

Developing an International Leadership Institute



UNIVERSITY OF **ILLINOIS**

AT URBANA-CHAMPAIGN

Thinking Outside the Borders: Library Leadership in a Global Community

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About the Mortenson Vision



Mortenson Center for International Library Programs

Established by
two generous gifts from
C. Walter and Gerda B. Mortenson

Mission:

To strengthen international ties among libraries and librarians worldwide for the promotion of international education, understanding and peace.

More than 700 librarians from 87 countries have already taken advantage of this center — the only one of its kind in the world.

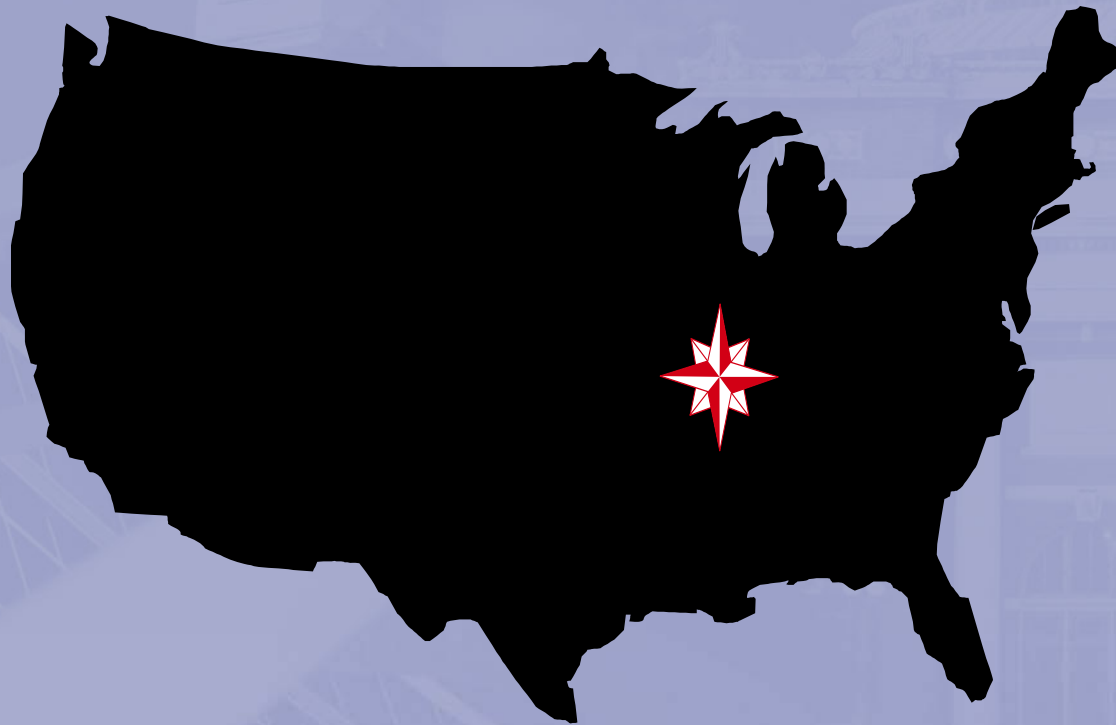


About the University of Illinois

- **Comprehensive, major public university ranked among the best in the world.**
- **Provides undergraduate and graduate education to more than 38,000 students.**
- **One of the top research libraries in the country with over 24 million items, including 10 million volumes.**
- **Provides public service to the state and the nation.**



About Champaign-Urbana



WWW.UIUC.EDU

About the University of Illinois



Morrow Plots



About Champaign-Urbana



Typical Midwestern American Farm



Why an International Library Leadership Institute?

- Many institutes – few with a focus on understanding of being a leader in a global context
- Demand from international librarians
- Different definitions of leadership
- Set a context where all participants would be equal, comfortable and could learn from each other



Funding and Partners

- Funding for this three-year project comes from the Institute of Museum and Library Services (IMLS), an US Federal Organization www.ims.gov
- Partner: Illinois State Library
<http://www.cyberdriveillinois.com/departments/library/>



Guidelines for the Institute

- Participants would be practicing librarians, evenly split between US librarians and librarians from other countries
- Mix of US and international speakers
- Majority of institute in English, at times other languages would be used
- Topics and skills chosen to not favor one culture over another
- Residential and mixture of activities



Institute Leadership Goals

- Leaders in a global community need:
- Common language for talking about leadership
- Cross cultural communication strategies
- Deeper appreciation and understanding of library operations in other countries
- Development of problem-solving skills in an international situation
- Lasting professional relationships
- Another outcome: leadership learning modules



Interesting Issues

- Common language
 - Recognition that working on concepts that require in-depth knowledge of a language would be difficult
- Agreement on “what makes a leader”
- Shared topics of interest to all
- Assessment tool that works in a global context
- Finding speakers both from the US and other countries



Institute Content

- Skills:
- Advocacy
- Cross-cultural communication
- Negotiation
- Disaster Preparedness
- Formats:
- Presentations, group exercises, simulation game, informal and formal meeting times, social activities



Campbell Leadership Descriptor

Center for Creative Leadership

- **Nine components:**
 - **6 Task Components**
 - Vision
 - Management
 - Empowerment
 - Diplomacy
 - Feedback
 - Entrepreneurialism



Campbell Leadership Descriptor

- Nine Components (continued):
- **Personal Components**
 - Personal Style
 - Personal Energy
 - **Multicultural Awareness: has a global view, culturally sensitive, globally innovative, looks at global picture, internationally resilient**



Institute Organization

- 28-35 individuals
- Balanced between US participants and librarians from other countries
- 4 day institute
- Equal representation from different types of libraries



First Institute September 2005

- 30 participants
- 15 librarians from Botswana, Colombia, India, Japan, South Africa, Mauritius, and Vietnam
- 15 librarians from Illinois
- Librarians represented urban and rural libraries and worked in school, public, academic or consortium settings



Evaluation Questions

- What types of learning gains are made in the designated content areas?
- To what degree do librarians feel more comfortable working together in a global context?
- What types of activities will be implemented locally after this training?



What Did Participants Learn?

International Librarians	US Librarians
4.3 Leadership	3.8 International Library Issues
3.9 Advocacy	3.6 Leadership
3.9 Negotiation	3.0 Problem solving



Evaluation Comments

- More time for unstructured interaction
- More time to learn about each individual and his/her library
- More opportunities to learn about library services in different settings
- All could identify leadership skills needing further development: diplomacy, personal energy, entrepreneurialism, management
- Post-institute collaborative project
- Don't remove anything from the institute



What we learned

- Analysis of topics

Topic	International	US Librarians
Advocacy	Rated 2	Rated 7
International Library Issues	Rated 6	Rated 1



What we learned (continued)

- Use of two languages is difficult, using an interpreter is a barrier
- Need to have international speaker and US speaker present the same topic from a different cultural viewpoint



Changes for Next Institute

- Develop sessions that appealed to the entire group
- More opportunities for sharing
- More emphasis on analysis and discussion of Campbell leadership tool results
- More time spent on introductions
- Greater connection between the sessions and the desired learning outcomes
- Development of teams for post-institute project
- Have an international speaker and a US speaker co-present



Second Institute – November 2006

- 32 librarians
- 17 librarians from Argentina, Canada, Dominican Republic, Mexico, Nicaragua, Peru and South Africa
- 15 US librarians from Arizona, District of Columbia, Colorado, Florida, Illinois, Ohio, Pennsylvania, and Texas
- Group represented both rural and urban settings and worked in public, academic, school and government/special libraries



What did the participants learn?

International	US participants
4.4 Leadership	4.1 Cross-cultural communication
4.3 Disaster Preparedness	4.1 Disaster Preparedness
4.3 International Issues	3.8 Diversity/Multiculturalism



Participant Comments

- Mention of positive experiences
- Developing relationships with new colleagues
- Areas noted for improvement: personal energy, diplomacy, entrepreneurialism, and management (same as first institute)
- More time and sharing and interactions among the participants
- Do not delete anything from the institute



What we learned

- Analysis of topics

Topics	International	Librarians
International Issues	Rated 3	Rated 6
Cross-Cultural Communication	Rated 7	Rated 1



What we learned (continued)

- New partnership activity: 3 out of 4 librarians called is useful
- Organization of institute is a modeling experience for the participants
- Getting everyone outside their comfort zone (but not too far!)
- We asked all participants to meet and talk with everyone at the institute
 - International librarians: 60%
 - US librarians: 92%



Future Institutes

- Arizona 2007
- Nebraska 2007
- University of Pretoria, South Africa 2008



Issues to be considered

- Topics appropriate for all –content, presentation style, or topic
- Adaptability of the institute – can this be run by anyone with a set of modules?
- Long-term impact
- Mix of speakers – is that sustainable?



Conclusion

- This type of leadership institute is needed
- Having a mixture of speakers is critical
- Content development still under development
- Adaptability of institute still a question

