	3	25						
F. Outside factors (red tape, etc.)	7	13	2	15	4	22					1	25	1	50
G. Trustees &/or library board	3	5			2	11					1	25		
H. Developing an outreach project	1	2												
I. Unrealistic objectives	1	2					1	8						
J. None	2	4			1	6			1	17				
TOTAL	55	100	13	100	18	100	12	100	6	100	4	100	2	100

Question 12: In what professional activities, other than outreach programs, have you been able to use skills or ideas acquired during the Outreach Leadership Network Institute program?

QUESTION AND RESPONSE	TOTAL	%	R.I.	%	MASS.	%	CONN.	%	ME.	%	N.H.	%'	VT.	%
A. Interpersonally, e.g., with staff, in meetings, etc.	35	66	8	67	13	81	7	54	3	50	2	67	2	67
B. Groups outside the library	6	11	2	17	3	19	1	8	1	17				
C. Planning and evaluating programs	5	9					3	23					1	33
D. Library tasks	4	8	1	8			2	15	1	17	1	33		
E. None	3	6	1	8					1	17				
TOTAL	53	100	12	100	16	100	13	100	6	100	3	100	3	100

EXHIBIT 13

SUMMARY OF RESPONSES TO THE POST INSTITUTE SURVEY QUESTIONNAIRE

III. PART B: PERSONAL SKILLS ASSESSMENT

n.b.: this analysis of participant responses is graphed by question and institute. Percentages are rounded to the nearest tenth.
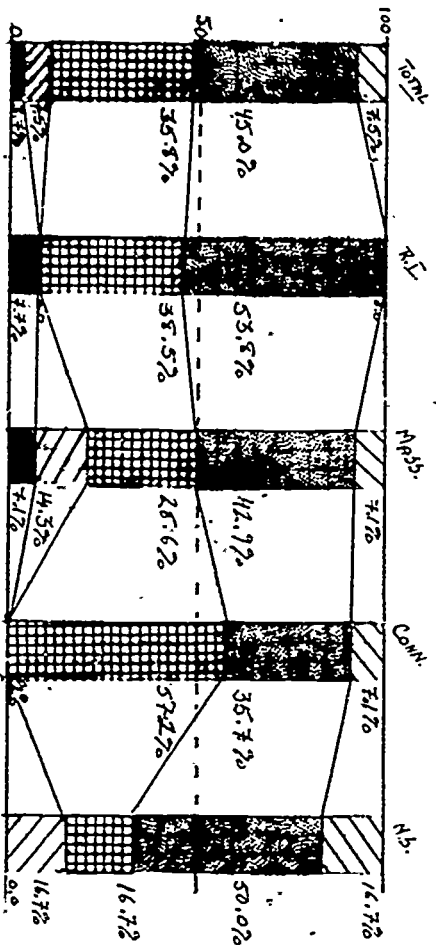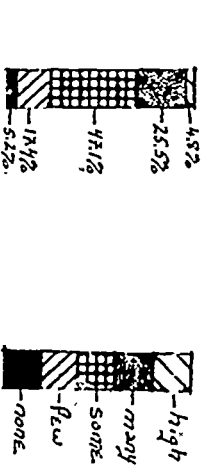

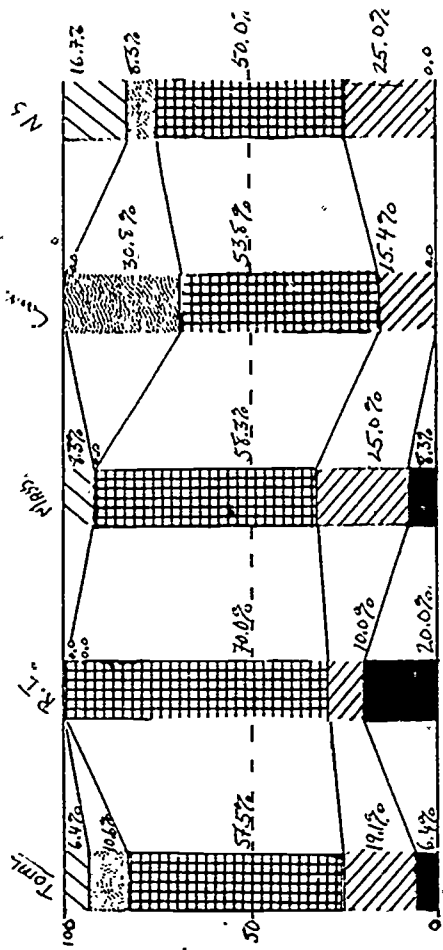Question 1: Skills acquired to support the planning process.

Question 2: Skills acquired to support outreach librarianship.

Question 3: Skills acquired to facilitate communication.
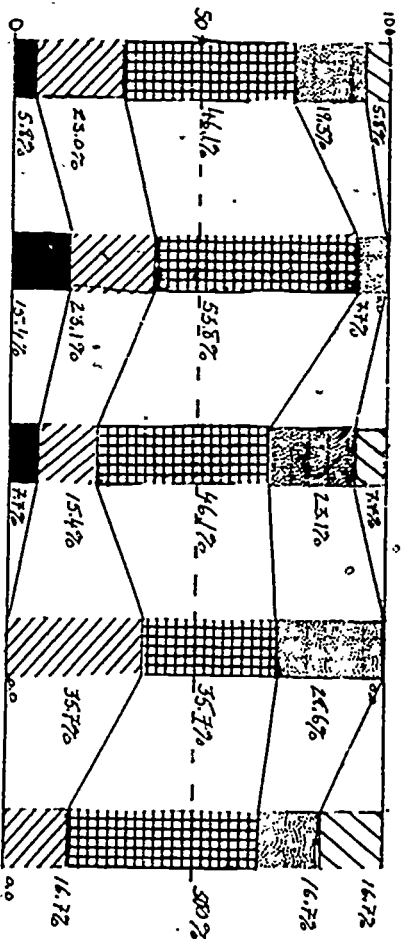
Question 4: Skills acquired to support the assessment of community needs.

Distribution of all responses
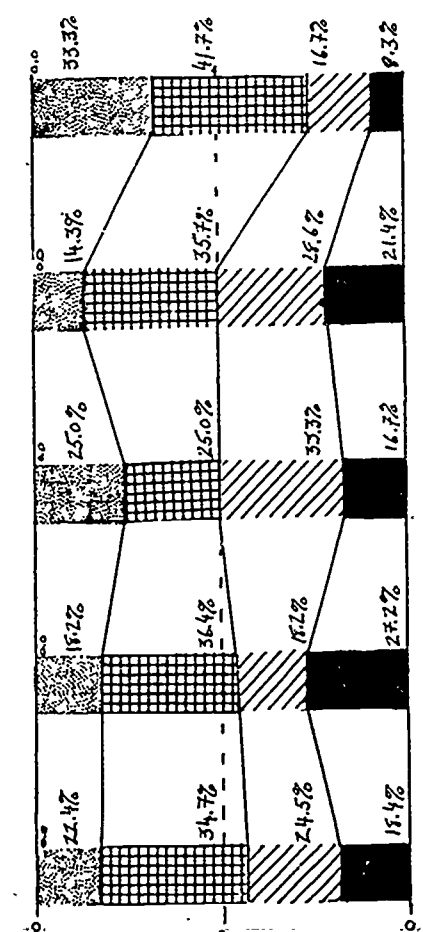
KEY
—high
—many
—some
—few
—none

Question 6: Skills acquired to seek support and approval for outreach project.
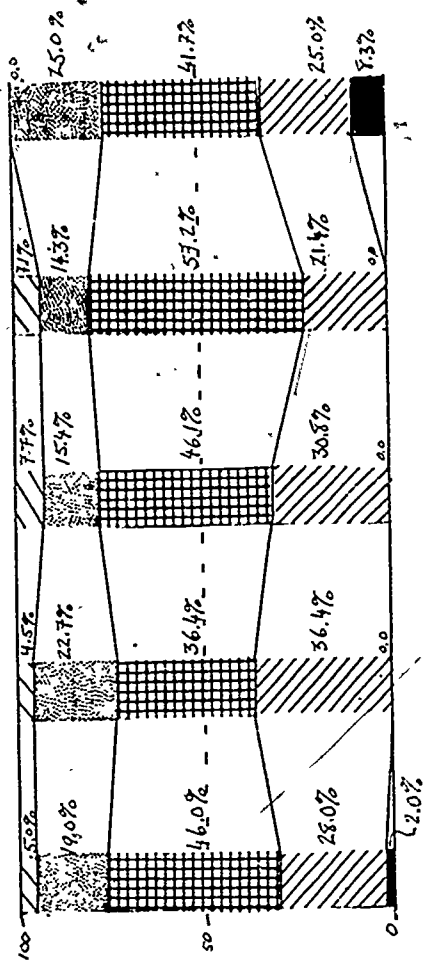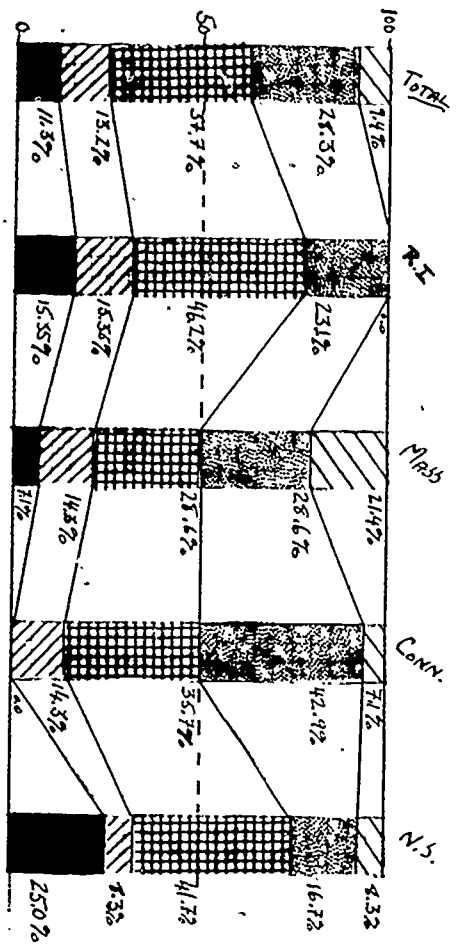
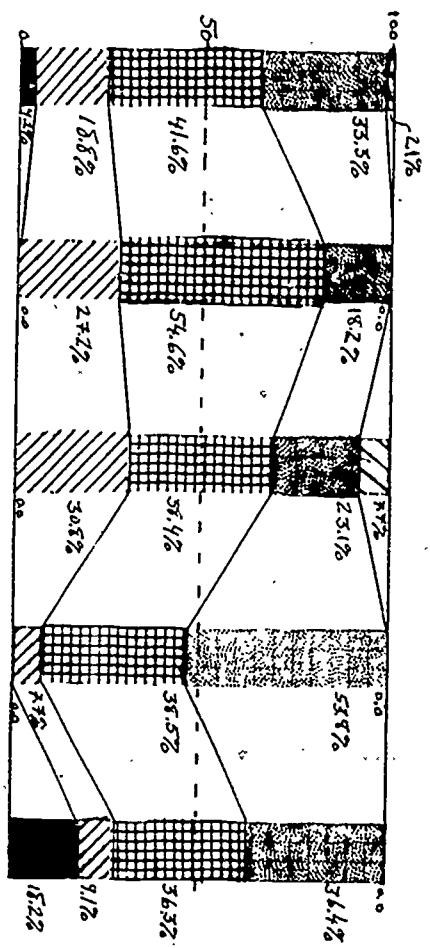Question 8: Skills acquired to discover and use human resources.
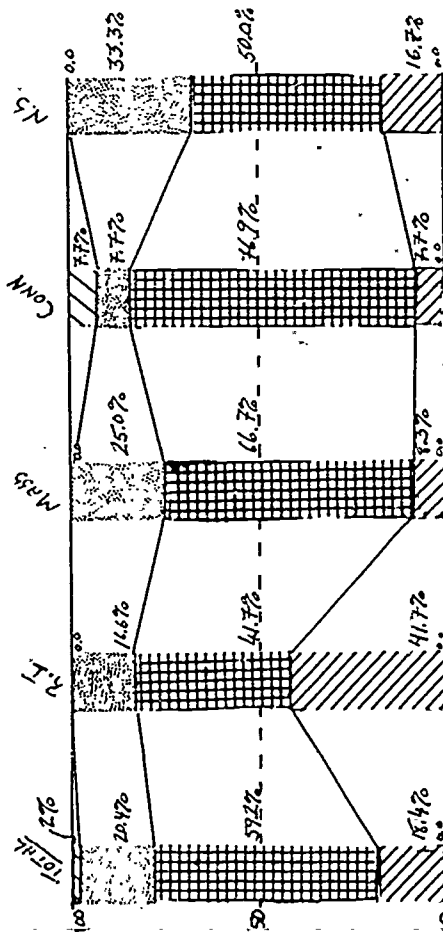
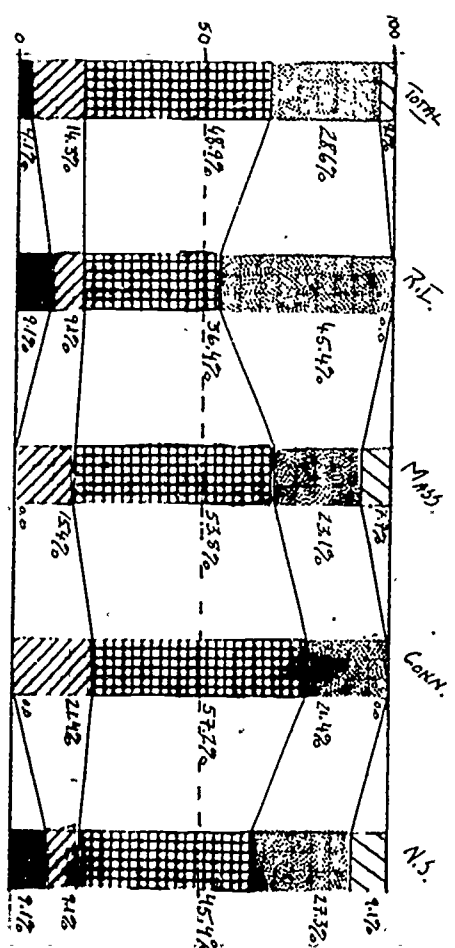Question 5: Skills acquired to support a working relationship with target group.

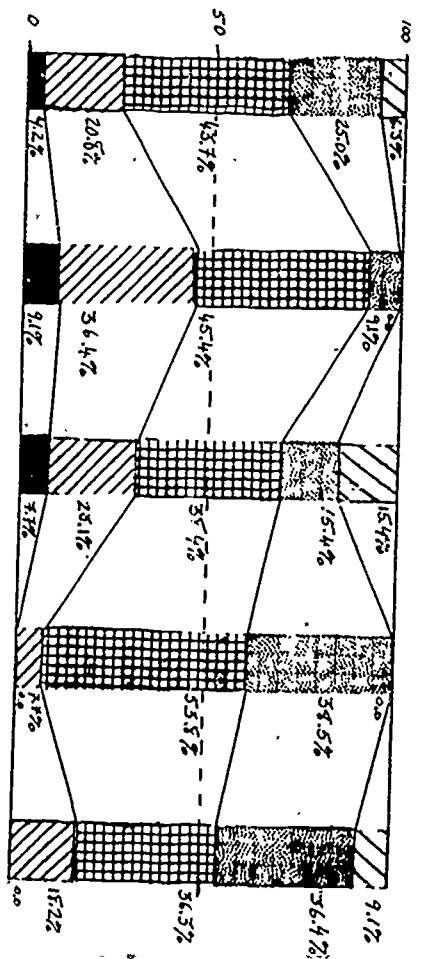Question 7: Skills acquired to define and use community resources.

Question 9: Skills acquired to write action plans.

Question 10: Skills acquired for effective use of workshop techniques.

Question 11: Skills acquired to implement action plans.

Question 12: Skills acquired to evaluate action plans.

The third objective is discussed in section F, Development of Leadership
and Network Maintenance.

The first behavioral objective is concerned with the process of formu-
lating action plans; the second objective is addressed to implementing them.
Although a set of discrete skills was written under each objective by the
Project Director, there is a cyclical process of formulation, partial imple-
mentation, and reformulation which continues throughout a dynamic action
program -- a kind of dialectic form of change. The Evaluation Team has not
attempted to isolate formulation from implementation processes into separate
boxes, but rather to combine some of them in PISQ questions which can be re-
vealing from either vantage point. Some skills are quite obviously concerned
more with one particular process than another, but in many cases, it is more
a question of emphasis. In the last analysis, if an action plan has been
implemented well, it has probably been formulated well; conversely, a well-
formed action plan has a better than even chance for successful implementation.

The behavioral objectives and their associated skills are discussed below,
in terms of their relationship to questions as they appeared in the PISQ.
Then, information which was elicited by the PISQ but which has tenuous rela-
tion to either objective is noted. A note about the action plan summaries
which a majority of participants submitted to the project office and their
relationship to the objectives and skills follows. Finally, profiles of
each institute are drawn, based upon the responses to the Personal Skills
Assessment section (part B) of the PISQ.

OBJECTIVE I ...formulate a community-based action program...
        (see Appendix A for full texts of objectives & associated abilities)

The degree of attainment of the first of three objectives was to be in-
dicated by evaluating the process by which participants acquired and applied
specific skills during the four institutes. They were combined in several
ways and reduced to questions on the PISQ. It was intended by the Project

Faculty that six complex abilities would be developed and applied toward

the attainment of this objective. All PISQ questions in Part A except #7

revealed to some degree the level of skills applied by participants in the

process of Action Planning. In the Personal Skills Assessment (Part B), all

questions except numbers 2, 6, and 11 applied.

Objective I Ability 1

No single PISQ question was explicitly directed to the question of de-

fining "community,"."inadequately served," or "target group" (Objective I

Ability 1). The Evaluation Team determined that understanding of these con-

cepts was embedded in the successful application of other abilities. These

concepts were addressed as a secondary concern in questions Pt. A: 1, 2, 3

and Pt. B: 1 and 4. Since 94% of the respondents identified "unreached

groups" (a synonym for "inadequately served") by observation and/or community

interaction, by defining non-users, and by being approached by members of the

target group in the community, it is a safe conclusion that those persons

which formed the target group were abstracted from the library's community

and were, by definition, served inadequately according to standards of service

peculiar to a particular participant or his library's policies. PISQ Part A

questions 2 and 3 show that 77% of the respondents have involved the community

members and target population and question 3 indicates that 79% have involved

other community representatives in both planning and needs assessment. The

responses to Part B questions 1 and 4, which dealt with target group identifi-

cation skills and the assessment of community needs, indicates that about 89%

of the respondents acquired techniques to support the definition process as

a direct result of the institute program. There appears to be adequate basis

for asserting that a reasonably high percentage of the respondents did indeed

develop operational definitions of the three concepts illustrated in the

first ability under Objective I.

Objective I Ability 2

The first three questions of Part A and the eighth question in Part B of the PISQ are primarily designed to elicit responses about the ability of the participant to involve members of the library's community in gathering data about community needs. Other questions of secondary relevance to this objective include numbers 5 and 10 from Part A; numbers 4 and 5 from Part B. The skill in identifying unreached groups (Pt. A. 1), involving the target population and other members of the community in needs assessment and project planning (Pt. A. 2 and 3), and applying the skill of discovering and using community resources (Pt. B. 7) form the core requirements which should be attained by participants.

An examination of the responses to questions Pt. A 1, 2, and 3 indicate that at least 77% of the respondents felt that these skills were applied. 81.6% claimed that at least "some" skills were acquired (Pt. B. 7) which contributed to the attainment of the objective.

Objective I Ability 3

Three PISQ questions were primarily concerned with the ability to identify community issues and to describe potential target groups in the community (Obj. I,3). These questions asked how unreached groups and community representatives were identified and involved by the participant (Pt. A. 1 and 3; Pt. B. 8).

Three other questions relating to involving members of the target population (Pt. A. 2), isolating objectives and the needs which these objectives satisfy (Pt. A. 5), and skills in planning (Pt. B. 1) are secondary skills which contribute to the satisfaction of the third ability under Objective I.

The responses to both clusters of primary and secondary questions are illustrated in displays of the above questions and again point to predomi-

nantly successful acquisition of these skills. The Community Survey Questionnaires (Appendix J) also reveal a reasonably good indication that some major community issues were identified by this means by the participants who used them. It is interesting to note, however, that although almost all participants completed Community Survey Questionnaires (CSQ), no respondents mentioned the Survey as a primary means for identifying unreached groups (Pt. A. 1) or needs assessment (Pt. A. 2).

Objective I Ability 4

Of the five PISQ questions which pertain to this objective, only the first question of Part A was considered of primary importance as an indication that a target group was selected as a result of the use of the CSQ. At least 78% of the respondents said that community interaction or observation was the means used to identify the target group. Target groups were selected, however, without expressed arbitrariness and the community was involved (Pt. A. 2, Pt. B. 1, 4, and 5) in a group decision-making process.

Objective I Ability 5

Eleven PISQ questions were directed toward discovering whether or not the participant has demonstrated the ability to work through a prescribed problem-solving process at the workshop which resulted in an outline of an action program directed toward a specific target group (Obj. I,5). The primary PISQ questions are Pt. A. 4, 5, and 8 and Pt. B. 1 and 10. Secondary questions which are applicable are Pt. A. 6, 11, and 12; Pt. B. 4, 7, and 9.

About 27% of the respondents could articulate the role of "helper" in the triadic approach to group problem-solving and an additional 36% could describe it briefly. Therefore, 63% of the respondents were able to recall at least part of this technique. Almost 90% of the respondents could articulate and distinguish between objectives and needs as expressed in their proposed outreach projects. Twenty-five respondents replying to Pt. A. 8

said that they were involved in developing or implementing action plans other than outreach, which, at the very least, serves to reinforce the application of problem-solving techniques, whether the techniques were learned as a part of the OLN program or not.

The fact that nineteen action plans had been implemented (but not necessarily completed) at the time of the PISQ distribution means that problem-solving techniques had been applied successfully. An additional seventeen plans were en route toward implementation. These data indicate that about 32% of the participants had made significant progress toward action plan implementation, using problem-solving techniques after the conclusion of the institute series.

Of particular importance in the context of this ability is the bar graph summary of Part B question 1 of the PISQ. Fully 88% of the respondents from all institutes asserted that at least "some" skills in problem-solving were acquired as a result of the institute experience.

The workshop technique (Pt. B. 10) was found to be a useful cluster of skills for many respondents, since 81.6% of the responses selected "some," "many," or a "high" number of skills learned.

The results of the secondary questions and their relationship to the application of problem-solving skills can be deduced from the exhibits alluded to above.

Objective I Ability 6

Fourteen PISQ questions were concerned with the development of the participant's ability to revise action plans after the institute by involving target group members in the decision-making process. The responses to four of these (Pt. A. 2, Pt. B. 3, 5, and 9) are primarily pertinent to the complexity of skills, while ten others are of secondary impact.

Part A, question 2 indicates that 60% of the respondents were able to

involve members of the target populations in needs assessment and project planning to a high degree.

In Part B, we learn that the acquisition of communication skills (#3), skills in working with the target population (#5), and skills in writing action plans (#9) was solid. One can reasonably infer that these skills, taken together, form a highly complex interactive process which underpins successful action plan implementation, particularly if such interaction and coordinate decision-making on a person-to-person basis continues and is enhanced throughout the life of a program.

OBJECTIVE II ...implement a community-based action program...

Objective II Ability 1

The first ability to be developed by the OLN institute program as one means toward implementing a community-based library outreach action program is to relate present and potential library services to satisfying target group needs which are manifested in community issues.

The PISQ contained six questions concerned with the relationship of services to needs. They are in Part A, questions 2, 6, and 10; and in Part B, questions 1, 4, and 11. The responses which are most pertinent to the point are contained in Pt. B. 4, where 71.2% of the respondents felt that "some," "many," or a "high" number of skills were acquired to cope with this activity.

The responses to the secondary questions (Pt. A. 2, 6, and 10; Pt. B. 1 and 11), with respect to this particular ability, are concerned with involvement of the community in needs assessment and planning, the stages of action plan implementation, personal references to community members who could vouch for a particular program's impact, problem-solving, and implementation strategies.

The best proof of the attainment of this complex skill should be

embedded in the action plan itself, and more will be said about this point
later in this section.

Objective II Ability 2

Of the eleven pertinent questions in Parts A and B of the PISQ, the
responses to questions B: 7 and 8 are of primary importance to determining
if skills to define, discover, and use relevant material and human resources
were acquired by the participants. As a group, the participants indicated
that no one found that he/she acquired a high number of skills in defining
and using material resources, but fully 57% signified that either "some" or
"many" skills were acquired. It is significant that over 18% "none" answers
were written by respondents to this question -- the highest "none" category
for the entire PISQ. Furthermore, responses to Pt. B. 8 (human resources)
show that only 2% (= one person) felt that no new skills were acquired, while
70% wrote that "some," "many," or "high" numbers of skills were acquired.

Objective II Ability 3

Four of the eight questions in the PISQ were highly pertinent to deter-
mining if commitment to library outreach concepts has been developed within
the participant group, even though such commitment cannot really be determined
within the time span covered by the formal OLN program. A longitudinal study
is the best means to determine that, but some early indicators are already
visible. The fact that nineteen participants have initiated action programs
means that they have been tenacious enough to see their own plans through;
seventeen more are climbing the ladder (Pt. A. 6). Fully 48% of the respon-
dents are in charge of their own projects and assure the reader that the
projects will continue even if the participant leaves his/her job. Moreover,
an additional 20% claim that although someone else is directing the program
it too would continue under the same conditions (Pt. A. 7).

These observations, coupled with the fact that 87% of the respondents

would allocate more resources to outreach in their libraries as a result of participating in the OLN program, if they had control of those resources (Pt. A. 9), signify that both the participants and the institutions which comprise these encouraging responses are well along toward good commitment to outreach. More will be said about this important effect of OLN in section F below.

Objective II Ability 4

The ability to work with groups in order to facilitate clear communication and decision-making with respect to implementing action plans and programs is a major ability which the entire OLN program was dedicated to developing in everyone concerned. Practically every activity was group-centered: of the twenty-four questions in the Post Institute Survey Questionnaire, sixteen were in some way related to group activity. Five of the sixteen questions were particularly relevant: Part B: 2, 3, 6, 10, and 11. These include the ability to be articulate, helpful to others, give and receive ideas, sell and implement action plans, and translate workshop techniques into the local community situation. Taking the "many" and "high" categories in Part B of the Post Institute Survey Questionnaire for each of these questions, it can be observed that over 35% of the respondents felt that important and visible new skills had been acquired which contribute to the development of this ability (Part B, question 11). If we lower the boundary to include the "some" level of skills, the percentage for the same question jumps to 77. A similar pattern, but even more dramatic, raises the percentage to 90.6 (Part B, question 3) when communication skills are examined.

Objective II Ability 5

The development of the ability to seek alternative ways of implementing action plans in response to new data that becomes available before and during the implementation stage is touched upon in the responses to nine of the twenty-four Post Institute Survey Questionnaire questions. Three of these relate directly to this ability. Part B question 11 explicitly copies the wording of this ability, and responses to it show that at least a few skills were acquired by at least 96% of the respondents. Question 12 in Part B is concerned with evaluation and program effectiveness by means of comparing objectives against progress, then making suitable changes if necessary throughout the implementation schedule. The same percentage, 96, indicated positive skill acquisition.

The third question in the Post Institute Survey Questionnaire concerned primarily with the development of this ability is Part A question 6. This question requested the participant to date each of six milestones through which his/her action plan has passed until it was finally implemented. The second milestone is labeled "plan revised." Twenty-four of the thirty-six respondents who had reported that their plans had reached the predecessor milestone had already passed through the revision stage. Presumably, such revisions are found to be necessary as each milestone is passed. This is the normal course of events when plans, or proposals, are shepherded through an approval sequence. It is also obvious and natural that more plans have been approved which were generated from early institutes than later ones.

There is little doubt in the minds of the Evaluation Team that, as best

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as we can tell, the first two behavioral objectives have been met by the OLN program, if what the participants themselves have told us by means of the PISQ turns out to be true in terms of actual rather than verbal behavior. To supplement the responses to those questions which are close to the wording of the eleven abilities tested under each behavioral objective, the Team asked two additional questions. These appear in the PISQ in Part A as questions 11 and 12.

Question 11 asked the participant to describe major problems which he had encountered in developing and implementing his action plan. The responses indicated that lack of time (or poor timing in the year), lack of money, red tape and lack of personnel and staff encouragement were the areas of greatest frustration. Most of these barriers can be overcome if personal and institutional commitment are strong enough. It is significant that most barriers were seen as external to the participant himself; only two respondents indicated that they either could not develop a project or, at that point in time at least, that their objectives were unrealistic. One could argue that any action plan which "cannot" be implemented has unrealistic objectives in the first place, or involves people who lack the necessary skills to perform the tasks.

Question 12 in Part A was addressed to the "spin-off" benefit of skills acquired during the institute series. Most of the skills of problem-solving, writing action plans and the like can, with a little imagination, be transferred to socially useful activities other than outreach. Of the 53 respondents to this question, 66% emphasized the utility of the skills acquired which related to interpersonal relationships and group dynamics. This response pattern fits Objective II, Ability 4 (the ability to work with groups) nicely.

In general, it seems that a significantly high percentage, over 53%,

of the action plans developed as a direct result of the OLN programs have
at least been implemented, and 57% of the total participant group have re-
ported summaries of action plans in various stages of development (see also
Exhibit 9, page 99). These facts alone reflect a very good activity level
of outreach programming in the region, and provide further justification to
conclude provisionally that Objectives I and II appear to have been met. A
longitudinal study some months hence would provide a much firmer foundation
upon which to make a final judgement about the OLN program as it pertains
to product evaluation as defined in the CIPP model.

5. Personal Skills Assessment

Part of the PISQ has already been discussed above, but some special
comments should be made about its utility, and what differences can be
observed among the four institutes.

The bar graphs displayed from page 110 through 112 indicate a spread
of responses to twelve questions about personal skills development among
the participants over a five-point scale, or continuum. As might be expected,
since a "neutral" point exists in an odd-interval scale, most of the responses
fall around the middle point. In this case, the scale ranges are high, many,
some, few, and none. The scale is, therefore, biased toward positive re-
sponses since some is not a truly neutral word. If symmetry of negative-
positive scaling were vigorously imposed, an interference category such as
"I lost skills" would need to be applied. But the Evaluation Team felt that
this approach was not applicable since it can be reasonably assumed that all
skills learned, or at least improved, were positive rather than negative
ones. Such an approach would have been analogous to asking, "What bad skills
did you acquire as a result of your institute experience?"

In general, then, we should be most interested in the participants'
perceptions about the skills which they acquired (as defined by the PISQ)

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which are grouped at the extreme ends of the scale, e.g. "high" or "none." It is in these categories where improvement in the OLN program can be made. The distribution along the scale is symmetrical and bell-shaped; 4.8% "high" and 5.2% "none." The overall responses which account for the major portion of the "highs" are found in Question 1 (7.5%), 2 (7.5%), and 9 (9.4%). Question 7 received no "highs" at all and a relatively large percentage of "none" votes (18.4%). The "none" category, which reflects an attitude that no new skills were learned occurs in a most pronounced fashion in questions 4, 6, 7, 9, and 11. Participants which indicated unusual frequencies of responses on the extreme points of the scale attended the Rhode Island and Northern States Institutes. The Massachusetts Institute participants provided the largest percentage of "highs" for any one institute as evidenced in their replies to question 9 (21.4%).

Some general observations about the responses to each question follow.

Question 1 -- skills acquired in the planning process ranked relatively high overall, with 7.5% of the respondents making that claim. The Northern States Institute participants account for the lion's share of that figure, since 16.7% of the NS participants registered "high." The NS group was symmetrical in this regard since 16.7% also indicated that they acquired "few" skills. Since N=12 for that group, the movement of one respondent from "high" to "many" can account for a net change in the response ratio of 8%. The NS group was generally satisfied with the quantity of skills acquired to support the planning process as defined by the OLN program. The Rhode Island group felt "high" was an extravagant category in which to subsume their skill acquisition for this question: no participant indicated "high" as a category.

Question 2 -- skills in outreach leadership received a solid 7.5% "high" rating across all institutes. The participants in the first institute, Rhode

Island, were the only group which registered "none" (7.7%). All other insti-
tutes produced a 0.0% for this question. In general, the Connecticut Institute
participants were apparently helped the most in this area of skills development
and Rhode Island participants the least. This could be interpreted as an
indication that a good many of the skills required to implement outreach lead-
ership programs were already known to the Rhode Island group.

Question 3 -- skills in communication reveals that the Connecticut and
Northern States Institutes produced the greatest changes in communications
skills according to the participant's own statements. No participant indi-
cated that no communications skills were improved.

Question 4 -- skills used in assessing community needs: 16.7% of the
Northern States Institute participants said they received "high" improvement
here. 15.4% Rhode Islanders, on the other hand, felt that no skills were
acquired or improved.

Question 5 -- skills of developing working relationships: all partici-
pants generally felt very positive, but middle of the road about this question.
No one was outright negative, and Connecticut people were the only ones
registering a solid 7.7% "high" rating. All others registered no "highs."

Question 6 -- skills in seeking support and approval of your project:
this complex of skills is exceedingly difficult to implement. Northern States
people, and Connecticut participants to a lesser extent, felt that this area
of institute activity was quite helpful to them.

Question 7 -- skills in defining and using community resources: this
question received no "high" responses, and 18.4% "none" responses. 27.2% of
the Rhode Island respondents felt that nothing was learned to develop these
skills, the highest "none" response for any question. This pattern remained
reasonably flat across all institutes, indicating to some degree at least,
that some additional emphasis may be required in future institutes if they

are designed to provide these skills. This particular skill development area was <u>not</u> programmed into the institute series as a separate learning /task. When needed, it was handled on a one-to-one basis.

Question 8 -- <u>skills in discovering and using human resources</u>: only one person -- in the Northern States Institute -- felt that no skills were learned. Otherwise, a solid positive reaction is observed.

Question 9 -- <u>skills acquired in writing action plans</u>: the weakest institute in this area was Northern States, according to the respondents. The 25% "none" indicator represents only three out of a total of twelve respondents. Of the total participants attending this institute, this three-person group is equivalent to only 8%. If the bar ratio is applied across all attendees at this Institute, the number of "none" responses would be nine. It appears that although the actual quantity of "none's" was small, a need was not met, unless this particular group of skills was already known by members of the "none" respondents. It should be noted that the emphasis upon producing a piece of paper called an action plan as a <u>sine qua non</u> for each participant was relaxed as time went on. Process rather than product became over-riding as an OLN emphasis.

Question 10 -- <u>skills in using workshop techniques</u>: solid skill improvement here. Rhode Island and Northern States respondents were equivalent on a percentage basis (9.1%) in terms of the quantity of "none" responses. This part of NS was offset to some degree by a 9.1% "high" rating.

Question 11 -- <u>skills in implementing action plans</u>: if "none" and "few" responses are grouped together, 23% of the respondents felt a certain degree of inadequacy with respect to these skills. This may be because there was not enough time since the conclusions of the Northern States Institute to get deeply into action plan implementation; certainly those participants in Rhode Island had a much greater lead time to discover the problems of implementation.

Question 12 -- <u>skills acquired in evaluating action plans</u>:, it is apparent

from the general slope of the lines drawn between bar ratio break points, that

skills acquired for action plan evaluation improved as time went on; the mean

ratio was matched somewhere between the Massachusetts and Connecticut Insti-

tutes, and the "none" category disappeared in the Connecticut and Northern

States Institutes.

A summary of the spread of responses to Part B of the PISQ from all re-

spondents appears below in the left column, ranked in order of the "none,"

"few," "some," "many," "high" continuum. This continuum reflects the quantity

of skills which the respondents said they acquired. Taking that summary as

the norm, the spread of responses from the respondents in each institute are

displayed adjacent to the norm. The percentages have been rounded to the

nearest integer.

EXHIBIT 14
PER CENT DISTRIBUTION OF RESPONSES TO THE PISQ, PART B

Skills Acquired	"Normal"	R.I.	Mass.	Conn.	Northern States
High	5	1	8	4	7
Many	26	19	22	31	30
Some	47	50	49	49	43
Few	17	21	20	15	15
None	5	10	5	2	7

These comparisons illustrate one way to compare institutes, but it is

by no means the only way such comparisons can be made. We observe that, in

general, about twice as many Rhode Islanders claimed that <u>no</u> new skills were

learned as compared with the norm. The participants at the Massachusetts and

Northern States Institutes appear to have acquired a higher quantity of skills

than the others. The "some" category, as expected, contains the lion's share

of the respondents' answers which is still a positive assessment about the

value of the institute.

F. The Development of Leadership and Network Maintenance

1. The Leadership Training Component

The leadership training components (see behavioral objective III, Appendix A) of the OLN program were not isolated events in the training program. Intern Assistants, State Coordinators, and participants were exposed to elements of leadership training at varying levels and varying degrees appropriate to the identified needs of each of these groups. For these reasons it is impractical to attempt to isolate specific elements of leadership training for purposes of evaluation. The activities in which leadership was a part, as described in the Plan of Operation, include the following:

1. <u>First Training Program</u>, for Intern Assistants and State Coordinators to prepare them for their respective responsibilities as outlined in the Plan of Operation;

2. <u>Practicum</u> for Intern Assistants to develop skills in program design, group process, and organizational behavior;

3. <u>Workshop Training</u> for all participants, to provide exposure to leadership skills which could be further developed during the OLN events in which they participated;

4. <u>Second Training Program</u>, for twenty-five selected participants, six Intern Assistants, and one participant from the Springfield Institute to provide them with an opportunity to acquire additional skills in program design, group process, and organizational behavior.

THE APPLICATION OF LEADERSHIP SKILLS ACQUIRED AS A DIRECT RESULT OF PARTICIPATION IN THE OLN PROGRAMS CANNOT, AT THIS TIME, BE ASSESSED WITH ACCURACY OR RELIABILITY BECAUSE OF THE SHORT TIME AVAILABLE TO SHOW EVIDENCE OF APPLICATION OF THE SKILLS DEVELOPED IN THE TRAINING PERIOD. A longitudinal evaluation would be required to measure the <u>application</u> of these skills.

Evidences of leadership tendencies studied were:

a. participation in follow-up activities;

b. patterns of participation of Intern Assistants in program activities;

c. patterns of implementation of action plans;

d. self-evaluation of outreach leadership skills.

Patterns of participation in follow-up activities varied from state to state depending on the nature of the activity (see also Exhibit 15). Examples of these patterns are as follows:

a. Action Plan Summaries -- the average return was 58%. The low yields were Connecticut (32%) and Vermont (30%).

b. Attendance at Follow-Up Meetings -- the average attendance was approximately 50%. Massachusetts held three meetings but was the only state to fall below the average attendance figure (38%).

c. Attendance at the Second Training Program -- 24% of the institute participants were selected for this program. Of those selected, 41% were from Massachusetts, contrasted with 8% from New Hampshire.

d. OLN Follow-Up Meeting (9/23-24) -- Massachusetts had four representatives; Rhode Island, Connecticut, Maine, and New Hampshire had one representative each; and Vermont was not represented by an institute participant.

e. Clearinghouse Task Force Meeting (10/4) -- Connecticut and New Hampshire were the only states represented by institute participants at this meeting.

f. Steering Committee Meeting (10/5) -- Maine had the largest number of representatives.

g. CEC/NEON Meeting (10/30) -- There were three representatives from Massachusetts and two representatives from Maine. There were no participants present from New Hampshire or Vermont.

Patterns of participation of Intern Assistants in program activities (see also Exhibit 16) -- The average number of "required" events for any particular Intern Assistant was ten: the events included Training Program I, pre-workshop staff meetings, workshops, post-workshop follow-up meetings, and the New England OLN staff meeting in July. Eleven of the thirteen Intern Assistants

CHART OF PARTICIPANT ACTIVITY
EXHIBIT 15

STATE	Number Of Participants	Summaries Of Action Plans		Follow-Up Meetings						Training Program II		4/23-24 Follow-Up Outreach Leadership		10/4 Clearinghouse Task Force		10/5 Steering Committee		10/30 CEC/NEON	
				First		Second		Third											
		number	%	number	%	number	%	number	%	number	%	number	%	number	%	number	%	number	%
Rhode Island	23	20	87%	17	74%	NA	NA	NA	NA	5	22%	1	4%					1	4%
Massachusetts	26 +1	16 (26)	62%	10 (26) 38% [4 attended all 3 meetings]		9	34%	8	31%	11 (23)	47%	4 (23)	15%			1 (23)	4%	3 (23)	
Connecticut	28	9	32%	17 [4 attended both meetings]	61%	NA	NA	NA	NA	3	21%	1	7%			3	21%	2	14%
Maine	14	9	64%	7	50%	NA	NA	NA	NA	1	8%	1	7%	1	4%	1	4%		4%
New Hampshire	12	8	67%	6	50%	NA	NA	NA	NA	1	8%	1	8%	1	8%	1	8%	1	
Vermont	10	3	30%	5	50%	NA	NA	NA	NA	2	20%					1	10%		
TOTALS	113 +1	65 (115)	58%	62 (113)	55%	17 (40)	45%	8 (12)	31%	27 (114)	24%	8 (114)	7%	2 (114)	2%	7 (114)	6%	7 (114)	6%

CHART OF INTERN ASSISTANT ACTIVITY

EXHIBIT 16

MEETING	Date	R.I.	Mass-1	Mass-2	Mass-3	Mass-4	Conn-1	Conn-2	Me-1	Me-2	Me-3	N.H.-1	N.H.-2	N.H.-3	N.H.-4	Vt.-1	Vt.-2
Network Advisory Committee	9/20							X				X				X	
Training Program I	10/14	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Northern States Staff	11/2	X		X			X		X			X			X		
Rhode Island Planning Cttee.	11/30	X	X					X		X							
Rhode Island Staff	12/7	X	X					X		X							
Massachusetts Planning Cttee.	12/10					X							X	X			X
Rhode Island Staff	12/14		X					X		X							
Massachusetts Staff	1/5												X	X			X
Rhode Island Workshop	1/21-2/3	X	X					X		X						X	
Network Advisory Cttee.	2/15	X	X					X		X	X	X			X		
Connecticut Staff	2/11				X	X									X		
Massachusetts Staff	2/15											X	X			X	
Communications Team	3/4	X	X					X		X							
Northern States Staff	3/9	X		X					X		X			X			
Northern States Planning Cttee.	5/10	X		X					X		X			X			
Massachusetts Workshop	3/31-4/1		X		X							X	X				
Connecticut Planning Cttee.	4/4				X	X	X	X								X	
Connecticut Staff	4/5				X	X										X	
Communications Team	4/6	X	X														
N.H.-Me. Participant Selection	4/4									X		X					
Northern States Staff	4/7	X					X		X		X	X			X		
Connecticut Staff	4/8				X	X										X	
Rhode Island Follow-Up	4/19	X	X					X		X							
Communications Team	4/20							X		X							
Massachusetts Follow-Up	4/21			X		X						X	X				
Northern States Staff	5/1	X		X					X		X	X					
Communications Team	5/15							X		X							
Connecticut Workshop	5/21-25				X	X	X	X									
Massachusetts Follow-Up	6/2		X			X											
Northern States Workshop	6/10-16	X		X			X		X		X	X	X	X		X	
N.H. Follow-up Training	7/6										X						
Communications Team	7/8							X		X							
Massachusetts Follow-Up	7/12			X										X			
Connecticut Follow-Up	7/12						X	X									
All OLN Staff	7/23-27	X	X	X	X		X	X		X	X	X	X	X		X	
Maine Follow-Up	8/1									X							
Training Program-Planning	8/5		X	X	X	X	X	X									
Training Program-Design	8/9		X		X	X											
Task Force on OLN Future	8/13-14	X	X	X	X		X	X		X		X			X		
New Hampshire Follow-Up	8/17	X									X	X					
Vermont Follow-Up	8/22																
Training Program II	8/27-31	X	X		X	X		X		X		X			X		
Maine Follow-Up	9/11	X								X	X						
Training Program-Debrief	9/15		X		X												
New Open House Planning	9/18												X				
Planning for Workshop	9/20		X		X									X			
Follow-Up-Outreach	9/21-24		X	X	X		X	X		X		X			X		
Clearinghouse Task Force	10/1			X	X		X					X			X		
Steering Committee	10/5				X							X			X		
Network Advisory Committee	10/24	X						X				X			X		
CEL/NEON	10/26	X	X		X			X				X					

Notes:
1. Attended as participant; attended workshop 1/30-2/3.
2. Attended final morning session of workshop only.
3. State coordinator who opted into many parts of Intern Assistant Role.
4. Attended final morning session of workshop and part of afternoon staff meeting.
5. Did not staff a workshop, but has continued to be active in OLN.

(marginal notes: "Did not attend workshop – duties ceased at that time"; "Did not staff a head workshop – duties ceased at that time")

completing the program attended at least ten events. Six of these eleven attended ten to thirteen events, and five attended between sixteen and twenty-two events.

Patterns of implementation of action plans -- The following information was derived from question 6, Part A of the Post Institute Survey Questionnaire:

a. In Rhode Island -- 46% of the respondents completed action plans, and all were implemented;

b. In Massachusetts -- 33% of the respondents completed action plans, and all were implemented;

c. In Connecticut -- 50% of the respondents completed action plans, and 70% of these plans were implemented;

d. In Maine -- 29% of the respondents completed action plans, and 50% of these plans were implemented;

e. In New Hampshire -- 40% of the respondents completed action plans, and all were implemented;

f. In Vermont -- none of the respondents completed an action plan.

Self-evaluation of outreach leadership skills (see Exhibit 17 below) -- Based on questions 2, 3, 5, 6, 7, 8, 10, and 11 in Part B of the PISQ, 80% of the participants from Connecticut and Northern States reported that they gained "some" new leadership skills. 5.3% of the Northern States participants reported that they gained no new skills. 76% of the participants from Massachusetts reported that they gained "some" new skills. 70.4% of the participants from Rhode Island reported gaining "some" new skills. In contrast, 7.6% of the Rhode Island participants reported that they gained no new leadership skills.

EXHIBIT 17
PER CENT DISTRIBUTION OF "LEADERSHIP" RESPONSES TO THE PISQ, PART B

Skills Acquired	"Normal"	R.I.	Mass.	Conn.	Northern States
High	4	2	5	4	4
Many	24	17	19	28	30
Some	50	52	52	51	46
Few	18	22	20	15	15
None	5	8	3	3	5

The potential for leadership might have been present in a participant prior to the institute or accelerated as a result of the institute experience. It is reasonable to assume that the institute experiences helped the individual to identify and apply latent leadership skills with the support and recognition of other OLN participants or aware administrators. It is equally possible that new skills were acquired to apply to outreach problems.

2. Evidence of Outreach Leadership Network Maintenance

The degree of development of a network, in the sense which OLN has used the term, is indicated in three ways: 1) the distribution of participants; 2) the distribution of distances traveled from a participant's or a staff member's home to an OLN activity in another state or a central site; and, 3) an inventory of pre- and post-institute activities combined with the frequency of participation by particularly commited individuals. Other network evidence can be provided by monitoring the activity of OLN groups which are devoted to OLN "self-renewal" actions which will more than likely survive the formal grant period. A more precise measurement would be to monitor mail and telephone calls between OLN participants and staff to determine the degree of personal interdependence, but this procedure is patently unacceptable.

The distribution of participants, without regard to their intercommunication, was discussed and illustrated above in the section on Participant Characteristics (see Exhibit 4, page 92).

The Intern Assistants and State Coordinators are distributed as illustrated on two maps, one of which shows this activity with reference to the Rhode Island, Massachusetts, and Connecticut Institutes (Exhibit 5, page 94), the other of which displays the routes for the Northern States Institute (Exhibit 6, page 95). A conscientious effort was made to be certain that each Intern Assistant acted as a staff member at at least one institute held outside of his state of residence.

The next map (Exhibit 7, page 96) illustrates the twenty-three resident towns from which thirty-two people converged upon Durham, New Hampshire for the Second Training Program, August 27-31, 1972. Every state was represented, this being the only event at which participants from all six New England states joined together. Most of the participants were selected from the previous four institutes for intensive leadership training.

Two committees have been formed by the individuals who have demonstrated a high degree of personal commitment toward continuing OLN after the conclusion of the grant period. The Clearinghouse Task Force is drawn from all states but Maine and Rhode Island, and is composed of nine members. The network map (Exhibit 18) illustrates the two-way communications paths among them, with no headquarters location. Since these people have accepted responsibility to continue outreach information dissemination, a central administrative function may be necessary. The OLN Steering Committee is a group of twelve individuals from eleven towns which, working with the Clearinghouse Task Force and other participants, intends to maintain the development and strengthening of OLN in the future. This group joined with the Continuing Education Committee Task Force of the New England Library Association (NELA) and successfully petitioned to become a section of NELA, known as the New England Outreach Network (NEON). The home locations of the Steering Committee and the communications channels open to them are illustrated in Exhibit 19.

VIII. OBSERVATIONS AND RECOMMENDATIONS

A. Observations

The term "observations," as used by the Evaluation Team, refers to statements about activities or events occurring during the OLN program which, in the judgement of the Team members, should be considered particularly by

EXHIBIT 18

Home locations of the OLN
Clearinghouse Task Force

N = 9
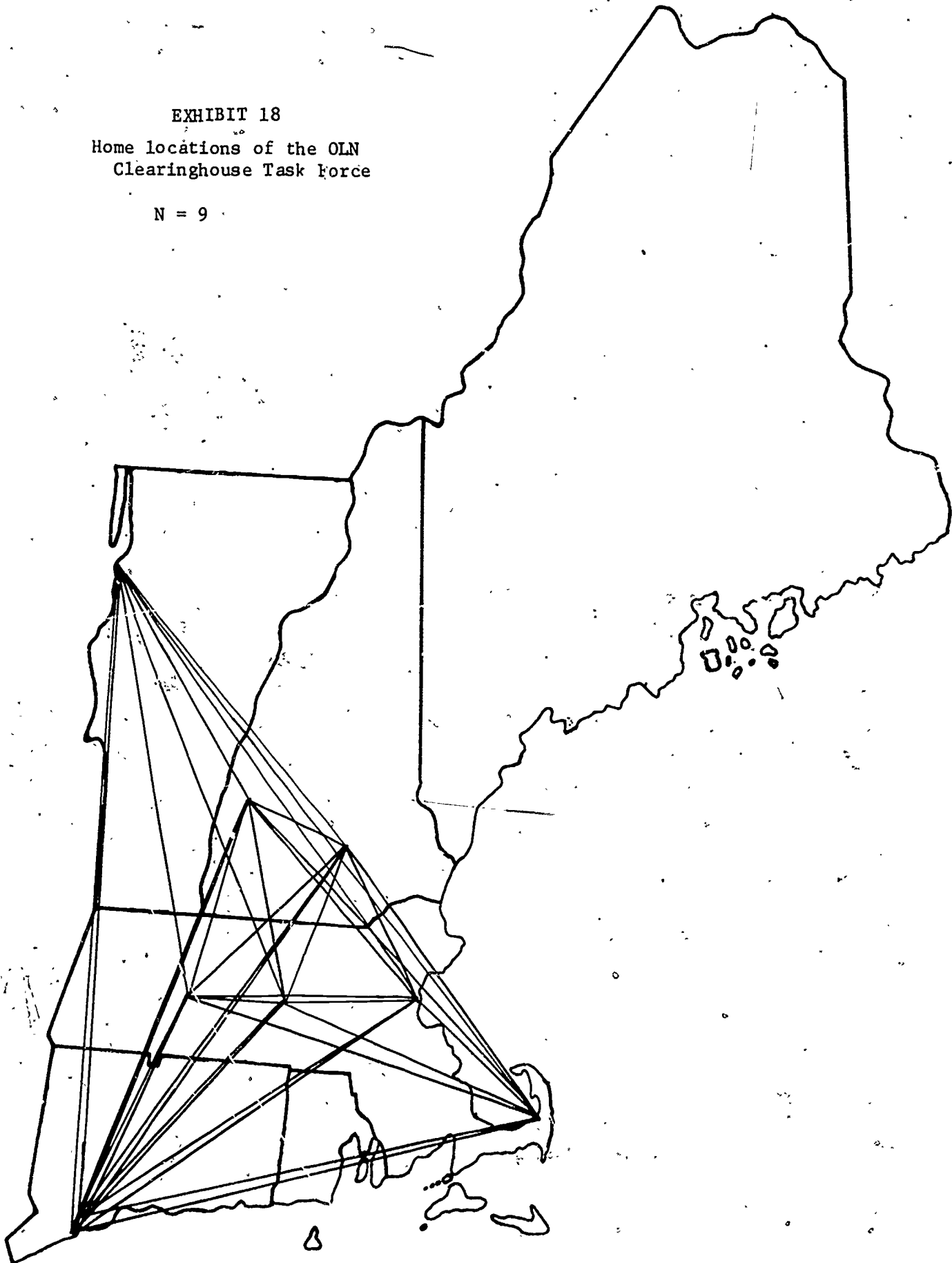
EXHIBIT 19

Home locations of the OLN
Steering Committee

N = 11
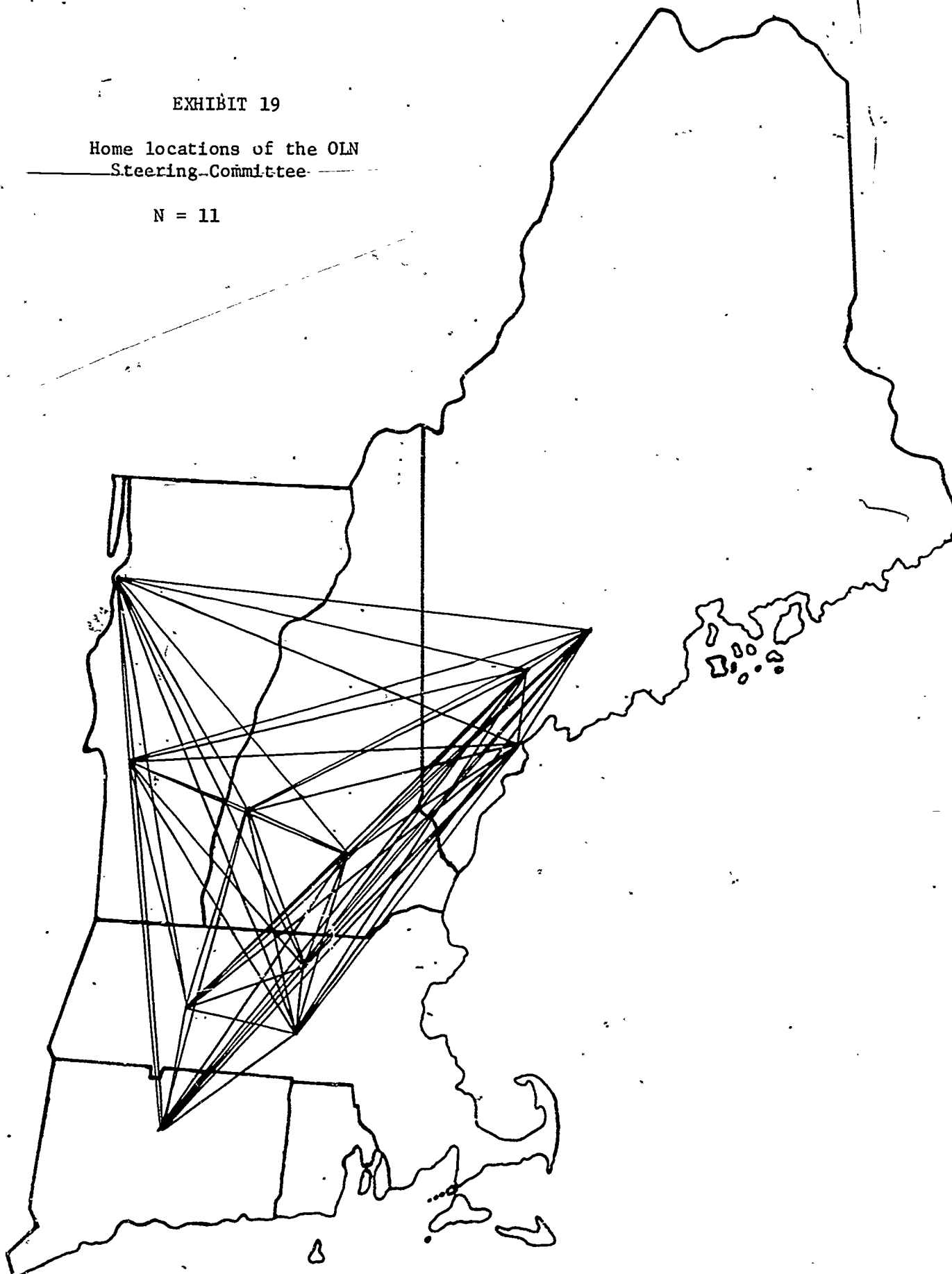
planners of related or similar programs.

1. The opportunity and encouragement of participants, Intern Assistants, and staff to participate openly and actively in the planning, design, implementation, and evaluation contributed significantly to the accomplishment of the goals and objectives of the program.

2. Decisions about the content and format of the four Institutes and two Training Programs were made by groups composed of staff, participants, and the Network Advisory Committee. This multi-person approach to decision-making tended to overcome autocratic imposition of those decisions and gained early commitment to their success on the part of the decision-makers.

3. Concrete information and illustration about the techniques of needs assessment, goal setting, objective setting, and evaluation are critical elements of any process workshop.

4. The requirement for participants to write an action plan was de-emphasized as the project progressed and an increased emphasis was placed on process skills.

5. Skills presented in the Institutes may not have been new to some participants, but merely served to reinforce skills which were already known.

6. The Intern Assistants, and some participants, exhibited solid patterns of personal and professional development of outreach and leadership skills.

7. Location of the OLN project in an existing regional institutional setting enabled resource people to be utilized who already were committed to regional concepts and who utilized network relationships that had been developed among institutions in the region.

8. While the goals of the OLN Institutes were directed toward improving services to unreached groups, the skills and concepts imparted by the Training Programs were generic to the overall improvement of basic library services.

9. As a result of exposure to the OLN program, the materials, staff, skills, and the "outreach concept" were, in some cases, adopted by other library personnel and non-OLN agencies, both in New England and nationally.

10. A "temporary system" such as OLN is not encumbered with the restrictions of an institutionalized system and can introduce innovations without dealing with the established procedures of an existing system. The fact that, toward the end of the formal OLN program period, efforts to preserve the "temporary system" (OLN) within established regional agencies and organizations have been reasonably successful, suggest that the OLN program was, in the long run, non-threatening to those agencies and organizations.

B. Recommendations

"Recommendations" are the result of product evaluation activities which occurred during the program, and which are offered by the Team as information upon which recycling decisions can be made by planners and supporters of related or similar programs.

1. Although adherence to a program goal should be maintained as inviolate during the implementation of OLN-type programs, associated objectives should permit sufficient flexibility of design to accommodate the particular needs of participants after they are selected. This quality operated during the OLN program and should be preserved as a method of operation.

2. Criteria for organizing groups in a region should not be restricted by state lines or other artificial geo-political boundaries. Such criteria should be related to needs and problems common to the region.

3. The pre-institute screening process should include personal interviews with candidates so that the expectations of those selected are congruent with the institute objectives. (The use of previous participants in this process would provide both continuity & credibility.)

4. The Community Survey Questionnaire should be redrafted for use in a

personal interview as part of the prescreening of potential participants.

. 5. Decision-makers and those responsible for service policies in institutions supplying workshop participants should be screened to determine if they are committed to the objectives of the project.

6. Because the documentation process was extremely useful as a technique of evaluation, education, communication, planning, and record-keeping, the use of the form should be considered in process training programs when the number of activities cannot be predicted at the time of formulation of the Plan of Operation.

7. Professional observation of the participants during a particular segment of a workshop is a faculty responsibility which should provide timely feedback to other faculty members responsible for that segment of the learning experience. It would be advantageous , therefore, if the workshop design provides for simultaneous observation and presentation: the division of faculty responsibilities being clearly assigned.

8. When techniques of process behavior are modeled by faculty members in a presentation, the participants should be made aware of the potential applicability of the process model to meet their own needs.

9. Problem-solving techniques tend to be group-oriented. Therefore, workshop planners should provide alternative learning opportunities for individuals who learn more effectively in non-group settings.

10. Care should be taken by workshop faculty to relate unfamiliar concepts and terminology to the context of the personal and professional lives of the participants.

11. More emphasis should be placed upon overcoming problems of timing, funding, and staff involvement; factors which on the surface appear to be outside of the participants' control and tend to block the implementation of action plans.

12. Agencies desiring to extend the skills of the participants in the OLN institutes and to enhance the impact of outreach activities would be well-advised to consider conducting proposal-writing seminars as a logical next step.

13. It is recommended that future evaluation teams be composed of two or more individuals whose combined skills contribute to the implementation of the skills of context, input, process, and product evaluation as defined in the CIPP evaluation model.

14. The efficiency of an evaluation team would be enhanced by the inclusion of a full-time data analyst who could attend all events as a trained observer, communicate with the evaluation team, develop files of reports generated by the events, perform clerical tasks, and participate fully in evaluation design activities.

15. The evaluation team should carefully budget its time to insure that appropriate attention be given to all four phases of the CIPP evaluation model.

16. A longitudinal impact study should be conducted approximately two years after the completion of the project to measure outcomes that cannot be evaluated while the project is being conducted. The longitudinal evaluation should focus on the application of OLN skills rather than become involved in an attempt to determine how they were acquired.

17. A longitudinal study should evaluate the impact of the New England Outreach Network (NEON) as a regional vehicle for outreach and staff development because NEON is an indicator of the regional effect of OLN.

18. Unless an OLN-type program is clearly identified as a temporary system at the beginning, there can be a high probability that it is perceived as an external threat to established institutions. Therefore, the contribution of such a temporary system may be diminished to the extent that it "threatens." This threat situation should be reduced by including these institutions in the planning and decision-making activities of the program.

In conclusion, care should be taken by funding agencies and program designers who wish to replicate the complex OLN experience in other regions of the United States. Regional characteristics differ (geography, community needs, status of librarians, etc.), and the personal qualities, skills, and dedication of the OLN Project Faculty are unique and difficult to replicate.

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LEADERSHIP FOR CHANGE;

A REPORT OF THE

OUTREACH LEADERSHIP NETWORK

APPENDICES

Outreach Leadership Network
New England Center for Continuing Education
University of New Hampshire
Durham, New Hampshire

December, 1972

APPENDICES

GOAL AND OBJECTIVES OF THE PROJECT

"This project addresses itself to the goal of providing for more effective public library services directed toward presently unserved community groups." (p. 8 of the Final Plan of Operation, August 31, 1971).

"To achieve the goal as defined, two objectives must be met:

1. to develop the ability of public librarians to formulate and implement action programs of library outreach through institutes designed to develop and test commitment and to build skills of outreach action planning.
2. to develop leadership and organizational skills of individuals who will evolve a network to continue the outreach impetus of the project through training programs and opportunities to deepen their skills" (p. 10 of the Final Plan of Operation, August 31, 1971).

BEHAVIORALLY STATED OBJECTIVES FOR THE OUTREACH LEADERSHIP NETWORK PROJECT, 1971 - 1972, NEW ENGLAND CENTER, DURHAM, NEW HAMPSHIRE.

OBJECTIVE I   Participants will be able to formulate a community-based action program designed to extend library services to specific target groups in their community which they determine to be inadequately served.

To achieve this objective, the following skills must be developed:
--ability to define "community", "inadequately served" and "target group" --- as identified by written statements on a pre-institute survey instrument.

--ability to involve the community in gathering relevant data about the needs in the community --- as shown by discovering and involving key community members in the data-gathering and data-sharing functions of the pre-institute community survey.

--ability to identify community issues and describe potential target groups in the community as a result of the community survey --- as revealed in the written community survey and in the action plan as developed.

--ability to select a target group as a result of the community survey --- by indicating which of the inadequately served groups is the target group which will be the focus of the action plan.

--ability to work through a prescribed problem-solving process at the institute to develop an outline of an action program directed toward a specific target group --- as revealed by the action plan formulated at the institute.

--ability to revise and modify the proposed action program after the institute by means of involving members of the selected target group in the decision-making process concerning the program --- as revealed by the follow-up instrument.

OBJECTIVE II Participants will be able to implement a community-based action program designed to extend library services to specific target groups in the community.

To achieve this objective, the following skills must be developed:
   --ability to relate present and potential library services to
      respond to community issues --- as evidenced in the written
      action plan.

   --ability to discover and use relevant resources in implementing
      the action plan --- as reported in follow-up status reports.

   --commitment to library outreach concepts --- as shown by
      sustained efforts to implement action programs.

   --ability to work with groups (e.g. community, staff, board, etc.)
      in order to facilitate their communications and decision-making
      in re the action program --- as revealed through documentation
      of institute performance and through evaluation instrumentation
      and follow-up status reports.

   --ability to seek alternative ways of implementing the action
      plan in response to new data that becomes available before and
      during the implementation stage --- as shown at the institute by
      documentation and instruments and the action plan and after the
      institute through the follow-up status reports.

OBJECTIVE III Members of the training and administrative staffs will
   demonstrate their leadership and organizational skills in carrying
   out their responsibilities with Institute participants and other
   staff members --- before, during and after the institute in which
   they serve and in the training program(s).

To achieve this objective, the following skills must be developed:
   --ability to give and receive help, on a one-to-one basis and
      within a group setting --- in the training program by means of
      observed and documented behavior, in the institute by means of
      the final evaluation form and in pre-institute and post-institute
      activities by means of follow-up status reports and other
      field reports.

   --ability to apply the problem-solving process to a wide range of
      problems, individually and within a group setting --- by means
      of documented staff analysis during the training program and
      institute and by participants' evaluation in follow-up instrumentation.

   --ability to take initiative in program planning decisions --- as
      revealed by documentary reports and via final evaluation form.

   --ability to plan for and implement effective interpersonal, inter-
      group and organizational communication strategies --- as revealed
      by documentation of meetings, final evaluation forms and follow-up
      instrumentation.

   --ability to utilize the critique/debrief/clinic process as a
      learning and evaluative device --- as revealed by documentation.

   --ability to work effectively as a staff team in responding to
      issues and situations --- as shown by staff analysis, institute
      final evaluation forms and follow-up status reports.

OLN FIELD STAFF TRAINING PROGRAM

OCTOBER 18-19, 1971

OBJECTIVES AND MEANS

To prepare intern assistants for assuming their responsibilities

to an institute (before, during and after) by:

Means: determining the nature of that role through negotiation
open planning meetings on Sunday and Monday
role definition and clarification exercises
sharing expectations

To prepare state coordinators for their responsibilities before,

during and after an institute by:

Means: role definition and clarification exercises
team building exercises
needs and resources assessments
evaluation process

To provide an initial assessment of participant needs and resources

in order to determine subsequent specific skills concentration in

the various opportunities offered through the project:

Means: communications exercises
group skills exercises
team building
helping relationship exercises
resources and needs assessment
evaluation process
program planning

To select four staff teams, each of which will share responsibility

for all phases of an institute by:

Means: method and criteria to be determined by group in exercise
on group decision making using problem-solving process

To begin to develop inter- and intra-team relationships which will

serve as a base from which to work on fulfilling responsibilities

before, during and after institute:

Means: team building exercises
team selection process

To involve participan· ·n the evaluation process (data-gathering,

documentation and interpretation) for the training program in

order to prepare them for similar evaluative functions they will

be performing before, during and after the institute:

Means: feedback teams for each day
       documentation requirements

To begin to explore possible roles for intern assistants and

state coordinators and project staff in developing a network:

Means: dream exchange fantasy

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OLN LEADERSHIP TRAINING PROGRAM

AUGUST 27-31, 1972

GOAL: The development of leadership skills in the context
      of group and intergroup dynamics.

OBJECTIVES:

1. To establish a climate for self-directed learning

2. To assess the specific needs, interests, and
   resources of participants

3. To identify one's present style of leadership
   and its impact on others

4. To identify, explore, and practice the skills of
   leadership in various group and intergroup
   situations (e.g., decision-making, problem-
   solving, communication and intergroup dynamics)

5. To apply and use these leadership skills toward
   group task accomplishment

6. To evaluate our learnings and their application
   to back-home settings

GOALS AND OBJECTIVES OF OLN OUTREACH INSTITUTE PROGRAMS

1971 - 1972

RHODE ISLAND OUTREACH INSTITUTE

Purpose: To plan and implement action programs of extending public library services to unserved people in Rhode Island communities.

Objectives: To increase the librarian's ability to:
--assess needs and resources in the community; in the library
--work effectively with groups
--develop effective means of communications with individuals and groups
--use the program planning process to develop action programs of outreach
--develop ways and means for implementing action programs
--evaluate action programs in terms of results and effectiveness

MASSACHUSETTS OUTREACH INSTITUTE

Objectives: To increase the librarian's ability to assess the attitude of one's self and one's institution toward outreach

To become aware of community needs and resources

To increase skills of planning of outreach action programs

To increase skills for implementing an outreach action program

To increase skills for evaluating outreach action programs

To increase the ability to build support for programs (staff, board, community groups, etc.)

CONNECTICUT OUTREACH INSTITUTE

Goal: To increase personal effectiveness of each participant
            in working with people and programs in order to be
            effective in reaching unserved groups and individuals

Objectives: To learn techniques for developing support systems
            with colleagues, staff, and community to facilitate
            initiating and maintaining outreach programs

            To improve the ability to communicate by listening,
            questionning, clarifying, etc.

            To build skills for outreach action programming,
            including planning, implementing, and evaluating

            To improve the ability to work in and with the
            community by creating awareness of its needs,
            resources, and responses, by improving the
            library's approachability and by eliciting
            community "feedback"

NORTHERN STATES OUTREACH INSTITUTE

Goal: To enable librarians to make their libraries a more
            dynamic and action-oriented part of the community
            by increasing their effectiveness in serving
            unreached groups in the community with library
            services.

Objectives: To deepen the librarians awareness of community; its
            nature and dynamics

            To increase the ability of librarians to communicate
            and cooperate with their communities and with other
            librarians

            To build skills of planning effective outreach
            programs

            To build skills to implement (put into practice)
            action programs

OUTREACH LEADERSHIP NETWORK

ROSTER

PROJECT STAFF

Project Director: Barbara Conroy
Project Consultant: Lawrence Allen
Project Coordinator: Margaret Soper
Project Assistant/Secretary:
    Cynthia Giesing (thru August 1972)
    Irene Fleming (since August 1972)

Evaluation Team:
    John Bardwell
    Peter Horne
    Ronald Miller
Data Analyst:
    Lynne Brandon

Staff vitae appear in Appendix E

INTERN ASSISTANTS

*William Alexander IV, Director
 Westerly Public Library
 Westerly, Rhode Island.

*Eleanor Arthur, Director
 Bedford Free Public Library
 Bedford, Massachusetts.

Mary Bennett, Librarian
Oxford, Maine.

Grace Birch, Librarian
Trumbull, Connecticut

Kathleen Geary, Librarian
Fletcher Free Library
Burlington, Vermont

Helen Harding, Librarian
Gale Free Library
Holden, Massachusetts

*Oliver Hayes, Director
 Forbes Library
 Northampton, Massachusetts

*Marcia Lowell, Executive Secretary
 Maine Library Advisory Committee
 Augusta, Maine .

Sheila McKenna, Consultant
Maine State Library
Augusta, Maine

-Donald Mullen, Director
 Dover Public Library, N.H.

Corinne Nash, Librarian
Frost Free Library
Marlborough, N.H.

*Roger Parent, Director
 Sixteen Acres Library
 Springfield, Massachusetts

*Barbara Weaver, Director
 Willimantic Library Service Center
 Willimantic, Connecticut

STATE COORDINATORS

Joseph Boisse
Director of Extension Services
Department of Libraries
Montpelier, Vermont

Alice Cahill, Assistant Director
Mass. Bureau of Library Extension
Boston, Massachusetts

Avis Duckworth
Assistant State Librarian
State Library
Concord, N.H.

Gary Nichols
Library Development Services
Maine State Library
Augusta, Maine

Mary Anna Tien, Director
Library Service Center
Middletown, Connecticut

Richard Waters
Div. of Library Extension Services
Department of State Library Services
Providence, Rhode Island'

NETWORK ADVISORY COMMITTEE

Representing State Library Agencies:

Mr. Emil W. Allen,   State Librarian, Concord, New Hampshire
Mr. Walter Brahm,   State Librarian, Hartford, Connecticut
Miss Alice Cahill,   Assistant Director, Massachusetts Bureau of
                        Library Extension, Boston; Massachusetts
Miss Jewel Drickamer,   Deputy Director, Department of State Library
                        Services, Providence, Rhode Island
Miss Ruth Hazelton,   State Librarian, Augusta, Maine
Mr. James Igoe, Jr.,   State Librarian, Montpelier, Vermont
                        (replaced by Mr. Joseph Boissé in fall, 1972)
Mr. Joseph Boissé,   Assistant State Librarian, Montpelier, Vermont

Representing State Coordinators:

Mrs. Avis Duckworth,   Assistant State Librarian, Concord, N.H.
Mr. Gary Nichols,   Extension Librarian, Maine State Library,
                        Augusta, Maine

Representing Intern Assistants:

Miss Kathleen Geary,   Librarian, Fletcher Free Library, Burlington, Vt.
Mrs. Barbara Weaver,   Assistant Director, Willimantic Library Service
                        Center, Connecticut

Evaluation Team:

Mr. John Bardwell,   Chairman, Media Services, University of New
                        Hampshire, Durham, New Hampshire
Mr. Peter Horne,   Educational Consultant, Rye, New Hampshire
Mr. Ronald Miller,   Director, New England Library Information Network,
                        Wellesley, Massachusetts

U.S. Office of Education (Project Monitor):

Miss Arlene Hope,   Library Services Program Officer, Government
                        Center, Boston, Massachusetts

New England Center for Continuing Education:

Dr. Harry Day,   Director, New England Center, Durham, N.H.

OLN Staff:

Dr. Lawrence Allen,   Project Consultant
Miss Barbara Conroy,   Project Director
Mrs. Margaret Soper,   Project Coordinator

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OUTREACH INSTITUTE PARTICIPANTS

Connecticut

Marjorie Anderson, East Hampton
Millicent Beausoleil, Putnam
Helen Becker, Hartford
Ritamarie Braswell, Mansfield Center
Ronnie Brill, Unionville
Sandra Broom, Madison
Joan Butler, New London
Wendell Cherry, Stamford
Alberta Christie, Naugatuck
*Robert Coumbe, Hartford
June Csoltko, Bridgeport
Mary Flood, Portland
Barbara Hubbard, New Britain
Bruce Kershner, Fairfield

Shirley Kiefer, Hartford
*Elizabeth Long, Bridgeport
*Mary Beth Mahler, Hartford
Barbara Martin, Greenwich
W. Clayton Massey, South Windsor
Eileen O'Neill, New Haven
*Concetta Sacco, West Haven
Alice B. Slator, Clinton
Martha Strickland, Wolcott
Edward Stubbs, Simsbury
Mary Teed, Norwich
*Joan Turner, Stamford
Dennis Weir, Glastonbury
Leslie Weirman, Danbury

Maine

Agnes Abrahamson, Falmouth
Katherine Conant, Rumford
Myrle Cooper, South Windham
Carolyn Cornett, Augusta
Pamela Georgitis, Sanford
Nathanael Greene, Portland
*Richard Gross, Lewiston

*Sheila Libby, Portland
Alice Morey, Fort Kent
-Barbara Shelton, Wiscasset
*Barbara Smith, Portland
Barbara Trott, Castine
Mary-Faith Walker, Belfast
Laura Whitten, Gorham

Massachusetts

*Kathleen D. Bader, Orleans
Virginia B. Bernard, Haverhill
Elise C. Dennis, Amherst
*Joyce F. Ellis, Worcester
*Kathy M. Finucane, Bedford
Vera Fish, Westwood
Marthe Forrester, Watertown
Norma Haynes, Hudson
*Sylvia G. Humphrey, Springfield
* Alice V. Johnson, Salem
*James R. Kennedy, Bourne
Dina G. Malgeri, Boston
Gaynell T. Mathson, Charlestown

Margaret J. Mayo, Topsfield
Marguerite H. Messer, Springfield
*Charles F. Moore, Auburn
Priscilla B.-Nelson, North Adams
*Leila-Jane Roberts, Winchester
Alicia Rounsaville, Boston
Harry Sagris, Andover
Susan V. Scheidel, Saxonville
*David T. Sheehan, Worcester
Laurence H. Solomon, New Bedford
Raymond E. Tellier, Holyoke
*Elizabeth S. Watson, Fitchburg
*Harry R. Williams 111, Worcester

New Hampshire

Anne Abbey, Milford
Ingeborg Anderson, Francestown
Mabel Davies, Sunapee
Winifred Ann Harding, Newmarket
Eleanor Hunt, Newport
*Sheldon Kaye, Concord

Ruth Palm, Keene
Louise Price, Manchester
Rachel Sanborn, Exeter
Kathleen Taylor, Peterborough
Frances Wiggin, Bedford
Dorothy Worcester, Dublin

Rhode Island

Hanna Agonis, Westerly
*William Alexander, Westerly
Constance H. Andrews, Providence
Dorothy Brown, Providence
Martha Bullard, Cumberland
*Roberta A.E. Cairns, Barrington
Paul Crane, West Warwick
Charles Crosby, Providence
*Carol Cunniff, Barrington
Elizabeth E. Davies, East Providence
Deirdre Donahue, Providence
Virginia Conner, East Providence

Helen M. Doolan, Providence
Joseph T. Fitzpatrick, Coventry
Alice Forsstrom, Warwick
Carolyn Hearn, Westerly
Sarah Henderson, Foster
*E.B.Henry, Jr., Newport
Virginia T. Miles, Providence
Leo Pinson, Providence
R.W. Robbins, Pawtucket
Carolyn Simmons, Providence
Ellen P. Spilka, Pawtucket

Vermont

William Ayres, St. Johnsbury
Carol Church, Putney
Isabel Cloud, Norwich
Maxine Cooper, Bridgewater
Ange-Aimee Martin, Middlebury

David Monty, Manchester
Jane Rand, Brattleboro
*Janice Rushworth, Montpelier
Hobart Tracy, Waterbury
*Daniel Westermeyer, Rutland

* Leadership Training Program participant.

Mary Steigner, Springfield, Mass. was a Leadership Training Program
participant although she was not a participant in the OLN Massachusetts
Outreach Institute.

PROFESSIONAL TRAINING STAFF

In addition to the full-time professional faculty, Lawrence Allen
and Barbara Conroy, resource teams brought additional professional
training skills to the Outreach Institute workshops. In coordination
with the institute staff teams, these individuals planned and conducted
workshop sessions with emphases on the interpersonal skills essential
to the implementation of the action plans which each participant was
developing at the workshops. Joe Arceri and Diana Forsyth were full-time
faculty, solely responsible for planning and coordinating the Leadership
Training Program in August 1972.

Joseph Arceri:	J.P.D. Associates, 516 Commonwealth Ave., Newton Center, Massachusetts
Paul Fahey:	J.P.D. Associates, 516 Commonwealth Ave., Newton Center, Massachusetts
Diana Forsyth:	J.P.D. Associates, 516 Commonwealth Ave., Newton Center, Massachusetts
Judy Palmer:	Co-Director, Life Studies Program, University of New Hampshire, Durham
Winthrop Puffer:	Project Manager, Head Start Supplementary Training, Department of Home Economics, UNH.
Ken Robinson:	Coordinator, Allied Health Programs, South Central Community College, New Haven, Conn.
Karen Terninko:	Advisor, Head Start Supplementary Training, Department of Home Economics, UNH.

· V I T A E

PROJECT STAFF

Project Director

Barbara Conroy

Twelve years experience as librarian in public and academic libraries.
Has been responsible for professional continuing education programs on
local, regional and national levels. Consults with libraries, library
associations and state agencies in regard to staff development programs
and organizational development. Directed Washington Seminar; the Library
Career Development Program at Catholic University (1970-1971) and
coordinated the Educational Development Program for Library Personnel,
WICHE (1968-1969). M.L.S. from Denver University; doctoral candidate
(adult education) at Boston University.
OLN: Responsible for total project management and coordination of
program activities and staff. Served as full-time faculty for all
workshops and training programs. Provided support of efforts initiated
by individuals interested in continuing the thrust of the project.

Project Consultant

Lawrence A. Allen, Dean, College of Library Science, University of
Kentucky, Lexington, Kentucky.

Responsible for outreach public library work in Brooklyn Public Library;
experience in all types of libraries. Evaluated New York State Library
training program. Has over 15 years of library, teaching and consulting
work in library science education and management. Has developed over
100 workshops and institutes utilizing adult education methodology.
Consultant for Educational Development Program for Library Personnel,
WICHE. Consults with state agencies, professional associations, libraries,
educational institutions and health agencies in areas of management and
organizational development. Ph.D. in Adult Education, University of
Chicago and M.S. Library Science, Simmons College.
OLN: Served total project as consultant in program development and
staff development. Acted as reserve administrator for project when
necessary. Was full-time faculty for all institute programs and the
Staff Training Program.

Project Coordinator

Margaret Soper, Assistant Director, Division of Continuing Education,
University of New Hampshire, Durham, New Hampshire.

Administers the UNH Conference Department which is responsible for
international, national, regional conferences, workshops and institutes.
Serves as coordinator of Public Library Techniques program and. the
annual Student Leadership Conference (NESLA). Extensive experience
in planning and coordinating conferences, strong practical background
in administration of continuing education activities.
OLN: Coordinated necessary administrative procedures for the project;
handled the administrative aspects of the project's relationship to UNH;
served as consultant to the state coordinators.

Project Assistant/Secretary

Cynthia Giesing

Provided a central contact point and referral source for the project.
Coordinated communications with field staff. Editor of Network News
Notes and assisted with the project brochure. Maintained office
headquarters including management of project business and initiation
and follow-through of correspondence. Arranged scheduling and provided
documentation for staff meetings. Provided administrative coordination
of Staff Training Program and Leadership Training Program.

Irene Fleming

Served as Project Secretary, August through December, 1972. Responsible
for office procedures, correspondence and financial accounting during
the final project administrative activities.

EVALUATION TEAM

Evaluators

John Bardwell, Director of the Department of Media Services and Associate
Professor in the Library at the University of New Hampshire in Durham.
Served for two years as Chairman of the Needs Assessment Project for the
New Hampshire State Department of Education, is Institutional Representative
to EDUCOM, and Chairman of the University System Media Services Council.
Served as consultant to the Governor's Conference on Social Issues, the
Governor's Conference on Juvenile Delinquency, the Governor's Conference
on Cable Television, The New England Center for Continuing Education and
the Spaulding Youth Center. His publications include two monographs:
A New England Land-Grant Network and Toward A New Hampshire Information
Network.

Peter J. Horne, consultant in adult education, is presently project
consultant to the New England Regional Commission for the development of
the New England Marine Resources Council. A former staff member of the
New England Center for Continuing Education at the University of New
Hampshire, he has also served as a program design consultant to the New
England Hospital Assembly, University of Maine Cooperative Extension
Service, U.Maine-NEC activity, Fall River Public School System, and the
New Hampshire Governor's Conference on Juvenile Delinquency. Publications
include: Operation Mainstream, A Report on Problem Solving and the
Helping Relationship, co-authored with Gerald J. Pine, Professor of
Education, University of New Hampshire, the New England Center for
Continuing Education, Durham, New Hampshire, 1968; and The Principles
and Conditions for Learning in Adult Education, co-authored with Gerald
J. Pine, Professor of Education, University of New Hampshire, published
in Adult Leadership, Adult Education Association of the United States of
America, Washington, D.C., October, 1969.

Evaluators (continued)

Ronald F. Miller, Director, New England Library Information Network,
Wellesley, Massachusetts. Taught courses on library automation,
information systems, and systems analysis at Syracuse University's
Graduate School of Library Science, and has lectured widely on inter-
library cooperation and decision-making. He is a member of the New
England Library Regional Planning Committee (NELA), President of the
New England Chapter of the American Society of Information Science,
and chairman of long-range institute planning for the Information
Systems and Automation Division of the American Library Association.
He holds an M.L.S. (Rutgers) and has investigated the process of
decision-making in libraries as part of his Ph.D. program at Syracuse.
Publications include: "The Computer Utility: Implications for University
Libraries," Chapter 12 in The Computer Utility--Implications for Higher
Education, edited by Michael Duggan, et. al., D.C. Heath and Company,
Lexington, Massachusetts, 1970; Network Organization: A Case Study of
the Five Associated University Libraries (FAUL), paper presented at the
Conference on Inter-library Communications and Information Networks,
held at Airlie House, Warrenton, Virginia, September 28-October 2, 1970,
published by the American Library Association.

Data Analyst

Lynne Brandon

From September to December, 1972, performed data reduction functions
for the members of the Evaluation Team. Documented and coordinated Team
activities, including liasion between Team and Project Staff. Documented
staff meetings. Responsible for graphic designs, layout, and preparation
of Team's final report. In addition, from February to June, 1972,
responsibilities relating to total project included assisting the
headquarters staff with correspondence and planning details. Helped
produce and distribute the project brochure. Supplemented administrative
staffing for some workshops. Designed project logos.

CHRONOLOGY OF OLN EVENTS

1971	Sept 20	Network Advisory Committee meeting
	Sept 21	Program Development meeting (staff and faculty)
	Oct 6-8	Briefing Session at NELA for Field Staff
	Oct 8	Evaluation Team meeting
	Oct 17-19	Field Staff Training Program
	Oct 20	Program Development meeting (staff and faculty)
	Nov 29	Northern States Institute Staff meeting (planning)
	Nov 30	Rhode Island Institute Planning meeting
	Dec 9	Rhode Island Institute staff meeting (objectives setting)
	Dec 10	Massachusetts Institute Planning meeting
	Dec 21	Evaluation Team meeting
1972	Jan 3	Program Development meeting
	Jan 4	Rhode Island Institute staff meeting (program design)
	Jan 5	Massachusetts Institute staff meeting (objectives setting)
	Jan 29-30	Rhode Island Institute staff meeting (final planning)
	Jan 30-Feb 3	Rhode Island Outreach Workshop
	Feb 3	Rhode Island Institute staff meeting (de-briefing)
	Feb 14	Program Development meeting
	Feb 15	Network Advisory Committee meeting
	Feb 16	Connecticut Institute staff meeting(planning session)
	Feb 17	Program Development meeting
	Feb 18	Massachusetts Institute staff meeting (program design)
	Mar 4	Communications Team
	Mar 9	Northern States Institute staff meeting (planning)
	Mar 10	Northern States Institute Planning meeting
	Mar 11	Program Development staff meeting
	Mar 13	Massachusetts Institute staff meeting (final planning)
	Mar 13-17	Massachusetts Outreach Workshop
	Mar 17	Massachusetts Institute staff meeting (debrief)
	Apr 3	Program Development meeting
	Apr 4	Connecticut Institute planning meeting
	Apr 5	Connecticut Institute staff meeting (objectives)
	Apr 6	Communications Team (action planning)
	Apr 14	New Hampshire/Maine meeting for participant selection
	Apr 17	Northern States Institute staff meeting (objectives)
	Apr 18	Connecticut Institute staff meeting (program design)
	Apr 19	Rhode Island Follow-up meeting
	Apr 20	Communications Team (action planning)
	Apr 26	Massachusetts Follow-up meeting
	May 1	Northern States Institute staff meeting (program design)
	May 11	OLN program at New Hampshire Library Council conference
	May 13	Communications Team (action planning)
	May 20-21	Connecticut Institute staff team (final planning)
	May 21-25	Connecticut Outreach Workshop
	May 25	Connecticut Institute staff team (debrief)
	May 26	Program Development meeting

1972	June 2	Massachusetts Follow-up meeting
	June 10-11	Northern States Institute staff team (final planning)
	June 11-16	Northern States Outreach Workshop
	June 16	Northern States Institute staff team (debrief)
	June 17	Program Development meeting
	June 27	OLN Open House at ALA conference
	July 6	New Hampshire planning meeting for follow-up
	July 8	Communications Team (action planning)
	July 12	Massachusetts Follow-up meeting
	July 12	Connecticut Follow-up meeting
	July 13	Evaluation Team meeting
	July 28-29	General staff meeting for all field staff
	July 31	Program Development meeting (faculty and staff)
	Aug 1	Maine Follow-up meeting
	Aug 5	Planning meeting for Training Program (objectives setting
	Aug 9	Planning meeting for Training Program (program design)
	Aug 11	Program Development meeting
	Aug 18-19	General staff meeting for all field staff
	Aug 21	New Hampshire Follow-up meeting
	Aug 27-31	Leadership Training Program
	Sept 8-9	Program Development meeting
	Sept 11	Maine Follow-up meeting
	Sept 15	Leadership Training Program debrief meeting
	Sept 18	Planning meeting for OLN Open House at NELA
	Sept 20	Planning for Outreach Leadership Follow-up Workshop
	Sept 21	Evaluation Team meeting
	Sept 22-24	Outreach Leadership Follow-up Workshop
	Oct 1	Evaluation Team meeting
	Oct 4	Clearinghouse Task Force meeting
	Oct 5	Steering Committee meeting
	Oct 5	OLN Outreach Program and Open House at NELA
	Oct 9	Evaluation Team meeting
	Oct 21-22	Evaluation Team meeting
	Oct 24	Network Advisory Committee meeting
	Oct 24	Clearinghouse Task Force meeting
	Oct 30	Steering Committee meeting with Continuing Education Committee (NEL
	Nov 7	Evaluation Team meeting
	Nov 19	Evaluation Team meeting
	Dec 3	Evaluation Team meeting
	Dec 4	Program Development meeting
	Dec 6	sachusetts Follow-up meeting
	Dec 12	Evaluation Team meeting

WORKSHOP WAY OF LEARNING

Outreach Leadership Network.
New England Center
Durham, New Hampshire 03824

This workshop is planned to provide each participant with varied opportunities to increase his/her ability to plan and implement action programs of public library outreach. Along with these program planning skills will come the chance to exchange one's own point of view with others seeking the same goal (i.e., better library services through outreach) but perhaps considering a different approach.

The program is a concentrated sequence of work sessions involving both the staff and the participants in a step-by-step development of individual action programs. Some sessions will involve the total group together, other sessions will involve smaller working groups. Time for participants to work alone or with consultant help is also scheduled. Resources--staff, books, research and work materials--will be available for each participant to use in whatever way is most feasible for him/her.

Certain basic principles are involved in effective adult learning, and this program, one of continuing professional education, is based on the following precepts. They are stated here to assure a common point of reference for those coming to the program.

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

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 they would like to learn.

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.

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

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.

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

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

The climate that promotes learning is most able to occur when these precepts are understood and accepted by those involved in the program -- both staff and participants. We state them here for they provide the base from which we work. The residential nature of this workshop will serve to foster concentration within the "learning community" we all create and will encourage full use of the resources brought together for you to use.

We will be working together for the existence of an open climate in which each individual's learning is characterized by its uniquely personal and subjective nature. This goal can only be fulfilled in an atmosphere of acceptance and respect for each individual and of tolerance for ambiguity, difference, and confrontation. Deep and lasting learning is a cooperative process with built-in opportunities for self-assessment and reflection and the exchange of ideas with others. Above all, the ability to learn, and to make good use of what is learned, rests on the involvement and investment of the individual himself. The returns to the individual are equal to the degree to which he invests himself in the process of his own education.

Larry Allen
Barbara Conroy

Outreach Leadership Network
New England Center
Durham, New Hampshire 03824

DOCUMENTATION FORM---MEETINGS

This report is used for all OLN meetings--Network Advisory Committee
meetings, Planning Committee meetings, staff meetings, etc. As such,
it represents the documentor's point of view.

****

TITLE:	(What kind of meeting was it; e.g. Planning Committee meeting, staff meeting, etc.)
DATE AND LENGTH OF MEETING:	
LOCATION:	
CONVENOR:	(Who "called" the meeting?)
DOCUMENTOR(S):	(Who is writing this report?)
ATTENDING:	(List who was there, as participant or observer. Attach list if one was printed for the meeting.)
ABSENT:	(Who was invited but did not come.)
PURPOSE(S) OF MEETING:	(Give reasons and intent as stated in the meeting, in preliminary material, or as generally understood by attendees. Attach letters or meeting notice if one was mailed out.)
MAIN ISSUES AND CONCERNS:	(What did the meeting focus on? How were issues resolved? How did attendees interact on the various issues?)
DECISIONS MADE:	(List the decisions made by the group or those announced to the group. Indicate how these decisions were arrived at.)
NEXT STEPS:	(What needs to be done? Who will be responsible for what? By when?)

This portion of the report may, in some cases, be used to report the meeting to those who attended, or to those invited but unable to attend. (e.g. Network Advisory Committee meetings, Planning Committee meetings, etc.)

****

MAJOR PROBLEMS DURING MEETING:	(What held up progress? What prevented decisions from being made? What were "hot" topics?)
DOCUMENTOR'S EVALUATION OF MEETING:	(How did you perceive the meeting in terms of communication, participation, decision-making, problem-solving, and general group process observations? Include comments on informal gatherings prior to and following the convened meeting.)
EVALUATION OF MY PARTICIPATION:	(Describe your perception of the things you did or didn't do during the meeting. How did your participation affect the meeting?)

This portion is to be for staff team use only - as a means for comparing process perceptions about the meeting.

****

This form is to be completed as soon as possible after the meeting,
sent to the OLN office where it will be reproduced and distributed
to your staff team. The top portion of the report will not be sent
to meeting attendees without the knowledge and consent of the staff
team. The entire report is available only to the staff team, the
project office staff, and the evaluation team.

WORKSHOP SESSION DOCUMENTATION FORM

This report is used to describe OLN workshop programs.

Session: (day, time, locale)_____

Name of Documentor:_____

Who attended if other than a general session:_____

_____

Purpose of session: (intents of this session, e.g., a purpose of
an opening session would include to establish a climate which
fosters open discussion, to provide basic information needed by
participants and staff to work together, etc.)

Methodology used: (what is the design of the session, and which
staff members did what functions, e.g., Larry convened the group
and numbered off for small groups of six, which were charged to
address three questions...etc.)

Process Comments: (how did you perceive the session in terms of
communication, participation, decision-making, etc.?)

Documentor's Evaluation: (how well were the purposes accomplished?
Was the material presented clear and understood, what unfilled
needs did you see?) Put on back of this sheet.

OLN 3-72

The following information is required by the federal government from all persons participating in federally-funded Institutes for Training in Librarianship under Title II-B, Higher Education Act of 1965 (P.L. 89-329 as amended).

Outreach Leadership Network.
New England Center, Durham, N.H. 03824

A P P L I C A T I O N   F O R   A D M I S S I O N

IMPORTANT--Please return this to the Project Office. It must be received by _____ in order for stipend checks to be prepared for you to use to pay your accommodations bill.

NAME:_____ Position:_____

HOME ADDRESS:_____ LIBRARY ADDRESS:_____

_____   _____

_____   _____

PHONE:_____   PHONE:_____

Sex: F   M   Married?_____ Unmarried?_____ U.S. Citizen?_____

Social Security Number:_____

DEPENDENTS:

_____ Number of dependents claimable for income tax purposes (if you file a joint return and are not the major wage earner, you may not claim any dependents)

ONLY ONE DEPENDENT MAY BE CLAIMED FOR DEPENDENCY ALLOWANCE FOR INSTITUTE.

I claim as a dependent:

_____
Name   Age   Relationship

Have you previously attended a Title IX NDEA or Title II-B HEA Library Institute Program or some other federally supported training program?_____
If yes, specify each:

Are you applying to any library institute in addition to this one?_____
If yes, specify institution and subject fields:

_____
_____

I certify that the above information is complete and accurate to the best of my knowledge.

_____   _____
Date   Signature

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. It 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.

PERSONAL DATA FORM

The following information is required by the federal government from all
persons participating in federally-funded Institutes for Training in
Librarianship under Title II-B, Higher Education Act of 1965 (P.L. 89-329
as amended). This information is forwarded to the Office of Education and
is otherwise held as confidential information in the project files.

Name _____

Address _____

        _____

        _____

Social Security Number _____

Sex _____ Age _____

Race _____ Current Salary _____

COMMUNITY QUESTIONNAIRE -- RHODE ISLAND INSTITUTE

This form should be completed and returned to the Outreach Leadership
Network, New England Center, Durham, New Hampshire, by MONDAY, JANUARY 24TH.

Workshop Participant:
Community:

1. What are the major issues presently in your community (e.g., unemploy-
    ment in the skilled trades, low-income housing, etc.)? Which are short-
    term, which are long-term as you see the future?

2. What groups in your community do you feel are not adequately provided
    with needed information services?

3. Rank, in order of priority (1-2-3 etc., with #1 being highest) those
    groups in Question 2 for which you would most like to develop an
    outreach program.

4. Give a brief description of each of your top priority groups from Question
    3. Include what you feel are the chief important characteristics of each
    group.

5. Do you have current programs of library outreach? Briefly describe which
    community groups they serve and in what way. Use attachments if you prefer.

6. Do you already have in mind a particular action program of outreach you
    wish to work on during the Outreach Leadership Network institute program?
    What is it?

7. What do you feel are the chief factors which inhibit the development and
    implementation of additional needed outreach programs?

OLN 1/72

Workshop Participant: _
Community: _

PRELIMINARY ACTIVITIES FOR PARTICIPANTS
of the
CONNECTICUT OUTREACH INSTITUTE PROGRAM

This form is to be returned to the OLN office by May 16th. Your comments in
response to these questions will help the institute staff understand and
respond more quickly to participants' interests at the workshop.

What is your definition of library outreach?

How does your staff and/or board view library outreach? (We suggest that
you meet with your staff and/or board and encourage discussion of their
concepts and definitions of library outreach.)

What are their ideas as to what outreach activities your library might
consider and develop?

What are major issues in your community (e.g., unemployment in skilled trades,
low-income housing, etc.)? Which are short-term, which are long-term as you
see the future?

What groups in your community do you feel are not adequately provided with
needed services from the library?

Do you presently have active programs of library outreach? Briefly describe
which community groups they serve and in what way. (Attach descriptive
documents if you prefer.)

Do you already have in mind a particular program of outreach on which you wish
to work during the OLN institute program?   What is it?

OLN 5/72

APPENDIX K

WORKSHOP EVALUATION QUESTIONNAIRES

Rhode Island -- final workshop·session

    1) What in the program did you find most/least helpful?
    2) In what ways was the staff helpful/not helpful?
    3) What do you suggest for improvement?

Massachusetts -- final workshop session

    1) Did you find the Center to be a good setting for a workshop?
        Why or why not?
    2) What were your most important learnings during the workshop?
    3) Which aspects of the workshop helped you the most?
    4) a. Which of the objectives of the workshop was most fully
          realized, as you view the total group?
       b. Which the least?
    5) a. In what ways was the staff most helpful to you?
       b. How could they have been more helpful?

Connecticut -- distributed by mail

    "Feel free to add any comments you wish even if unrelated to these
        questions."

    What part of the workshop was most helpful to you?   ·   WHY?

    What part of the workshop was least helpful to you?   WHY?

    In what ways was the staff team most helpful to you?

    In what ways was the staff team least helpful to you?

    Have you read or used the materials provided (e.g., worksheets,
       handouts, etc.)? How were they helpful?

    What suggestions would you have for changing the design of the
        institute program (the preliminary activities, the workshop
        activities, etc.)? (Respond on the back)

                                   OLN 6/72

Northern States -- final workshop session

    1) In what way did the program meet your needs?
    2) In what way did the program not meet your needs?
    3) a. In what way was the staff most helpful?
       b. In what way was the staff least helpful?
    4) What could be helpful in follow-up for participants to do?
        For staff to do?
    5) Comments.

An additional workshop evaluation of the Northern States Institute
Program was distributed by mail. It is reproduced on the following page.

NORTHERN STATES INSTITUTE PROGRAM
WORKSHOP EVALUATION

Goal: to enable librarians to make their libraries a more dynamic and action-oriented part of the community by increasing the effectiveness of the librarian in serving unreached community groups with library services.

1. To what extent do you feel that the workshop achieved its objectives with the participant group as a whole?

	Fully	Moderately	Inadequately	Not at all
1. to deepen the librarian's awareness of community: its nature and dynamics				
2. to increase the ability of librarians to communicate and cooperate with their communities and with other librarians				
3. to build skills of planning effective outreach programs				
4. to build skills of implementing action programs				

2. To what extent do you feel that the workshop achieved its objectives for you individually?

	Fully	Moderately	Inadequately	Not at all
1. to deepen the librarian's awareness of community: its nature and dynamics				
2. to increase the ability of librarians to communicate and cooperate with their communities and with other librarians				
3. to build skills of planning effective outreach programs				
4. to build skills of implementing action programs				

OLN 6/72

APPENDIX L

PART A: ACTION PLANNING

1. How did you identify the unreached groups that became the target population for your outreach effort?

2. Describe the activities that were or are being organized to involve representatives of the target population in the needs assessment and project planning phases of the outreach effort.

3. Identify other community representatives that were involved in needs assessment and project planning. Briefly indicate why they were selected.

4. Describe what you feel is the role of a helper (consultant) in the planning process.

5. Please list the major objectives of your outreach project and indicate the need which would be satisfied if each objective was realized.

6. Please indicate the approximate dates on which the following steps were completed in the implementation of your library outreach action plan:
   a. plan prepared _____
   b. plan revised _____
   c. plan completed _____
   d. plan submitted _____
   e. funds approved _____
   f. activity initiated _____

7. Who is now responsible for directing your outreach program? Would the program continue if you left for a new assignment?

8. Please write the titles of library action plans other than outreach to which you have contributed?

9. If you had control of your library's resources, would you allocate

   /_/ more
   /_/ less

   time and money to library outreach programs than you would have before you attended the institute?

10. Please list names, addresses, and phone numbers of several people in your community who could provide information about the impact of your outreach program in the community.

11. Please describe the major problem that you have encountered in developing and implementing your outreach project.

12. In what professional activities, other than outreach programs, have you been able to use skills or ideas acquired during the Outreach Leadership Network Institute program?

PART 3: PERSONAL SKILLS ASSESSMENT

The following list reflects the types of skills that were considered in designing the program for the four institutes conducted by the Outreach Leadership Network staff. Your response to the following survey will assist with the evaluation of the effectiveness of that project.

OLN July, 1972

Please check the most appropriate response, based on your judgement
of the skills you acquired during the institute:

SKILLS   I ACQUIRED

1. Skills in the planning process

    The ability to work through a   ⬚ A high level of new skills
    prescribed problem-solving process
    and to develop an outline of an   ⬚ Many new skills
    action program directed toward   ⬚ Some new skills
    a specific target group in the
    community.   ⬚ Few new skills

                                           ⬚ No new skills

2. Skills of outreach leadership

    The ability to articulate out-   ⬚ A high level of new skills
    reach concepts in a convincing
    manner with colleagues and   ⬚ Many new skills
    community people. The ability to   ⬚ Some new skills
    initiate or help others initiate
    outreach ideas.   ⬚ Few new skills

                                           ⬚ No new skills

3. Skills of communication

    The ability to effectively   ⬚ A high level of new skills
    transmit and receive ideas
    with others, individually   ⬚ Many new skills
    and in groups.   ⬚ Some new skills

                                           ⬚ Few new skills

                                           ⬚ No new skills

4. Skills in assessing community needs

    The ability to identify community   ⬚ A high level of new skills
    issues and describe potential tar-
    get groups for library services in   ⬚ Many new skills
    the community. The ability to re-   ⬚ Some new skills
    late present and potential library
    services to respond to community   ⬚ Few new skills
    issues.   ⬚ No new skills

5. Skills of developing a working rela-
    tionship between yourself (or others)
    and the target group.

    The ability to revise and modify   ⬚ A high level of new skills
    your proposed action program by
    involving members of the selected   ⬚ Many new skills
    target group.   ⬚ Some new skills

                                           ⬚ Few new skills

                                           ⬚ No new skills

6. Skills in seeking support and
    approval of your project.

    The ability to present a proposal   ⬚ A high level of new skills
    to superiors or approval bodies
    (e.g. trustees) to "sell" an action   ⬚ Many new skills
    plan. The ability to persuade and   ⬚ Some new skills
    negotiate for such support and
    approval.   ⬚ Few new skills

                                           ⬚ No new skills

SKILLS   I ACQUIRED

7. Skills in defining and using
    community resources.

    The ability to find/use equipment,   /_/ A high level of new skills
    facilities, services, and money   /_/ Many new skills
    within the community to be used to   /_/ Some new skills
    contribute to the implementation
    of your action plan.   /_/ Few new skills
                                                /_/ No new skills

8. Skills in discovering and using
    human resources.

    The ability to identify and involve   /_/ A high level of new skills
    key community members in the data-   /_/ Many new skills
    gathering and data-sharing functions   /_/ Some new skills
    and in decision-making regarding the
    development of the plan.   /_/ Few new skills
                                                /_/ No new skills

9. Skills in writing action plans.

    The ability to set down in writing,   /_/ A high level of new skills
    to translate the action-planning   /_/ Many new skills
    process into clear written form.   /_/ Some new skills
                                                /_/ Few new skills
                                                /_/ No new skills

10. Skills in using workshop techniques.

    The ability to translate techniques   /_/ A high level of new skills
    used in the workshops into the   /_/ Many new skills
    planning and implementation phases   /_/ Some new skills
    of your project. The ability to
    incorporate such techniques into   /_/ Few new skills
    working relationships with colleagues   /_/ No new skills
    and community groups.

11. Skills in implementing action plans.

    The ability to work with groups in   /_/ A high level of new skills
    order to facilitate their communica-   /_/ Many new skills
    tions and decision-making within the   /_/ Some new skills
    action program. The ability to seek
    alternative ways of implementing the   /_/ Few new skills
    action plan in response to new infor-   /_/ No new skills
    mation that becomes available before
    and during the implementation stage.

12. Skills in evaluating action plans.

    The ability to plan and measure   /_/ A high level of new skills
    success of action plans in terms   /_/ Many new skills
    of how objectives were met and   /_/ Some new skills
    in terms of the effectiveness of
    the overall program.   /_/ Few new skills
                                                /_/ No new skills

                                                      OLN   July, 1972