

Felicitator

1150 Morrison Dr., Suite 400
Ottawa, ON K2H 8S9
Publication No. 40005356

New Professionals



Leaders of Tomorrow

Vol. 58 No. 2 (2012)

ADVOCATE FOR A DAY

Wednesday 30 May

Photo credit: © Wangkun Jia – www.dreamstime.com/liawangkun_info



Start your morning with “CLA ADVOCACY BOOTCAMP”

Practical tips to maximize advocacy efforts for the Advocacy Afternoon activities, including:

- Briefing on the current political landscape
- How to get your message across by understanding effective conversations with MPs, the elevator pitch and what tactics are not successful
- You and the MP: Meeting Tips

Spend your afternoon with “CLA ON THE HILL”

ADVOCACY AFTERNOON - PARLIAMENT HILL

This is your chance to meet with Members of Parliament (MPs), Senators and key political staff to talk about the issues that are critical for the Canadian library community.

- Group meetings with MPs, Senators, and staff
- Photo opportunities
- Members' Gallery passes for all delegates to attend Question Period in the House of Commons
- Press conference in the Charles Lynch Room (Centre Block), led by key spokespersons

What else is happening at CLA in Ottawa?

Follow the  through this issue!



MENDELEY

INSTITUTIONAL EDITION POWERED BY **SWETS**



Enable Research Collaboration

Monitor, Support and Facilitate Users

Identify Content Trends

Showcase your Library's Value

www.swets.com/mendeley

Publisher

Kelly Moore

Editor

Judy Green

Copy Editors

Jennifer Jarvis & Jane Whitney

Layout & Design/ Review Coordinator

Beverly A. Bard

Member Communications Advisory Committee 2011-12

Elaine M. De Bonis, Convenor; Gerry Burger-Martindale,
Nicole Eva, Denise Glasbeek, Todd Gnissios, Patrick R. Labelle

Published since 1956 by the Canadian Library Association
6 times per year as a membership service to CLA members
in good standing. Volume 1, No. 1 to the present issue is
available on microfilm from CLA.

Indexed in the *Canadian Index* and *Library Literature* and
available online in the Canadian Business & Current Affairs
Database.

Deadlines are as follows:

Issue	Editorial	Advertising Space
1	Dec. 14	Jan. 10
2	Feb. 10	March 7
3	April 16	May 2
4	June 22	July 4
5	Aug. 20	Sept. 5
6	Oct. 19	Nov. 6

Acceptance of an advertisement does not imply endorsement
of the product by the Canadian Library Association.

Felicitier

Canadian Library Association
1150 Morrison Drive, Suite 400
Ottawa, Ontario K2H 8S9
613-232-9625
Fax: 613-563-9895

Advertising, including career ads:

Judy Green
Marketing & Communications Manager
Tel.: (613) 232-9625, ext. 322
Fax: (613) 563-9895
Email: jgreen@cla.ca

Printed by Performance Printing Ltd., Smiths Falls, Ontario

©The Canadian Library Association
ISSN 0014 9802

Publication mail agreement number 40005356

Table of Contents

Volume 58 • Number 2 • 2012

Theme: New Professionals/Leaders of Tomorrow

Guest Editor: Michele Collins

Liaison: Nicole Eva

Guest Editorial

- 39** Becoming a Library Leader: Insights from
the Field
by Michele Collins

Theme Features

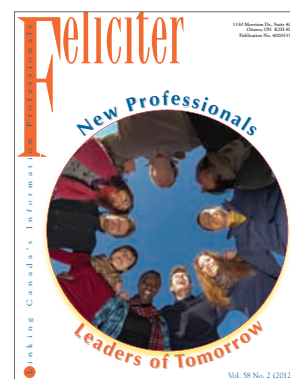
- 46** The Power of Yes
by Barb Janicek
- 49** Leadership and Shaping Your Identity as a
New Librarian
by Dave Johnston
- 52** From the Big Smoke to the Gas City:
Opportunities in Rural Librarianship
by Leigh Cunningham
- 56** A Tale of Leadership from a Librarian in
Wild Rose Country
by Amanda Bird
- 59** Crossing the Threshold into the Private Space:
The TD Summer Reading Club Outreach to
Shelters Project
by Jessica Rovito
- 65** How to Manage Managing:
A Guide for New Librarians
by Jaclyn McLean
- 68** The Readiness is All!
by Peggy Lunn

Front Cover

This month's cover image:
New Professionals/Leaders of
Tomorrow

Photo credit:
18336529_© William87 |
Dreamstime.com

Cover Design: Beverly Bard



Feature Articles

- 72** First Love, Printed and Bound
by Guy Robertson
- 76** Teen Rights in the Public Library
by Christine Dalgetty
- 78** Getting There from Here: Co-op as a Growth Opportunity
by Annie Bélanger & Rachel McNeil
- 80** Public Library Leadership Fellows Program
by Lita Barrie & Rebecca Raven
- 84** Ottawa Conference - 1962

Columns

- 40** **President's Message**
CLA's Renewed Mission
by Karen Adams
- 41** **From the Director's Chair**
Strength in numbers
by Kelly Moore
- 42** **Editor's Column**
Top 10 Reasons to go to the CLA Conference in Ottawa
by Judy Green
- 44** **Taking the Lead**
Organizational Placebos
by Ken Roberts and Daphne Wood
- 71** **National Volunteer Week 2012**
- 82** **Book Reviews**

Departments

- 67** *Index to Advertisers*
- 88** *CLA Executive Council & Staff Contacts*

Guest Editorial

by Michele Collins



Becoming a Library Leader: Insights from the Field

Six months ago I decided to become a leader. I had worked for two years as a part-time librarian. It was a job that I loved. But I was longing for the increased opportunity that comes with full-time employment. In order to advance my career, I needed more opportunities to develop my leadership skills. Volunteering locally had earned me some leadership stripes, but I wanted something that was going to be recognized more broadly by my peers.

I contacted CLA for advice. Judy Green (Marketing and Communications Manager at CLA) and I talked about my interest in leadership, and she mentioned that she was looking for a guest editor – specifically for the issue of *Feliciter* that would focus on new information professionals and future leaders. What luck! Would I have the guts to take this opportunity? I took a gulp and said yes.

My goal for this issue was to reflect the variety of experience gained by new professionals (those with one to five years' experience) from all parts of the information community. Since new information professionals have limited leadership opportunities, I put more emphasis on acquiring submissions that focused on the contributor's own experience and insights rather than their leadership achievements. I also requested submissions that focused on advocacy and community outreach.

The contributors were chosen for their diverse experience. They have lived in Saskatchewan, Alberta, Ontario and New Brunswick, in rural areas and in large city centres. They have worked as information professionals on a contract, part-time or full-time basis in public, college and university libraries. Most importantly, they were chosen for their insight into and passion about the profession.

Barb Janicek kicks off this issue with an empowering article on the importance of putting yourself in the right

Guest Editorial continued on page 43



CLA's Renewed Mission

One of the great things about being a librarian is the passion that we bring to our belief in access to information for all. Some of us express it in debate, some of us express it in defense of values like intellectual freedom, and some of us express it through our commitment to service. There are many ways to demonstrate this passion, each tied to an individual and personal approach to librarianship and to providing great service.

And, this is true for CLA Executive Council as well. As much as I miss the former team, the new team brings a new perspective to the table, and to the question of "who and what is the new CLA?" We dedicated a day earlier this year to that conversation, as Council, returning to what we know from dialogues in our workplaces, from reading blogs, from sessions at conferences, from conversations with colleagues at social events, and from two years of informal and formal consultation in a variety of media and venues. The best words we could find to describe a complex and diverse organization like CLA can be found in the new mission: CLA is the national public voice for Canada's library communities.


In part, these words were chosen as a reflection of the number of calls from media that CLA receives to be interviewed and address issues. Some of these are answered by Executive Director Kelly, some by committee chairs, some by reference to position statements, some by me, and some end up being better answered by someone else in the library community. So it happens that sometimes the connection to CLA as the starting point is lost as CLA's name does not appear in an article, and the community wonders why CLA was silent, even though CLA was the first point of contact for the media concerned. We will work to ensure that CLA receives the recognition it deserves in these cases.

The new mission also reflects the relationship that CLA has built with the federal government. When the government wants to know what the library community thinks about copyright, they contact CLA, as took place in

the days when C-11 was coming back to centre stage. This is a connection that needs continuous reinforcement; C-11 stands to be replaced by other issues that touch the way in which we experience access to information across the nation. CLA is the organization to ask for advice on library matters if you are a federal politician!

CLA claims the nation as its location, recognizing the role played by provincial and regional associations, whose members we share, and whose own missions we respect. Both the Canadian Association of Research Libraries and the Canadian Urban Libraries Council are contributing sessions to the CLA Ottawa conference. Next year, in Winnipeg, the Canadian Association of Music Librarians and the Manitoba Library Association will join CLA's two national sister associations at our conference. Being a national voice requires familiarity with the rich diversity of library communities which exist, and physical and virtual opportunities to talk to each other.

The Canadian library community needs to find ways, in spite of our diversity, to work together. Our value, while clear to us, is not always well understood by those around us. To that end, Council is looking at a contract to study current basic data about numbers of libraries, employees, expenditures – the inputs - as well as seeking testimonials from noteworthy library leaders, enthusiastic library users, and committed community leaders - the outputs. If we are successful, the information will appear on a web site, accessible to all in our community as evidence of our value.

This information will help all of us to better articulate the value we provide. Our knowledge of that value is what fuels our passion as librarians; the more others understand our value, the more passion they may develop to support us in our endeavours. 



Strength in numbers

The strength of CLA's advocacy efforts is often dependent on numbers. We are continually faced with questions to which the response is a number. How many libraries are there in Canada? How many members do we have? What percentage of all librarians in Canada does that represent? How much money do Canadian libraries spend on acquisitions? What would be the financial impact of a certain policy decision? How many Canadians are regular library users?

President Karen's column in this issue speaks about the passion of librarians and the values we embrace. Those values are often not quantifiable. How then do we translate our passions and our values into a language capable of answering questions which require a numeric response? Our ability to do this, and do this well, will greatly strengthen our ability to be effective advocates.

I have spent a lot of time recently meeting with MPs to highlight CLA's position on the government's proposed copyright legislation, which is well on its way to becoming law. Our members of parliament, by and large, are very supportive of libraries, and many tell their own stories of their positive experiences with libraries. But they don't always understand how our values shape our advocacy positions in seeking policies that best serve the information needs of Canadians. That's when they move from stories to questions about numbers.

A couple of weeks ago I attended the mid-term meeting of my IFLA committee, the Management of Library Associations Section. Part of our meeting was a workshop, held in cooperation with the new IFLA Building Strong Library Associations Program (IFLA/BSLA). This program provides experienced mentors to work with associations which are facing particular challenges in filling their mandates and meeting member expectations. The mentors work with in-country trainers and volunteers from the associations to develop country-specific plans and strategies to address the needs of the associations. There

are national associations from six countries in the inaugural class: Botswana, Cameroon, Lebanon, Lithuania, Peru, and Ukraine. There are online training modules for the BSLA program which are available to all associations to assist them in strengthening particular areas of their work.

One of the elements of the workshop required participants to consider questions related to targeting advocacy initiatives. Who are the stakeholders? Who must you convince? What evidence do you need? Are you already collecting that evidence? Can you align the evidence to the priorities of the stakeholders?

These are questions that CLA is currently working to address. Executive Council, Committees, and Networks all need to take responsibility to set priorities, identify stakeholders, and gather the relevant evidence to support our advocacy needs. We must also take responsibility to engage with those who are not CLA members, to demonstrate our organization's commitment to advancing the values of our community, to recruit new members, and to tell our stories in ways that connect with stakeholders. There is strength in numbers.

And we are all building a strong CLA. 



Top 10 Reasons to go to the CLA Conference in Ottawa

Your conference experience will be what you make of it. Organizers will endeavour to provide outstanding programming, captivating keynote presentations and excellent networking opportunities. However delegates need clear objectives to what is to be garnered from attending a conference. There are obvious reasons why people flock to conferences annually, regardless of tight budgets and restricted travel, but what about the less obvious ones?

1. *Sometimes the magic occurs when you least expect it.* A few years ago I found myself alone in the Internet Café during a conference when the speaker from a session I attended the previous day entered the room. I initiated a discussion and for the next forty-five minutes I had his sole attention; the exchange we shared was invaluable!
2. *Don't discount the need to connect.* Unless your partner, spouse or significant other is also a librarian, chances are you need to spend time with others like you. Conferences give you an opportunity to network, socialize and have *fun* too! I share with delegates and vendors that often the best times to connect and build relationships are during the social events.
3. *Great potential to advance your career.* The person sitting next to you at the CLA Book Awards reception might help you find your next position in the library community (maybe not today but perhaps sometime in the future?). The CLA conference attracts delegates from across the nation providing unique career discussions with peers and potential employers.
4. *Your voice is heard.* The Annual General Meeting is held during the conference and this provides CLA members a forum to participate in the governance of the

association. Important resolutions are heard, debated and passed during the AGM that impacts members and the association.

5. *Learn from your vendors.* The vendor community are valuable allies; utilize them. Visit vendors at the CLA trade show and discover the latest products and services available for the library community.
6. *Ask Questions.* Engage with as many people as you can by asking speakers, volunteers, delegates, vendors and organizers what you need to know to maximize your conference experience.
7. *It is the Nation's Capital.* Explore Ottawa and its unique historic perspective. Visit museums and sign up for a library tour offered prior to the conference. Every conference city has unique points of interest – visit them too!
8. *Contribute Something.* You can blog, Tweet, or Facebook your conference experiences with fellow delegates or work colleagues at your library while you are away.
9. *It is your conference.* Designed by CLA members, the programming has been created with the Canadian national library community in mind.

The CLA 2012 National Conference and Trade Show will be held from May 30 - June 2 at the Ottawa Convention Centre. The tenth reason to attend the CLA Conference in Ottawa? You know you wanna! 🏊

For more information go to:
<http://www.cla.ca/conference/2012/>

Please read the companion article on pages: 84-86.

Guest Editorial continued from page 39

place at the right time and saying yes to every opportunity that interests you.

Fresh from graduation, David Johnston shifts paradigms – from being a scholar in philosophy to developing an identity as a librarian. As a new professional in a contract position, he emphasizes the importance of taking each and every opportunity to gain experience.

Leigh Cunningham makes the trek from Toronto to Medicine Hat and learns that moving to another province and creating a network of colleagues and friends is something she's good at. It is an experience she'd repeat – one that she recommends.

Amanda Bird contributes an impassioned piece about the importance of being a leader in the community, both in your paid position and as a volunteer. As a bookclub facilitator for a women's prison, she values the connections she makes with incarcerated women, as well as the opportunity to unlearn internalized stereotypes.

Jessica Rovito provides insight into what it is like to bring storytime programming to the living rooms of women's shelters and the unique challenges and rewards this brings. She believes that our ability to get out from behind the desk and into the community is the key to the future of the library.

Jaclyn McLean writes from the unusual perspective of someone who was a manager in her first job after finishing her MLIS (!) and how this experience shaped her leadership. She reminds us that mistakes need to be admitted, not feared, so that we can become stronger leaders.


Peggy Lunn closes this issue's theme with a real life example of how it is possible to lead from the middle by supporting library technicians. Peggy encourages us to dream big when we think about our careers and the future of the library.

Though their experience is diverse, there are common threads that give some insight into the future of the library, including the following:

The best way to be a leader is to be yourself and follow your own interests.

- ✧ You don't need to know everything in order to take on leadership.
- ✧ Failure is an opportunity for professional growth.

- ✧ You can lead laterally from whatever position you are in now.
- ✧ Even new information professionals can be mentors.
- ✧ Community outreach plays a key role in the future of the library.

It has been a privilege to work with these contributors. Their stories have shown me possibilities both for my own career and for the future of the information profession. I hope these stories expand your world too. 

Michele Collins is a leader-in-progress. Michele worked for eight years in the publishing industry as a bookseller, manager and editor. She volunteers at Out On The Shelf, a fabulous LGBTQ (lesbian, gay, bisexual, transgender, queer) community library in Guelph, Ontario. Michele was lucky enough to get a part-time job at the Cambridge Libraries immediately after graduating from the University of Toronto's iSchool in 2009. She recently started a full-time job at the Brampton Library and has already learned that she should not sing in public. Ever. Give Michele a shout at: collins.michele@gmail.com.



Organizational Placebos

We all know about placebos, those sugar pills and saline shots and non-medicinal creams that medical researchers use when testing new drugs. In studies, a control group of subjects may be given placebos while another group receives the drug being studied.

An article in *Scientific American* speaks to some unexpected results from many of these studies.¹ Subjects taking the placebos sometimes show measurable improvement that is more than superficial. Tumours shrink. Skin conditions clear up. Another finding is even stranger: improvements occur even when subjects claim to have no faith in their medication. According to that study, then, the results are not generated by intense faith.

The almost inexplicable reality is that placebos can trigger chemical reactions in the body that should, scientifically, be impossible. Still, they occur.

So, here is our question. Is there an equivalent “placebo effect” at work in organizations? How many management success stories, or spectacular failures, rely less on the hard work associated with a project and more on the management equivalent of the sugar pill? Can the belief that something positive is happening within an organization cause good things to occur?

There are strong indicators that the answer is yes. Idea Champions, a consulting company, ran a blog on workplace innovation in December 2009. One of their 50 suggestions for creating an innovative work environment reads: “Wherever you can, whenever you can, always drive fear out of the workplace. Fear is ‘Public Enemy #1’ of an innovation culture.”

Fear, then, is the “#1 Public Enemy” even when there is no basis for fear. It is the enemy for one simple reason; organizations thrive as much on attitude as they do on policy and practice. Perfectly designed organizations can and will fail if fear exists.

The number one result that emerges from almost all employee surveys is the perception that there is a *lack of communication* between senior management and staff. It makes no difference whether an organization is composed of five people working in a single location or thousands of

people working in hundreds of locations; communication is almost always the number one staff complaint.

Managers often scratch their heads when they read survey results that cite lack of communication as a problem; managers often feel that they are communicating, constantly. The gulf can often be explained by the fact that managers tell what they know, but employees often fear that there is much more being kept secret.

Fear often takes hold during times of financial uncertainty and during times of rapid and continuous change, both of which are a current reality in libraries of all types.

To be effective, managers have to acknowledge that fear is present when change is contemplated; they need to spend as much time addressing staff’s fears as they do retraining and educating staff.

Each of us has visited library systems that are experiencing financial problems or rapid change. Each of us has seen public service staff who transfer their fear, and lack of confidence, onto the customers they serve. Each of us has witnessed unspoken fears become reality, in part because customers react to this unease and tension.

The organizational placebo can be a difficult pill to swallow. It suggests that, even when troubled, an organization’s best defence against even larger problems is to concentrate less on assigning blame and feeding fear and more upon how to keep the organization as calm and as focused on success as possible. 🐟

Note

1. Maj-Britt Niemi, “Placebo Effect: A Cure in the Mind,” *Scientific American*, February 25, 2009. www.scientificamerican.com/article.cfm?id=placebo-effect-a-cure-in-the-mind (accessed Feb. 19, 2012).

Ken Roberts (kroberts@hpl.ca) is the Chief Librarian of the Hamilton Public Library, and Daphne Wood (Daphne.Wood@vpl.ca) is Director, Planning and Development, of the Vancouver Public Library. They share a passion for leadership research and the practices of resilient organizations.

CANADIAN PARLIAMENTARY GUIDE

Immediate access to over 2,200 biographies

Monarchy

Biographical information on Her Majesty Queen Elizabeth II, The Royal Family and the Governor General

Federal Government

Each Chapter includes a brief description of the institution, its history in both text and chart format, and a list of current members, followed by the un-paralleled biographical sketches* this guide is noted for:

- Privy Council
- Senate
- House of Commons

General Elections

- 1867-2008

Alphabetically by province then by riding name. Notes on each riding name include: date of establishment, date of abolition, former divisions, later divisions etc. followed by election year and successful candidate's name and party. (By-election information follows.)

- 2011

Arranged like the 1867-2008 results with the addition of all the candidates that ran in each riding, their party affiliation, and number of votes won.

Provincial and Territorial Governments

Each provincial chapter includes:

- Statistical Information
- Description of Legislative Assembly
- Biographical Sketch of the Lieutenant Governor
- List of current Cabinet Members
- Dates of Legislatures since Confederation
- Current Members and Constituencies
- Biographical sketches*
- General Election and by-election results
- 2011 Election Results

Courts: Federal

Each court chapter includes a description of the court (Supreme, Federal, Federal Court of Appeal, Court Martial Appeal and Tax Court), its history, and a list of its judges followed by biographical sketches* of the judges.

***Biographical Sketches follow a concise yet in-depth format:**

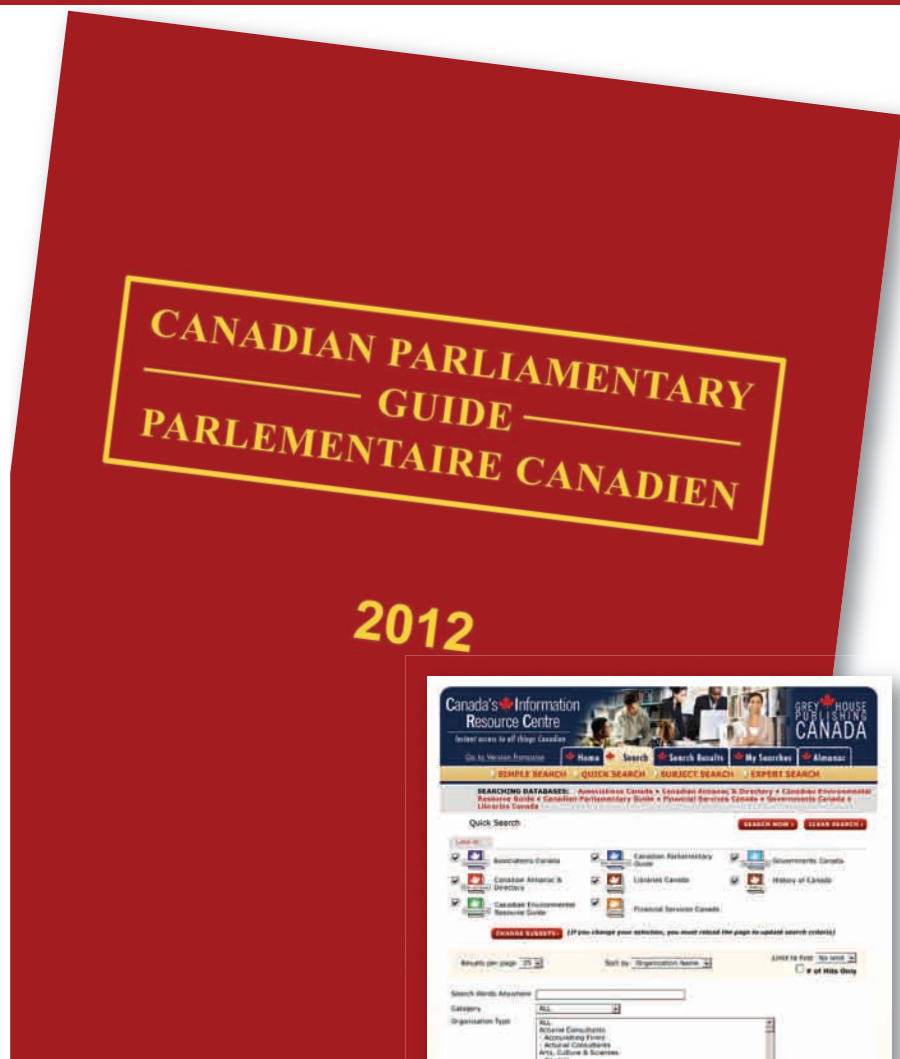
Personal Data: place of birth, education, family information

Political Career: political career path and service

Private Career: work history, organization memberships, military history

GREY HOUSE
PUBLISHING
CANADA

555 Richmond Street West, Suite 301,
Toronto, ON M5V 3B1
(866) 433-4739 | FAX (416) 644-61904
www.greyhouse.ca



Published since 1862, the Canadian Parliamentary Guide is one of the best and oldest, yet most reliable and current sources for biographical information on our elected officials available anywhere today—either in print or on the web. Beyond the biographical sketches, it is a rich treasure trove of historical and current election results, and important provincial, statistical and political data for government institutions from the Governor General's Household to the Privy Council, Canadian legislature and courts.

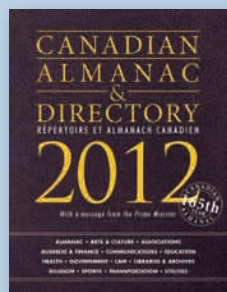
The 2012 edition will be ready to ship in April, make sure your reference collection includes this latest edition.

Pub Date: March 2012 / 1200 pages / hardcover / ISBN 978-1-59237-920-0 / \$249

Also available electronically as part of Grey House Publishing Canada's on-line platform.

No other resource like it, in print or on the web!

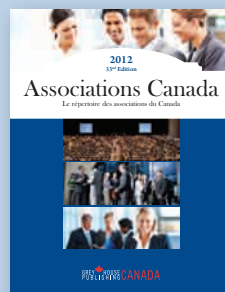
ALSO AVAILABLE



ISBN 978-1-59237-769-5
December 2011 / \$360



ISBN 978-1-59237-985-9
November 2011 / \$299



ISBN 978-1-59237-919-4
February 2012 / \$399



ISBN 978-1-59237-921-7
May 2012 / \$375

DON'T MISS THE 2012 EDITIONS OF THESE LIBRARY STANDARDS!



The Power of Yes

“Yes” is a very powerful word. For a time, in a previous profession, I became a “yes man” - the kind of person who just blindly agreed with the boss, because it was so much easier than standing up to him. I was miserable. “Yes” became negative. I vowed that I would never again be an unquestioning “yes man” without a voice.

Now, when I say yes to something, it is because I believe it is the best course of action, one that will lead to positive things. As information professionals, we need to do more than just organize information and make it accessible. We need to be able to process that information and think critically. Through the MLIS program and in my first four years as a librarian, I have learned the positive power of saying yes.

As new professionals, most of us are not thinking specifically about leadership. New grads are just trying to get interviews and jobs. Even a few years in, we are still learning the job, building confidence and credibility. There aren’t many leadership opportunities to be had until you’ve put in your time and worked your way up the ladder. That doesn’t mean that we can sit back and do nothing. At this level, leadership might be as small as doing your best possible job, and role-modelling good work behaviour, which usually involves saying “yes, I will” or “yes, I can!” - whether you fully believe it or not.

Say yes to opportunities

My new “say yes” philosophy began in the first term of library school. I told myself that for the first month I would say yes to any social invitation I got. Whether I felt like going out or not, I went. I made the time to make friends. By doing that, I got to know who my people

were, who I had a lot in common with, and who I would ultimately spend the rest of my time with. This was more than just a support system. Even though we are now spread out across Canada and the world, these are still some of my most valued professional relationships.

Confession time: I hate networking. It feels so fake.

The idea of getting to know someone because of how they can help you has never sat well with me. But I have figured out that maintaining friendships and connections that are made organically pays off far more than any self-centred networking. It is through these relationships that most of the opportunities I’ve seized have presented themselves.

While I was in library school, trying desperately to pad my résumé, I volunteered at the OLA Superconference. When I walked into the volunteer headquarters, it turned out that a friend I had known in high school was the volunteer coordinator. She was also the chair of that year’s Silver Birch Award committee. She was so genuinely excited about my joining the library profession, it was contagious. So when she said, “You should apply to be on the committee -

from what I remember about you, you’d be a good fit,” my first response was “okay!” “Yes” came out before I had a chance to say no.

One thing often leads to another, and that committee experience is a big reason I was accepted on the CLA YA Book of the Year Award selection committee the following year. When a former manager emailed people she knew about writing reviews for *CM Magazine*, I said “Yes,

I can do that.” When another former colleague contacted people she knew who might want to serve on the OLA Superconference planning committee, I said “Yes, I can



make time.” The only difference between me and the other people on those email lists was that I said yes.

It helps to be in the right place at the right time. It helps to know the right people. None of that matters if you don’t act. Don’t just join an organization - get on a committee, especially one where you meet other experienced professionals. Saying yes is not passive. How else can you be in the right place at the right time, if you never show up at the table?

town in a part of Canada I’d never been to, I gained supervisory experience that I wasn’t counting on. That’s what ultimately landed me my next job, this time much closer to home.

There are lots of perfectly good reasons people cite for not applying for jobs out of their geographic comfort zone. There’s also a fine line between “I can’t” and “I won’t.” If fear or stubbornness is keeping you from applying far and wide, you are telling yourself no. I have known too many

“It helps to be in the right place at the right time. It helps to know the right people. None of that matters if you don’t act.”

Actively seeking opportunities, whether to volunteer, to further your career development or to establish yourself professionally and gain leadership experience, is an important step for new professionals. I have found that it takes much more effort, with far less payoff, when you seek out those opportunities through cold calls. Most of the time something presents itself, but it is up to you to recognize it as an opportunity. It is up to you to say yes.

Say yes to jobs

Halfway through library school the light bulb went on, and I realized that I was likely going to have to move in order to get a job within a few months. I was right. After eight interviews, all ending with “no,” I finally got a “yes.” It was in Saskatoon, Saskatchewan. I lived in Kitchener, Ontario. That’s over 3,000 kilometres (and a three-day drive). When they called back to ask if I was serious about the job, I took a deep breath and said yes. When they offered it to me, I said yes again.

Truthfully, if I had asked for time to think about it, I probably wouldn’t have taken it. I knew nobody in Saskatoon. It was far away from friends and family. And it was cold. Fear could easily have derailed my career, and nobody would have thought I made the wrong choice if I had turned it down. As it turns out, I am really glad I said yes. In addition to meeting some wonderful people and living in a lovely

new grads who have talked themselves out of applying for a job because it didn’t meet their specific requirements, or their unrealistically high expectations. Nobody owes you a job. Having the master’s degree is the minimum requirement, one that everyone applying will also have. If you want to say yes to a job, you can’t put too many limits on which ones you apply for. The more things you say yes to, the more marketable you are.

Say yes to your peers

Lots of libraries and programs have formal mentorship programs set up. Informal mentorship is just as valuable. I’ve given advice over coffee to people thinking about applying to an MLIS program. I’ve looked at résumés and cover letters. It’s all been one on one. It’s all come about because someone said, “Hey, I have a friend... will you talk to them?” When you say yes to those requests, you are saying yes to supporting your peers, whether you know them or not, whether they work in a library yet or not. You’re also building relationships for the future. Who knows? The person you talk to about library school today could be your boss in the future.

Saying yes to your peers, whether by forwarding a job posting, sharing programming ideas or giving advice on a résumé, is not just good karma, it’s what we do. We are in a helping profession. And we are all in this together, after all.

Say yes to change

In public libraries, as with any large hierarchical organization, change tends to come from the top down. Ideas may flow upwards, but the actual change is a downward trickle. As new professionals who likely have moved from organization to organization, from contract to contract, we've seen different ways of doing things and we come in with fresh eyes. It's also a hard place to be if you want your voice to be heard. Learning to speak up, even on the smallest issues, is a way that I avoid slipping back into "yes man" mode.

If you want to effect change, you have to provide solutions. Just going to a manager or colleague and complaining about what doesn't work, or listing everything that is wrong with the organization, is not only ineffective, it can damage your reputation. "Yes" is affirmative, and staying positive means offering options. It also means being willing to be part of the solution. Put your money where your mouth is and say "I am willing to do this."

Change is hard and is often met with resistance. What if "yes" was our first reaction to new ideas, instead of "no"

or "We tried that years ago"? What if "That's going to be a lot of work" wasn't the first response to a suggestion? Not every idea is realistic, but most of the innovation that is happening today in libraries is because someone said "Yes! Let's look into this" instead of the all-too-common knee-jerk "no."

"Yes" is a very powerful word. As a children's librarian, I can tell you that every preschooler who knows Bob the Builder (and don't they all?) knows that the only answer to "Can we build it?" and "Can we fix it?" and "Can we do it?" is to throw your hands up in the air and shout out loud: "YES! WE CAN!" 🦾

Since completing her degree at the University of Western Ontario in 2007, Barb Janicek, BA, BEd, MLIS (Barb.Janicek@KPL.org) has been a Children's Librarian in Saskatoon and Cambridge and is now at Kitchener Public Library. When she's not reading to children or playing with puppets, she is busy volunteering with the various committees and groups she says "yes!" to.

Proudly Canadian
CARR McLEAN

- Library Supplies
- Shelving
- Library Furniture
- Book Trucks and Returns
- School & Office Furniture
- Audio Visual Equipment
- Reading Promotions
- ... and more!

Kids' Stuff 2012-2013

Call today to request your
FREE 2012 Catalogue!

Library Supplies and Furnishings

Call • 1.800.268.2123 Fax • 1.800.871.2397 Order Online • www.carrmclean.ca



Leadership and Shaping Your Identity as a New Librarian

In the spring of 2011, I completed the final term of my MLIS degree at the University of Western Ontario in the province where I had spent my entire life. As with many professionals in the field, librarianship was not my first calling. Instead, I found librarianship after many years of wandering in the academic wilderness. My graduate work was in philosophy; I had taught courses, written and presented papers, graded exams, struggled through comps and found additional work as an LSAT prep course instructor to scrape by.

All of this was done with the aim of becoming an academic, and for years this career path was an essential part of my identity. My friends, peers, advisors and mentors were philosophers. We spoke philosophy over drinks, breathed it around campfires, and fumed about it over blackboards smeared in chalk dust and barely legible diagrams. I always felt sorry for the occasional non-philosophers who were forced to spend a social evening with us, either bored out of their minds or entirely lost. Philosophy simply wasn't part of their identity.

Then, in the summer of 2011, I stepped off a plane in New Brunswick to begin my first academic library contract, and suddenly I was the outsider. After three quick semesters and a co-op placement, I was a librarian, but I didn't quite know what that meant. In these reflections I will discuss how my identity as a librarian has been shaped by the opportunities I've had in my new position to reach out to the university community in different ways. Central to this has been the recognition that librarianship is an inherently flexible profession that accommodates leadership initiative and creativity, even from new professionals.

Find your passion and your niche

As a recent graduate stepping into a new job, it is easy to be intimidated by the experience of others. You aren't going to know as much about the operations of your institution as your colleagues who have been directly confronting those issues for much longer than you have. However, this



Photo credit: Katarina Lovrecic

Librarians need to continue to be active participants in the open access movement as more faculty members begin to embrace the full potential of online scholarly collaboration.

doesn't have to exclude you from taking initiative and stepping into leadership roles. We all bring a unique set of interests and passions to our new positions – the specific issues that excite you, anger you or pique your intellectual curiosity. When I started my new position, I looked at the landscape of our library and tried to figure out what areas of opportunity aligned with my professional interests.

My current position is at a primarily undergraduate university with a relatively small library staff who are forced to cover a lot of bases. This kind of strain on staff resources is not uncommon. Coming into this environment, I brought my own unique set of skills and interests along with the energy to try to get new projects off the ground. One of my interests is in reaching students with library instruction outside of the classroom by providing information that they can access online. Making library instruction available through the Internet allows students to get some of the basic information they need when it's relevant to them; you can reach students in classes where there isn't an opportunity for personal instruction, and students have control over the pacing of the material. Since our library

hadn't had the opportunity to move down this path, I saw a chance to suggest a project that aligned with my interests. I raised the issue with the public services committee and soon after began the creation of online video tutorials.

Start conversations

In the university there is of course a second potential layer of intimidation – the professors. However, if your goal is to reach students, then reaching out to faculty members is crucial. The creation of a new resource is really only half the battle. Making the community aware of that resource

This was the first year that the library marked Open Access Week with a public event. Like many universities in Canada, we are in the process of evaluating our relationship with Access Copyright and are concerned with communicating issues raised in this context to the community, along with raising awareness of Open Access and its motivations more generally. Given my interest in this subject, I took the opportunity to play an important role on the library's Open Access Week Committee. When we began to organize the event, I didn't have a complete understanding of what needed to be done to get the event off the ground. However,

“We all bring a unique set of interests and passions to our new positions – the specific issues that excite you, anger you or pique your intellectual curiosity.”

so that they can benefit from it is the other half. Without outreach, a great tool may lie buried within the complex infrastructure of the library's website, never to see the light of day. In my experience, faculty members are happy to see that you've taken the initiative to create something that is going to help their students or make their jobs easier by improving the quality of information that students use in their assignments.

If you're responsible for a particular subject area, take the time to contact the members of those departments to make them aware of what you're doing. In most schools, course information is held in and accessed through course management software. Learning modules like video tutorials are easily embedded in such platforms. Access to this space can be gained by talking to professors or the staff in charge of the course management platform. In general, we should be trying to increase the visibility of the library and its resources by starting conversations with the people in charge of relevant access points.

perfect knowledge is not a prerequisite for starting and finishing a new project. Lack of knowledge is an opportunity to draw on the expertise of those around you and learn. Taking the time to observe these skills in action will only help me to prepare for similar endeavours in the future.

Learn on the job

Unfortunately, my contract is coming to an end. I think most of us recognize, or will quickly learn, that the beginning of a new career in librarianship is not always a straight path to permanent employment. Given this, I think that it is essential for new professionals in contract positions to take every opportunity to gain experience and learn while on the job.

While I'm concerned with figuring out what the future will hold for me, there is still time for interesting work to be done where I am. At the moment I'm in the process of organizing student focus groups to elicit feedback about the library website, which should help inform a redesign of the

site in the future. Once again, it was an area of opportunity that aligned with something I had a personal interest in. While I have a lot to learn and prepare in a short time, with the encouragement of a more senior librarian I've decided to try to get the project off the ground and completed before the end of the term. As was the case with the Open Access Week event, I plan on supplementing my knowledge and experience with the experience of those around me to ensure that the project is moving forward.

I began this article by talking about the struggle to find my identity as a librarian. I'll conclude by saying that I have been able to feel at home as a librarian by finding opportunities that align with my interests. Librarianship can be an exciting and engaging profession. This engagement is at least partly a result of the fact that librarianship is a field of open possibilities for new professionals.

During my co-op placement I was told that what libraries need are people who have a passion for the profession.

I would now add to this that cultivating a passion for the profession and developing your interests will create opportunities for you to take initiative and step into leadership roles. Again, leading doesn't require knowing everything that needs to be done to accomplish a task. Leading is also an opportunity to learn while having a hand in shaping the library into a place that continues to be relevant to the community it serves. 🐼

David Johnston (djohns23@gmail.com) received his MLIS from the University of Western Ontario in 2011. He has had the opportunity to work in Ontario at the University of Guelph and in New Brunswick at Mount Allison University Libraries. He loves teaching and helping students succeed in their research, as well as making them aware that there is in fact a library website where they can find stuff.



67th National Conference & Trade Show

Ottawa Convention Centre ~ Ottawa, Ontario
May 30 - June 2, 2012

How do you Open a Conference?



with
MONKEYJUNK!



The Wednesday night Opening Reception will feature this hip Ottawa band who describe their music as a generous helping of swamp rhythm and blues, soul boogie and bedroom funk!

- **Nominated for a 2012 Juno Award for Blues Album of the Year!**
- **Winners of several Maple Blues Awards!**
- **Best blues artist at the Canadian Independent Music Awards!**

GET A KICK START TO YOUR CONFERENCE EXPERIENCE!

Reception generously sponsored by:



Entertainment generously sponsored by:





From the Big Smoke to the Gas City: Opportunities in Rural Librarianship

It hit me as I panicked about catching my connecting flight in Calgary. *Where* am I going again? I was travelling from Toronto to a job interview in Medicine Hat, Alberta. I was worried I'd missed the flight as there were only a handful of people near the gate. Walking out to the tarmac, I saw the 18-seat plane – it looked like a child's toy. I was happy I'd taken additional Gravol and thought, "Well, too late to turn back now."

While completing my Master of Information Studies degree at the University of Toronto, I'd had anxiety and doubt about job prospects. There were few appealing postings in the Toronto area as I approached graduation in the spring of '09, and the competition was tough. A piece of advice I heard repeatedly was to think about moving for a job. I had lived my whole life in southern Ontario and didn't even move away for university, but I started to think positively about moving away as a necessary adventure.

I painstakingly reviewed my cover letter, trying to convey that I indeed wanted a job in rural Alberta. Like any good librarian, I researched the city prior to my interview. Medicine Hat has the distinction of being the "sunniest city in Canada," has the world's largest teepee, and is known as the "the Gas City" due to its natural gas reserves. However, it's hard to get more than facts and figures over the Internet. While I knew several people who had lived in Alberta, I couldn't find anyone too familiar with the city. A helpful friend informed me her family had tried to visit but there'd been a snowstorm – in July. I knew I had a big decision ahead of me if I was offered a job.

I stayed an additional night for my interview to allow time to explore the city and spent a full day visiting attractions, parks, shops and restaurants. Everyone I met was very friendly with lots of advice to give. I was pleasantly surprised by the beautiful museum and art gallery, the nicely situated public library, unique historic industrial sites and a cute café. It might have been a different story if I had visited in February, when the temperature can fall to minus 40.



Photo credit: Leigh Cunningham

The World's Largest Teepee in Medicine Hat is an iconic part of the city.

While I desperately wanted a job, I also had to consider my family, salary and benefits, opportunities for professional development and career advancement. The job itself was the most appealing part, as the description included a wide variety of responsibilities and I was really impressed with the people I would be working with and the beautiful college library. I had prepared lots of questions to gauge the organizational culture, and they were answered thoroughly. When I was offered the job, I asked for a full week to consider despite the pressure to decide quickly. Six weeks later was my first day on the job.

More than charisma

Working at a smaller college has afforded me opportunities I know would not be mine had I started my career at a larger institution. Including the director, we have three librarians and a number of technicians and support staff. As Collections and Instruction Librarian, I teach more than 60 information literacy sessions over the academic year and log a lot of hours in reference, meeting faculty and working with students individually. I also oversee a number of aspects of our physical collections, managing policies, leading collection analysis projects, weeding, and supervising student shelvees.

I had the most anxiety about being a supervisor. I completely underestimated the time it takes to supervise employees successfully. Hiring, training and regular communication takes time, especially working with students who

great leader one cannot simply emulate “great” leaders. This really changed my thinking and built my confidence around using my own set of strengths to be effective.

NELI was an intense experience. But, without it, I wouldn’t have the ambition or confidence to take on my current projects. Witnessing a variety of leadership styles and meeting amazingly accomplished people from all over Canada made me realize that leadership as well as effective management takes more than charisma or luck, but a commitment to improving oneself and continually building on relationships with others.

Part of the team

An oft-mentioned way to try out leadership comes in the form of committee work. It’s a lot more difficult to lead a team of people who do not directly report to you and

“I think being a great leader means that you have to be the one to persist, sharing motivation with others.”

have no background in libraries. I also had an experience with the staff’s union that made me question why anyone would want to be a manager. I attended a class for supervisors that really helped me get comfortable in the position, and conversing regularly with other managers helped me keep perspective. My point of reference comes from my own experiences as a student library assistant and other student jobs. Keeping that perspective helps me both anticipate issues and respond effectively.

I only began to really think about the concept of leadership when my director encouraged me to apply to the Northern Exposure to Leadership Institute (NELI), which I attended in December 2010. I was always a cynic about business and management rhetoric, and the Institute really challenged my views on what it means to lead. Recommended reading material from NELI included a book that helped change my perspective: *Strengths-Based Leadership* by Tom Rath and Barry Conchie. The premise is that to be a

have their own agendas. However, it’s also rewarding to accomplish something as a group, especially when it’s not necessarily part of your job description. I became heavily involved in the city’s One Book, One Community project, stepping into the role of chair and coordinating the annual event. I’ve found it’s easy to get discouraged when others don’t share your enthusiasm. Keeping a positive attitude has been something I’ve struggled with when things haven’t gone smoothly. However, most bumps in the road are not discernible to others. I think being a great leader means that you have to be the one to persist, sharing motivation with others.

I chair two other committees, the Human Rights Public Awareness Committee for the college and the Social Committee for the library, and serve on several other committees. Anyone in the academic world knows there is a committee for everything, and it’s a great way to meet people. Being involved in college-wide initiatives is also

an opportunity to advocate for the library. I've been invited to present on library topics at college-wide events and participate on search committees and planning committees as a result of developing relationships with others.

Outside of the college, there's a surprising amount of networking opportunity in Alberta in both formal and informal associations. I also have the opportunity to attend conferences. In fact, I co-presented on the Medicine Hat College Libraries' text-messaging reference service at the CLA conference.

A large part of my job relates to being part of the management team and helping to plan for programming, resources and services, both short term and long term. We deal with issues on a regular basis that seemed so obvious in library school: filtering on computers, print vs. electronic access, noise and study space, staffing the service desks, and the future of the library/book/print/education. It's been so important to stay informed by keeping up with professional literature and colleagues. I am grateful for a supportive workplace where new ideas are embraced, there is little red tape, and I have a tremendous amount of autonomy in my job.

As part of some organizational changes at the college level, in January 2012 I took on management of the technical services area of the library. I'm excited about working closely with more staff. This area is made up of three full-time staff with a combined 70 years of service at the library. I know this will be challenging, but I'm less naive about the commitment I'm undertaking and much more confident to try new approaches to continue to build an effective team.

I miss Toronto a lot. That's something I didn't anticipate I'd ever feel when I left. I knew it would be hard to move more than 3,000 kilometres away to a place where I knew no one, but having a positive attitude and appreciating the cultural differences between rural and urban living have made the transition smooth. I've made new friends, participated in local events, and made the most out of the proximity to nature by camping in the mountains.

The experience has been so positive that I wouldn't hesitate recommending a similar path to a new graduate. I feel like I could move anywhere now and build up a new network of colleagues, acquaintances and friends. It's an amazing thing to get so much perspective on our past selves from a new vantage point – in my case, it's sunny southern Alberta. 🌄

Leigh Cunningham (cunning.leigh@gmail.com) received her MIST degree from the iSchool at the University of Toronto in 2009 and has worked as Collections and Instruction Librarian at Medicine Hat College in southeastern Alberta since July 2009. A project on realia in her Advanced Cataloguing class actually helped her in the job interview.



67th National Conference & Trade Show

Ottawa Convention Centre ~ Ottawa, Ontario
May 30 - June 2, 2012

Don't go home just yet....

Saturday, 2 June offers a **full day of programming**. Book your travel accordingly. Three blocks of concurrent sessions, closing session with awards presentation and fantastic keynote panel!



The Canadian Psychological Association Is Partnering With the American Psychological Association to Publish These Leading Journals



Canadian Psychology – publishes generalist articles across diverse areas of psychological theory, research, and practice.

Published with grant support from the Social Sciences and Humanities Research Council of Canada.

Editor: Martin Drapeau, PhD

1.952 2010 ISI Impact Factor®

Indexed in MEDLINE®

ISSN: 0708-5591 • Quarterly, beginning in February



Canadian Journal of Behavioural Science – publishes original, empirical contributions in the following areas of psychology: abnormal, behavioural, community, counselling, educational, environmental, developmental, health, industrial-organizational, clinical, neuropsychological, personality, psychometrics, and social.

Published with grant support from the Social Sciences and Humanities Research Council of Canada.

Editor: Todd Morrison, PhD

0.736 2010 ISI Impact Factor®

ISSN: 0008-400X • Quarterly, beginning in January



Canadian Journal of Experimental Psychology – publishes original research papers that advance understanding of the field of experimental psychology.

Published in collaboration with the Canadian Society for Brain, Behaviour, and Cognitive Science.

Editor: Doug Mewhort, PhD

1.177 2010 ISI Impact Factor®

ISSN: 1196-1961 • Quarterly, beginning in March

To order, please contact your preferred subscription agent.
For more information, visit: www.cpa.org/journals/canadian



A Tale of Leadership from a Librarian in Wild Rose Country

The theme of this issue of *Feliciter* intrigued me, and writing an article that I hoped would be accepted was a challenge: how do I discuss being a new librarian who displays leadership in 1,500 words or less? I guess the first place to begin is to state the obvious: I'm a librarian, and I love my job. I *really* love it, and I worked hard to get here.

Here's something you should know about me: I have always questioned authority. Always. My dissent and rebellious (albeit warranted) questioning of authority has not abated with age - it has grown. Couple that with a rather assertive demeanour, and you will understand that my mouth has gotten me into trouble on more than one occasion. I couldn't imagine a better place for my questioning nature to flourish than a library: my decision to pursue my MLIS was a sound one. I knew I wanted to work in a public library because I think that public libraries are political spaces, and one of the last public spaces of their kind; I wanted to contribute to social justice and have a job that was politically charged.

Landing the dream job

After graduating with my MLIS from Dalhousie University in 2008, I immediately began working as an intern for a public library system in the Maritimes. Although it was supposed to last for a year, the internship only lasted for six months, because my dream job beckoned. The Edmonton Public Library (EPL) was hiring five community librarians (there are now 18 community librarians at EPL, but at the time, five were being hired). Not only was this a permanent, full-time position, it sounded like it was made for me. I had to apply. I couldn't pass up the chance of having a job where I would work with socially vulnerable populations and contribute to an organization that holds social justice as a core value.

I hoped that I would at least get an interview. Long story short, I did get the interview, which was the most nerve-wracking experience of my life to date. Not only was



Credit: 22497976 © Vladyslav Starozhkov / Dreamstime.com; 20391463 © David Castillo Dominici / Dreamstime.com

Access to information breaks barriers

I flown to Edmonton for the interview, but I had to give a presentation to seven managers, and I had to seriously consider uprooting my life and moving to Alberta if I was offered the job. I did get the job, and in the winter of 2008, I drove across Canada in my tiny Chevrolet Aveo to start my new career in Edmonton.

Moving across the country to start a new job in a city where you know virtually no one is absolutely terrifying. Would I be a good fit with this organization? Would I like people? Would they like me? Did I ask the right questions during my interview? What was I doing?

All I can remember about my decision to quit my internship and move across the country (in the winter, to start a new job in a city I'd only visited a couple of times) was that it was a no-brainer. I've now been a Community Librarian with EPL for over three years, and I *love* my job.

Acting as a conduit

I'm not a leader in any official capacity; I'm not a manager and I don't supervise staff. I'm not anybody's boss, and I love that. I am responsible for my work alone, and

I think there's a lot of power in that freedom. Although I don't lead from a hierarchical position, I do lead on a lateral level. To me, leadership is about being passionate and committed to my work. To lead effectively, I need to engage and influence people, and I believe I do that.

The main mandate of my job is to build relationships with community members who don't typically use the library. For me, that means connecting with socially vulnerable members of the community (including incarcerated women, incarcerated youth, the homeless, the poor, seniors, and immigrants and newcomers). I love this part of my job because it matters to me. Public libraries strive to be welcoming to everybody, but the truth is that they aren't. Barriers abound. My job is to break down those barriers by forging relationships with people and developing relevant library services to meet their needs. I do this not as an authority figure, but as a person who has a lot to learn.

In addition to connecting with people on the front lines, I also contribute to the library's policies through my membership on EPL's Community-Led Service Philosophy Team. (You can read about this philosophy at www.epl.ca/community-led-philosophy.) This is where my questioning and assertive nature really pay off.

Building connections in the community

Leadership shouldn't just be displayed in the workplace, though. It should also be displayed in our personal lives. Because I truly believe that being a librarian is a political profession (and because I happen to believe that what is political is also personal), I spend some of my free time volunteering with library-related organizations, such as the Greater Edmonton Library Association (GELA) Women's Prison & Reintegration Committee and the Edmonton Chapter of the Progressive Librarians Guild.

Edmonton is home to a women's federal penitentiary, the Edmonton Institution for Women. A few years ago, several librarians started the GELA women's prison committee. At the time, the prison library was in bad shape. The collection was outdated and irrelevant, and something needed to be done. I have been a member of this committee since the summer of 2010, and I, along with other volunteers, facilitate a YA book club at the prison. A number of wonderful programs have happened through this committee, and the work I do is just one small aspect of all the work the committee has done. (More information can be found on our blog: <http://gelaprison.wordpress.com/>).

Every month, I go to the prison and bring YA books from EPL with me. We discuss the books, but the best parts of the

"I'm not just a librarian when I get paid: I'm a librarian all the time, and that is where my leadership best manifests itself."

My contributions to the library's policies are welcomed and encouraged because I think critically about my work. What am I doing that works? What am I doing that could benefit from improvement? What is the community saying to me, and how can I articulate it so that systemic change occurs? This is what leadership looks like to me: I act as a conduit between the community and library administration so that evidence-based decision making can occur. My work informs and influences part of the library's strategic directions. This is how I display leadership, and it's awesome.

book club are the connections we make, and the respect that we develop for each other. Women on the inside value the opportunity to socialize with women on the outside and form a unique community with each other. I value the opportunity to learn something new, and stereotypes I didn't even know I held are constantly being challenged. The result of this volunteer opportunity: hanging out with incarcerated women makes me smarter.

I also volunteer with the Edmonton Chapter of the Progressive Librarians Guild (PLG). We recently organized a symposium where we invited information workers to

discuss how their work contributes to social justice. Our hope was that enough people would show up; we were astounded when students and librarians from Vancouver, Regina and Calgary travelled to Edmonton to attend. (For more information about the PLG, see our blog: <http://plgedmonton.blogspot.com/>).

Being yourself

My volunteer work reinforces my belief that being a librarian is the ideal career for me. I'm not just a librarian when I get paid: I'm a librarian all the time, and that is how my leadership best manifests itself. Being a librarian gives me the outlet to exert my autonomy, my rebellion and my intellect. Fortunately for me, all of those elements of my personality are celebrated at my workplace and at the organizations where I volunteer.

I have learned time and again that shooting my mouth off is completely ineffective. If I can make my voice heard in an intelligent, informed and articulate manner, however, people listen. You just need to find the best venue to do that, and for me, that venue is as a librarian.

Leadership manifests itself in multiple ways. You don't need to be in an official management role (unless you want to be), and you don't need to compromise your values.

What you do need is a strong work ethic, a drive to push yourself to contribute to your organization the best way that you can, and the realization that the most effective way to accomplish that is to be yourself. 🐦

Amanda Bird (abird@epl.ca) grew up in Brandon, Manitoba. She holds a BA in English Literature from the University of Winnipeg, and she graduated from Dalhousie University with her MLIS in 2008. Amanda has been a Community Librarian at the Edmonton Public Library since January 2009. In her spare time, Amanda likes to enhance her roller derby skills and pressure everyone she knows to read The Grapes of Wrath.

OWN THE MARKET

THE CANADIAN BOOK MARKET 2011

A comprehensive look at
the Canadian market with
in-depth category analysis.

research.booknetcanada.ca



BOOKNET
CANADA



Crossing the Threshold into the Private Space: The TD Summer Reading Club Outreach to Shelters Project

The TD Summer Reading Club is a bilingual program that strives to engage all children in the joy of reading during the summer months. Through the participation of libraries across Canada, the program aims to:

- Connect families with books and libraries
- Build children's confidence in and excitement about reading
- Help children retain reading skills over the summer
- Inspire a sense of adventure and wonder
- Nurture children's imaginations and celebrate their accomplishments.

The TD Summer Reading Club Outreach to Shelters Project was an initiative of the Toronto Public Library (TPL) and the TD Summer Reading Club (TD SRC) to bring story-time visits to shelters serving families across Toronto. In 2011, TPL sought to expand the reach of the TD SRC program into new areas, and family shelters were identified as a target. The project exemplifies what can be accomplished when we look to deliver library services outside of the bricks and mortar library. I was fortunate to participate in this exciting outreach initiative.

The shelter outreach project incorporated the ethos of community-led libraries, seeking to build trust with socially excluded community members and engage them respectfully.¹ Children and families living in shelters face many challenges. First, they have often moved from their neighbourhoods and so may not be aware of local library services and specifically of the TD SRC program. Secondly, this group often faces challenges related to transportation, making it difficult for them to bring their children to the library. This project brought the library to them: registering shelter residents for library cards on site, running storytime programs inside the shelters themselves, and bringing materials for residents to check out at the end of each program. Thirdly, this group often faces barriers related to library card eligibility due to a lack of identification with a permanent address. Shelter residents may be reluctant to



Photo credit: Jessica Rovito

A special chartered bookmobile stops at a woman's shelter.

produce proof of their current address, or are unable to do so. Through on-site library card registration, the project was able to help them overcome this particular challenge.

The Shelter Outreach Project reached a total of eight shelters. Programs included storytime sessions, a chartered bookmobile visit, and general information sessions for both shelter staff and mothers, promoting the TD SRC and services for children and youth at TPL. Information was sought from recreation workers, programming coordinators and other staff at participating shelters regarding the types of programs and services they would like to see offered. This type of consultation sought to empower the group to adopt a sense of ownership of the library. It was also intended to support future efforts to better provide outreach services to Toronto's unique shelter population.

Crossing the threshold: personal reflections about the initiative

The experiences I've gained by working in a less traditional library environment have been very positive.

Much to my surprise, my involvement has brought back memories of my younger self. For a time I lived in Kingston,

Ontario, where house concerts were all the rage. While living in an artists' residence called The Artel, I helped organize many house concerts, preparing to accommodate rock concerts for the local community in my living room. Fast-forward to the present day, and here I am delivering storytime sessions in other people's living rooms instead. I work with shelter residents to clear a space to facilitate the storytime and load their kitchen table full of books, interrupted every now and again by the various comings and goings in the residence's common spaces. These experiences have transported me back to those house concerts in Kingston.

I first began delivering storytimes to shelters armed with a rigid program script in hand. Most children's librarians know what I'm talking about – a traditional library program script that speaks to the importance of early literacy and is

Many of the shelters I have visited house women and children fleeing abuse. From the beginning of the project, I acknowledged the fact that I have not lived the experiences that some of these families have faced. There were days when individual children were unresponsive, uncooperative and even aggressive. I learned not to take participants' behaviours to heart and to look past the sessions that didn't work so well. One particular evening comes to mind, when the session ended early due to one child's physically violent behaviour. Instead of insisting that we adhere to the regular format, I announced that the children were free to head to their rooms if they wished. Although I had officially ended the storytime early, I made sure to hang around. Within five minutes, a handful of kids and parents returned. We chatted about this and that and finally I asked, "So do you guys want to hear a story or what?" I was relieved to hear a positive

"This of course is nothing new – it is a reality long faced by information professionals, one that continues to challenge our profession to reinvent itself."

built around teaching pre-literacy skills – a script rife with songs, rhymes, activities and picture books. I soon learned, however, that a prescriptive approach was not well suited to this sort of outreach. The storytimes put on in public libraries are usually tailored to particular age groups: one for babies, one for toddlers and so on. In the context of the shelter outreach initiative, neither shelter staff nor I could predict the age and general makeup of shelter residents. Hence, the size and type of groups I was dealing with ranged dramatically. In one residence where I did an eight-week storytime session, the group was made up of an 18-month-old baby, a two-year-old toddler, a seven-year-old special needs child, a nine-year-old girl, and a pair of 13-year-old boys. Needless to say, I learned the importance of being flexible with my program planning, thinking on my feet and remaining responsive to my audience's needs.

response. Our scaled-down pyjama storytime moved from the living room into the kitchen, where we shared in the enjoyment of stories sitting around the kitchen table.

Coming to understand my place within this outreach initiative has been an experience unique in itself. When children and caregivers attend library programs, their very participation denotes implicit behavioural expectations. This of course is not always the case, but as parents and caregivers enter the library building, they cross a threshold into a public space, signalling some sense of decorum. Presenting storytimes in someone's home is different, since you are the one crossing the threshold, not the program participants. You are the guest in the participants' private space and, as such, have more of an obligation to be responsive to their wants and needs.



Shelter residents selecting books from inside of the bookmobile.

Opening the door to outreach services

How librarians understand their role in the community is changing. The number of patrons seeking assistance at the reference desk has gone down, as patrons are turning to search engines where they would have turned to a librarian in the past. This of course is nothing new – it is a reality long faced by information professionals, one that continues to challenge our profession to reinvent itself. Enter into the fray RFID technology, which is expected to free us from the task of issuing and receiving materials, and the reinvention becomes more pressing.

As a new information professional, I am excited to enter the field at this juncture. I believe that today's professionals working in public libraries differ from public librarians in the past due mainly to game changers in our field such as the Internet, digital publishing and the aforementioned RFID technology. These tools allow for a change in workflow, which can in turn lead to a growth in outreach services.

For me, leadership in the public library field is linked to reconceptualizing the role of librarians and library staff amidst such changing environments. Many of the things that drew patrons to libraries in the past – such as access to free information, a quiet place to study or read, and a central community hub – continue to draw them into our buildings. What has changed is our ability to get out from behind our desks and into the community and, parallel to this, the expectation that we will do just that. I personally regard outreach services as one of the most important professional responsibilities of the job.

In the midst of new library technologies and environments, delivering library services outside of the physical library and providing services to segments of the population who may not otherwise utilize our services is of primary importance to any community-minded librarian. 🌊

Jessica Rovito (jrovito@torontopubliclibrary.ca) was lucky to land a part-time job with the Toronto Public Library shortly after her graduation from the University of Toronto's iSchool in 2010. Since then she has used widely different skill sets in myriad roles, including Children's Librarian, Coordinator of the Black Creek Living History Project and co-author of the Toronto Public Library and Annick Press publication The Research Virtuoso: How to Find Anything You Need to Know.

Note

1. Brian Campbell, *Community-Led Libraries Toolkit*, Vancouver, BC: Working Together Project, 2008 (www.librariesincommunities.ca/?p=23).



Money Matters

- ✓ Budgeting & Planning
- ✓ Banking & Accounts
- ✓ Credit & Borrowing
- ✓ RESPs & Educational Savings

Learn more about this free program at
MoneyMattersCanada.ca

Founding Sponsor



Canada





Making money work

“Annual income twenty pounds, annual expenditure nineteen nineteen and six, result happiness. Annual income twenty pounds, annual expenditure twenty pounds ought and six, result misery.”

– Charles Dickens, *David Copperfield*

Though the times are not exactly Dickensian, many Canadians still struggle to manage their money and feel secure about their financial future.

According to an Ipsos Reid poll conducted in May 2011, four in ten Canadians say that they don't put anything away for savings on a monthly basis. And nearly 50 per cent of Canadians struggle with simple tasks involving math and numbers, which is why ABC Life Literacy Canada has developed Money Matters.

“We knew that in order for Canadians to feel better about their finances, we first needed to ensure that people feel comfortable with the basics of literacy and numeracy,” says Mack Rogers, Program Manager for ABC Life Literacy Canada. “Money Matters was developed to help increase confidence by empowering adult learners so that they may make the best possible financial decisions.”

Designed by ABC Life Literacy Canada in partnership with the Government of Canada and Founding Partner TD Bank Group, Money Matters has already reached more than 150 adult learners through a

pilot program developed in 2011. More than 80 per cent of all learners found Money Matters interesting and engaging, and enjoyed participating in the program.

Money Matters pairs trained volunteer-tutors from TD Bank Group with a literacy practitioner to offer insight and support during two in-class sessions. Each unit offers real world examples and activities to generate discussion and learning about budgeting, banking basics, credit and borrowing, and RESPs and post-secondary education savings such as the Canada Learning Bond and the Canada Education Saving Grant programs.

Money Matters is available at no cost to all literacy and learning centres across Canada. ABC Life Literacy Canada offers each organization an honorarium to help cover delivery costs as well as curriculum support, workbooks, calculators and books for the learners.

For more information on how to enroll your adult learners in Money Matters, please contact: Mack Rogers, Program Manager at mrogers@abclifeliteracy.ca or 1 800-303-1004 x132

BRUSH UP YOUR SKILLS

EARN YOUR
Post-Master's Certificate
AT THE SAN JOSÉ STATE UNIVERSITY
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

The fully online certificate program will teach you the competencies and knowledge you need to stay current with emerging trends in the rapidly changing field of library and information science.

Let the learning begin:
slisweb.sjsu.edu/claz

NOW
ENROLLING
FOR FALL
2012



SCHOOL OF LIBRARY
AND INFORMATION SCIENCE



CLA

Canadian
Library
Association

Association
canadienne
des bibliothèques



67th National Conference & Trade Show

Ottawa Convention Centre ~ Ottawa, Ontario
May 30 - June 2, 2012

Association Cooperatia: Programming During the Conference!

Canadian Library Association – CLA/ACB
Canadian Urban Libraries Council – CULC/CBUC
Canadian Association of Research Libraries – CARL/ABRC

- CULC and CARL are offering session streams within the CLA conference program
- Look for the logos in the online program
- Learn how CULC and CARL members are impacting the professional environment



Canadian
Library
Association

Association
canadienne
des bibliothèques



Canadian Urban Libraries Council
Conseil des Bibliothèques Urbaines du Canada



CARLABRC



How to Manage Managing: A Guide for New Librarians

When I was working on my MLIS at the University of Western Ontario (far from my home in Saskatchewan), my management professor told the class that we'd all likely be managers within five years. Therefore, I was surprised to find myself in a management position in my first job, immediately after finishing my degree. Two weeks after classes ended, I was back in Saskatchewan to start work as assistant director at a mid-sized public library. The move to public libraries was a huge change after working at two special libraries during my co-op terms at school. I had loved public libraries all my life and, as a voracious reader and frequent library patron, I thought I knew what I was getting into... but I was wrong. On my first day, I was taken on a tour, where I met all the staff and was told their position and class: "This is Samantha, and she's a clerk 3." After the tour, I remember feeling foolish when I had to ask what a clerk 3 was, and which one was a higher skill level, a clerk 3 or a clerk 1. The steep learning curve started right then and it hasn't slowed down. Over the last three years, I have continued on that accelerated learning path – from absorbing the ins and outs of circulation to learning how to run a board meeting and lobby city council for funding.

My first few months on the job were very challenging. On my fourth day on the job, I hired a new staff member – and then had to take circulation training alongside that person the following week. Within three months, I was going through collective bargaining as a management representative and sitting on a provincial committee. I'm still working at the same library where I started my career three years ago, but I've held positions ranging from assistant director to acting director, and have now settled as deputy director –



Start with the theory, build your experience.

a good position for influencing change, with the security of having someone higher on the food chain to take the really hard knocks. So much of the work I was expected to do, and have somehow learned to do, had nothing to do with being a librarian. I had no idea how to create good relationships with vendors, how to network with local politicians or how to work with a board or a union – but I do now.

Being a professional librarian is very different from what I had expected. The theory I learned at school taught me about libraries and information management, but everything else I've had to learn on the job – and sometimes learn it very quickly. I've discovered that managing staff is the same whether it's in a library or elsewhere. I'm lucky enough to have friends and family who work in human resources in other industries and who have been invaluable sounding boards for me. Many of my challenges come back to staff supervision. My library has several staff members who have worked here for decades, and they have seen many librarians come and go.

When I first started in this position, I read several management and leadership books looking for answers. Although they offered strategies and made it clear that

Photo credit: Jaclyn McLean

I wasn't alone in my confusion as a new manager, they rarely offered the kind of advice or support I needed to address specific situations. However, I continue read management and leadership books whenever they're recommended to me. I've realized that even if the content doesn't seem to apply directly to what I'm doing, it often provides valuable context and strategies for dealing with common issues in the workplace.

Over the last three years, I've developed my own strategies for working with staff, cobbled together from the various books I've read and people I've talked to. The biggest lesson I've learned with staff relations is not to be afraid to make a mistake, and to admit when it happens.

The lessons I've learned these first few years out of school have been varied, and many of them have absolutely nothing to do with libraries. Things that seemed to be insurmountable challenges when I first started, like a staff member who wouldn't communicate with me, now barely register. The most valuable lesson I've learned lately has been that the learning never stops – I have spoken with librarians at different stages of their careers, and they are all learning something and continuing to develop as professionals and as people, too.

For me, the turning point in my development as a young manager happened almost a year ago when I attended the Northern Exposure to Leadership Institute (NELI). I was a

“I've learned that even if I have already decided to implement one of my ideas, just talking to a few people about their ideas, or what's been tried here before, makes the idea better and also gets buy-in before the project is even begun.”

When I first started, I was so afraid of looking like I didn't know what I was doing that I sometimes refused to admit it when something didn't go as planned. In hindsight, that helped me stick it out at a job that's been very difficult at times – because I refused to fail or to let a challenge go by. Now I know the key people on staff that I should talk to about a new idea. I understand what's been tried before, and why it failed or succeeded. I've learned that even if I have already decided to implement one of my ideas, just talking to a few people about their ideas, or what's been tried here before, makes the idea better and also gets buy-in before the project is even begun. What I once considered small talk (and a waste of time) has become a valuable tool that I've learned to use when the situation arises.

manager, but I had never really thought about what it means to be a leader and how personal that development can be. I left NELI with a head full of good ideas and plans for how I could make them work at my library. However, when I got home I realized how hard it is to apply those good intentions to everyday work. My work reality is that I have many projects on the go at all times, so it isn't possible to set aside specific time for leadership development. Instead, I have to work it into my existing tasks and duties. This transition from leadership theory to leadership practice has reinforced the idea that theory is great, but can't be used as a blanket solution to all problems, and knowing how to apply it is key. I've learned that leading by example doesn't always work at my library: I can greet patrons and create rapport, demonstrating positive customer service techniques –

but that doesn't mean other staff will pick up these skills. For me, deciding what action to take in a specific situation is sometimes helped by thinking about what I would want a manager or leader to do in that situation and acting that way.

Everything I'm learning in this job, both library-related and not, will lead me forward in my career and prepare me for what comes next. The leadership and management styles I use here may not be the same as those I would use in a larger system, or even in another small library. Even though I may not be working in the same kind of environment in the future, the experience I've gained can be applied in many settings. I've learned that a new librarian can be a mentor: even with only three years' experience, I still know more than a new graduate, and I've earned every piece of that information with a lot of hard work. Sharing what I've learned with other new professionals has been very rewarding. Most importantly, I've learned that failure, or what I would have perceived as failure in the past, is really an opportunity for growth and development. 🌊

Jaclyn McLean (jmclean@jmcpl.ca) started working as a manager moments after graduating with an MLIS from the University of Western Ontario in 2008. She has worked in special libraries in Ontario and now works in Saskatchewan – where her job title should be Chief Cook and Bottle Washer because she does a little bit of everything, including some librarianship when there's time.

Index to Advertisers

Associations, Institutes & Education

ABC Canada (http://abclifeliteracy.ca)	62-63
American Psychological Association (www.apa.org)	55
Canadian Library Association (www.cla.ca) IFC, 51, 54, 64, 67, IBC, OBC	
San José State University (http://slisweb.sjsu.edu)	64

Information Providers

OCLC (www.oclc.org)	79
SWETS (www.swets.com)	37

Publishers & Distributors

BookNet (www.booknetCanada.ca)	58
Carr McLean (www.carrmclean.ca)	48
Greyhouse Publishing Canada (www.greyhouse.ca)	45



CLA

Canadian
Library
Association
Association
canadienne
des bibliothèques



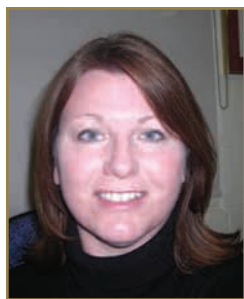
67th National Conference & Trade Show

Ottawa Convention Centre ~ Ottawa, Ontario
May 30 - June 2, 2012

All About deadlines!

Deadlines for all things conference are quickly approaching!

- Early bird registration – April 13, 2012
- Westin Hotel cut-off – April 29, 2012
- Novotel Hotel cut-off – April 30, 2012
- Les Suites Hotel cut-off – April 24, 2012



The Readiness is All!

I can't pinpoint the exact moment when I decided I wanted to be in a position of library leadership, but there were markers along the way that led me from mere passing contemplation into proactive strategy.

While working as an information services assistant in an academic library, there came a time when, to ensure employment survival, it became necessary to leave the

ranks of the collective bargaining unit and move into a newly created position that included managerial and supervisory responsibilities. Luck and timing definitely played a role in landing the gig: our organization was going through significant restructuring and, as a result, the position was created with a mandate to work with support staff and librarians to seek out and implement progressive change in key service areas. A key element that led to my becoming the successful applicant was that someone on the hiring committee knew me from my work in a non-supervisory role, and understood that I was capable of fulfilling the leadership aspects of the job.

I may have made the move to avoid a layoff, but pursuing, preparing for and ultimately achieving this position was a crucial step in gaining knowledge of, experience with and confidence about the management side of library work. It was also vital in positioning myself to be viewed by others as a candidate for future leadership opportunities.

With the learning, growing – and humility! – that happened over the four years in that position, a subtle change was also occurring in my own view of my professional identity. There was a shift in how articles began to resonate with me when reading about the impending exodus of current library leaders and the need for new blood. My prior thinking had been: Who should these next leaders be? But I began instead to ask myself: Why shouldn't it be me? The final hurdle of self-image was cleared when I dropped the question altogether. It simply became a statement: It should be me! My professional status had officially morphed into "actively seeking library leadership."

With my "actively seeking" status in the front of my mind, I regularly (okay, obsessively) visited the OLA and CLA career pages, reading all of the postings for library director, university librarian and public library CEO positions, regardless of whether they were near me geographically or whether I truly had any intention of applying for them.

Things to do to increase leadership readiness

- **Keep reading:** Magazines, journals and online blogs... not only to keep up with hot-button topics, but also to shape an informed and supportable opinion on how you would address them.
- **Apply for jobs, all the time:** If you're lucky, you will get an interview and you should make the most of that opportunity. This requires putting your ego on the line and being prepared to be humbled. If you don't get the position, send a detailed request for feedback; be prepared to hear it and act upon it.
- **Evaluate:** Keep a running file of what you learn in times of success, setback, stagnation and out-and-out failure.
- **Acknowledge:** Provide specific and meaningful praise for the work and contribution of colleagues – regardless of job title – regularly.
- **Lead from the middle:** Prioritize and pursue excellence in your work where you are right now.
- **Seek inspiration:** Most importantly, seek out sources of inspiration to renew your commitment to your goal – think bigger than your immediate surroundings by looking for mentors, success stories, visiting other libraries, attending workshops – in order to keep motivated to keep striving for the goal of leadership.

Looking at the specific lists of required competencies and years of experience needed, and measuring them against my own skill set and years of experience in a management role, I realized that I was, shall we say, a library leader just slightly ahead of my time – or more accurately, just slightly out of my league. Reality check!

So, I found myself to be in a place most of us will visit during our working lives: I was “in the meantime.” What do you do in the meantime? What do you do to get from where you are to where you want to be?

Lots.

Before the big job: What to do in the meantime

One of the things I did (which comes naturally to the bibliophile) was read. And it was while casually reading *Feliciter* that I stumbled upon Ken Roberts and Daphne Woods’ 2010 article “Lead from the Middle” (*Feliciter*, 56:2, 40). This article pointed out to aspiring leaders that if you want to get experience leading, lead from wherever you are.

are descriptors and guidelines to aid appropriation of task and responsibility, not hierarchies of worth.

I decided to actively incorporate my library leadership vision into my work, just like Ken and Daphne encouraged, from the position I was in.

Leading from the middle: How I did it

The difference between this initiative and others I had taken was that this one didn’t have to actually take place. I didn’t need to go to a supervisor to ask permission to work on it, I didn’t need a budget and I wasn’t looking for reward. I simply worked on it. And as with previously assigned or self-acquired work projects, I learned immensely by going through the process, and I kept the goal of actively modelling my leadership vision in the forefront.

At the time I decided to begin to lead from the middle, I was working in a temporary maternity leave position as a public service coordinator (PSC) at Scugog Memorial Public Library, a small library in Port Perry, Ontario. Except for the CEO and the PSC, the employees were part-time and fulfilled

“In my vision of leadership, these things are descriptors and guidelines to aid appropriation of task and responsibility, not hierarchies of worth.”

In the authors’ view, leadership can be done from the middle. This was an encouraging perspective for someone like me who wanted to practise leadership regardless of job title in order to be truly qualified when my years of experience started matching job postings’ expectations.

To put this “in the meantime” approach into action, I started thinking about my own vision of leadership and how I could insert leadership principles into my current work position. One principle that is extremely important to me is ensuring that, once in a position of authority within a library, I do not allow job titles to supersede professional collegiality within our workplace. In the library world, job titles and degrees often become a divisive factor in organizational culture. In my vision of leadership, these things

the functions of technical service staff, reference staff, circulation assistants and pages. The reference staff were library technicians who collectively provided information services; interlibrary loan services; children, teen and adult programming; and relief to circulation staff when needed.

I can confidently state that the commitment of this group of employees to customer service and the care with which they did their work, from CEO through to pages, was second to none among the many public libraries I have either worked in or been a patron of. Their array of knowledge, their unique skill sets, and the range and complexity of tasks they carried out presented a textbook example of the blurring of lines between librarian and library technician in a modern library context.

One of my reference colleagues at Scugog was Kyle Brough, whose job description and the approach he brought to it made the already-murky term of “library professional” even... well, murkier. Kyle holds both a BA and a library technician diploma. He stays current with library-relevant technology innovations, is diversely well read, is a conscientious and well-regarded co-worker, and works as comfortably with seniors as he does with teens. Among other programming and desk responsibilities, he delivered a series of entry-level computer classes for our patrons.

As his official supervisor, at first I wasn’t sure what if any role I had. He just didn’t seem to need anything. But, attesting to the professional that Kyle was, he made it easy for me. He came to me asking if I had any ideas that would help him in supporting computer learners at very different ability levels.

And there it was – my “lead from the middle” goal was to provide a model of how a library leader would work with someone like Kyle, giving appropriate recognition to his knowledge and abilities while ensuring that I contributed to programming excellence at our library at the professional level. Plainly said, I needed to do what I could to ensure that I did not simply ride on the coattails of my master’s degree, potentially contributing to the fractious morale issues so many libraries experience when library technicians feel underpaid and undervalued for contributions equal to those of librarians.

Supporting without exploiting

My role was to support his teaching techniques with my prior career experience as a classroom teacher and to suggest alternatives if he was experiencing difficulty. I looked around at other public libraries, spoke to colleagues and offered suggestions. I sat in on his class to observe and provide feedback, and to act as a helping hand if the class had any patrons with high need for support. I even pinch-hit for him one day when he was ill and unable to come to work. I would not have been able to cover the class had I not gone through the class content development process with him.

When the summer class program came to an end, we reviewed the strengths and successes of the program together, and identified what Kyle felt he would do differently next time to avoid some of the challenges. I reviewed library

literature journals, consulted colleagues at other public libraries and drew from a course I had taken in evaluating information literacy programs to develop a comprehensive evaluation system to administer to class participants. The feedback from the evaluation could be used to make changes to the classes for future programs.

Again, in my vision of leadership, the role of a supervisor of a highly skilled employee – such as Kyle – was to find a way to acknowledge his areas of expertise without exploiting them. My role was to support his content and delivery with empirically supported best practice, and provide him with guidance to develop his instructional excellence. Our roles were not assigned ultimately by degrees held, but by the time available to us and the requirements of our official job descriptions. His time at work was limited, so the parts that had to be done outside the class were more appropriately done by me.

Going through this process with Kyle helped immensely with building my leadership readiness. I now have a folder labelled “Library Programming Excellence” – filled with relevant journal articles, evaluation documents, anecdotes, comparators, patron feedback and feedback from Kyle – that I can review if I am preparing for a future interview where a question might just be: How would you go about providing mentorship to staff?, or How would you go about overseeing library programming?

As all good leaders know, support systems and opportunities are everywhere. Aspiring leaders have many avenues to ensure they are ready, so that when that opportunity finally comes along, the question “Why shouldn’t it be me?” seamlessly shifts into the statement “It should be me.” 🌊

After teaching high school for seven years in Nova Scotia, Peggy Lunn (plunn8@gmail.com) realized her true passion lay in supporting others through the research process. She first entered library work through a library technician program in 2000 and worked at the assistant level in both public and academic libraries in Nova Scotia and Ontario for several years. From 2007 to 2011 she inched her way toward her MIST from the University of Toronto while working at Trent University Library. Peggy is currently leading – and still learning! – from the middle as Teacher Resource Centre Librarian at the Queen’s Faculty of Education Library in Kingston, Ontario.



National Volunteer Week

~ April 15-21, 2012 ~

CLA celebrates National Volunteer Week 2012.

CLA recognizes and thanks all the many volunteers who contribute their time and expertise to our organization. We are all CLA!

This year's campaign, "Volunteers: Passion. Action. Impact", recognizes the 12.5 million Canadians who spend 2.1 billion hours annually "to help make Canada a vibrant, safe place to call home".

To learn more about National Volunteer Week go to: <http://nationalvolunteerweek.ca/>

Thanks to the members who serve on CLA Advisory and Standing Committees

Thanks to all who are supporting and leading the implementation of the new CLA Networks

Thanks to members who volunteer to serve on our Award Juries

Thanks to those who represent CLA on the boards of external organizations

Thanks to the student members who run the CLA Student Chapters

Thanks to the volunteers on the Young Canada Works selection panel

Thanks to everyone who volunteers to help make the CLA conference possible

Thanks to the members of the Canadian Library Month Committee

Thanks to all members who respond to our Calls for Action and contact your MPs

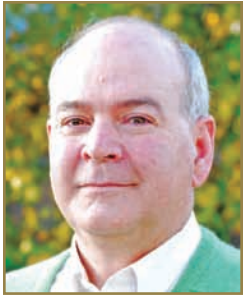
Thanks to Myra and Emily, our volunteer archivists

And **special thanks** to the six individuals who are dedicated to serving on our Executive Council:

Karen Adams, Jennifer Evans, Karen Hildebrandt, Pilar Martinez, Mary-Jo Romaniuk, John Tooth



THANKS FOR YOUR ACTIVE SUPPORT OF CLA!



First Love, Printed and Bound

The editor of Feliciter declares that when she was a child, Winifred E. Wise's Minnow Vail changed her life and inspired her to move to California when she reached adulthood.

The author of this article believes that Walter R. Brooks's Freddy Goes Camping is equal to anything by Margaret Atwood or John Updike. Many librarians refuse to discuss the books that captivated them in childhood and which, as adults, they still love beyond all reason. But some are willing to reveal their tastes, and to describe how a particular title can inspire the deepest affection.

You know the book. Your parents read it to you countless times, or you discovered it yourself and read it until it fell apart. You taped it together and re-read it until the tape came loose. Then you stored it in a safe place and went to university. You studied hard. You read great literature of all sorts, but that one book occupied a special place in your heart, and you looked forward to your next opportunity to savour it.

And what is the title of that book? It is impossible to predict what anyone prefers. Some people favour a particular classic above all others.

"Twain's *Huckleberry Finn* was and is the one book that means more to me than any other," says Margie, a technical services librarian in Toronto. "I read it for the first time when I was 10 years old, and it changed my life. It made me see that we're all on some kind of journey that includes joy as well as hardship. And that life changes constantly."

Margie reads the novel every year. She is able to quote lengthy passages. Although she has a degree in French, and admires Racine and Flaubert, she insists that no author has claimed her affection as much as Mark Twain has.

"It's not just an intellectual response to literary quality," she says. "The first book in our lives affects us profoundly, so that we become permanently attached to it. It becomes part of our emotional makeup."



Photo credit: Deborah Johnson

Old friends, old books.

Going Hobbit

Rob, a corporate librarian in Vancouver, believes that what he calls the "one big book" can influence us more than it should and steer us in the wrong direction. Stagnation can ensue.

"For me, it was Tolkien's *The Lord of the Rings*," he says. "It was like a drug. I started with *The Hobbit*, which led me to the famous trilogy. I was hooked. I went through a period in my teens during which all I wanted to read was Tolkien. Middle Earth maps and posters covered the walls of my

bedroom. I grew my hair long and wore clothes that looked elfish. My father suggested that I grow hair on my feet as well."

Rob's schoolwork suffered. He chose menial jobs that required no mental effort and allowed him to live in his Tolkien-induced fantasy. He did not succeed in escaping his mental addiction to Tolkien until a biology instructor at a community college loaned him H.G. Wells's *The Island of Dr. Moreau*. What Rob calls his "path to recovery" involved a gradual switch to different genres.

"Wells is a great writer, and it's not only his science fiction that's worth reading," he says. "I whipped through *The Time Machine* and *The War of the Worlds*, as well as his SF short stories. Then I started reading *Kipps*, assuming that it was the same sort of thing. It wasn't, but it grabbed me, and I was free of Tolkien's fantasy-rich influence. For months I didn't open my dog-eared copy of *The Lord of the Rings*. I even had a haircut. I completed a science degree, but I took several English courses as electives, and found myself enjoying D.H. Lawrence and more recent novelists such as Julian Barnes and Ian McEwan."

Rob re-reads *The Lord of the Rings* occasionally, but keeps it in proper perspective. Although he appreciates its literary merit, he suggests that one reason he valued it so highly for so long is that he did not want to grow up. Despite Mordor and armies of orcs, Middle Earth was a comfortable place to revisit; it became a second home. His mental and emotional readjustment allows him to enjoy it along with various other works for which he has developed a taste.

Magic Kingdom

For some, the one book is not a classic. It might be in poor taste or cheaply produced. Encouraging people to discuss such works can be difficult, because of the embarrassment arising from an attachment to anything considered to be inferior. A Toronto children's librarian who asked to remain anonymous explains her predicament in hushed tones.

"I loved Disney publications," she says, "especially one entitled *Walt Disney's Surprise Package*, which contained versions of *Alice in Wonderland*, *Peter Pan*, *The Wind in the Willows* and *Uncle Remus*, among other stories. The book first appeared in 1944, with colour illustrations by Disney

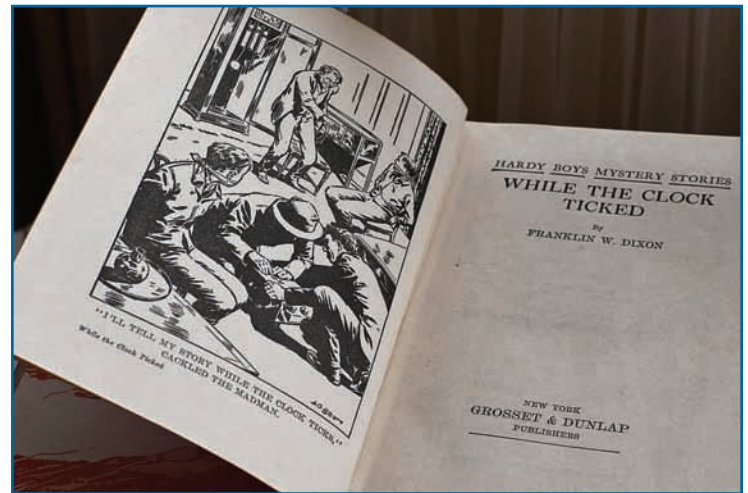


Photo credit: Deborah Johnson

Why settle for a single copy?

Studios. I doubt that some children's librarians would approve of an item like this, since the editors took substantial liberties with the classic texts. That's frowned upon by kidlit critics, and if I had admitted that I had a deep affection for *Surprise Package* when I was a library school student, my profs would probably have disapproved. I know for a fact that my children's lit prof hated everything that Disney ever did. So I kept and still keep my first important book a secret. If anybody asks why I call my cat Walt, I say that he reminds me of Whitman. Hence my reputation as a highbrow is maintained."

A college library director on the Prairies loved a volume in the Little Golden Book series entitled *Good Night, Little Bear*, with a dull text and insipid illustrations. A Winnipeg public librarian could not part with her copy of a comic book featuring Archie and Jughead. Most extraordinary of all, a Montreal social media consultant developed a profound attachment to a Sears catalogue printed in the year he was born. He imagined the models for various clothing lines as characters in stories that he made up for his own amusement.

"I don't regard my love for that old catalogue as a bad thing," he says. "Perhaps you'd like me to say that I discovered Proust and Dante shortly after my ninth birthday and have never stopped reading them. But that's not true. Whatever I needed as a kid, I found in that Sears catalogue. It allowed me to use my imagination; somehow it encouraged me to create my own stories. You can give a kid a fancy toy, and he will get bored with it quickly. But give him a stick from a backyard tree, and he'll turn it into a rifle, or Gretzky's hockey stick or a magic wand. A big empty box can become

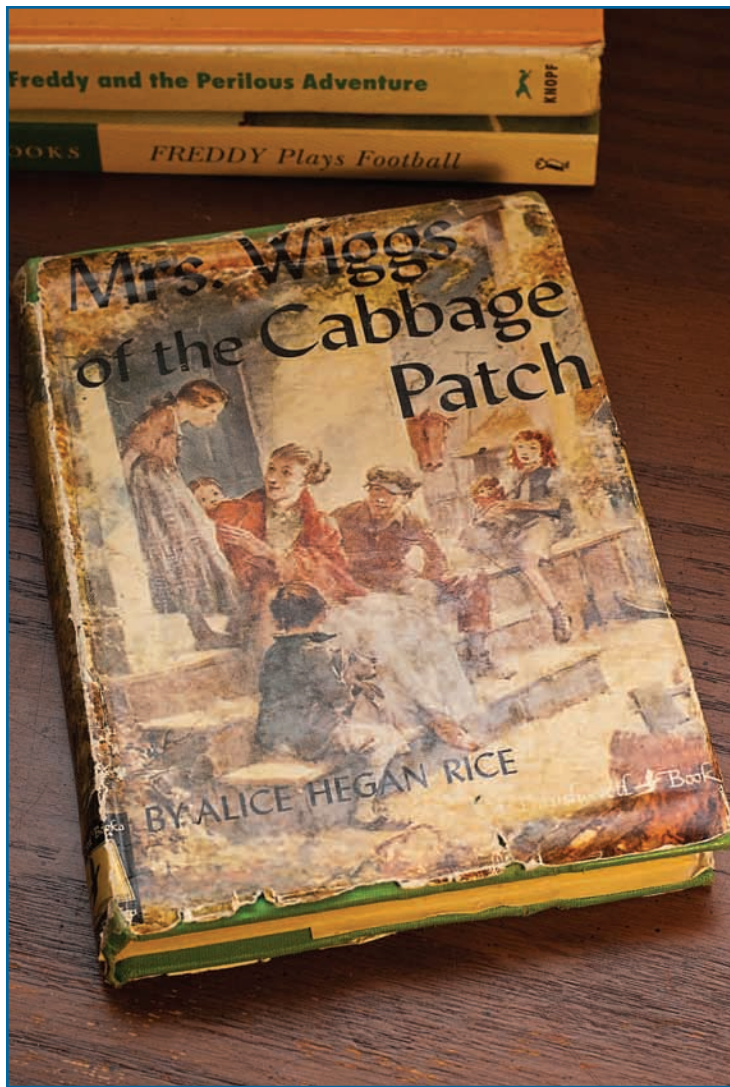


Photo credit: Deborah Johnson

Bury my heart with Mrs. Wiggs

a little girl's fort, or a cave or a haunted house. And the Sears models in winter coats turned into my companions on imaginary trips to the North Pole; those in summer apparel helped me to paddle my canoe down the Amazon. I've learned to enjoy Proust—in translation—but I'm not sure that I would have developed a strong imagination if it were not for Sears."

You can be a librarian

One thing is certain: no matter how unlitrary or unsophisticated your first important book might have been, it played a significant role in your personal development and the formation of your adult tastes. It is reasonable to assert that you would probably be a different person had you not encountered that book at an impressionable age. Perhaps

a different book would have captivated you and influenced your mental and emotional growth in a different direction; and numerous other factors would have been involved in your development as well. But you can be sure that your book—now yellowed and badly stained—helped to turn you into whatever you have become.

An outstanding example of how that book can inspire us is Denise, a Gen-X reference librarian in Calgary. Her book is Carol Greene's *I can be a librarian*, a children's non-fiction work published in 1988 with colour photos of librarians and their patrons in action. Denise was enchanted by the photos of library staffers, who all appeared so friendly. What interested her most, however, were two photos of catalogue cards.

"I was 12 years old and a typical preteen brat," she says. "I was flipping through Greene's book, when the catalogue cards caught my eye. They were the cards for Greene's book, the very book I was holding, and I thought that was so neat. The book referred to itself. And it was just then that I realized how much I wanted to work in a library. Card catalogues have disappeared; in fact much of Greene's book is out of date. But that's what got me started, and I'd say that if I hadn't discovered Greene, I would have gone into teaching or law."

Sadly, your children rarely develop a passion for the same book that means so much to you. You might attempt to interest them in your book, giving them copies for birthday or Christmas gifts. You might read your book to them. You might even force them to sit down and have a look at your book, whether they like it or not. In most cases, you will be disappointed. They want something else, something that appeals to them through a process of selection that you can influence with only moderate success. Inevitably they will find something on their own, and the formation of a lifelong attachment will begin all over again.

Personal passion in the workplace

If your child refuses to love your first book, perhaps library patrons will indulge you. You do not want to admit it, but you have been tempted to include that book in your collection just because you love it, and you like the idea of having it around. This is hardly an appropriate acquisitions policy, but you are not alone in adopting it, and after all, it's only one book. Or is it?

"A librarian I know had a thing about a title in the Hardy Boys series," says Carol, a Vancouver library technician. "Shortly after he arrived at our branch, our Hardy Boys collection started to grow. That's not a bad thing in itself, but he ordered three copies of one Hardy Boys mystery. I thought that was a bit much."

Carol asked the librarian why he had ordered the three copies. At first he offered a clever justification, claiming that the Hardy Boys series was an excellent introduction to detective mysteries and thrillers, which were very popular at the branch. He was only offering young readers the same sort of thing their parents enjoyed. As for the three copies of *While the Clock Ticked*, he swore that the story was one of the best in the series and a good place to start. Then he confessed that he had always loved *While the Clock Ticked* more than any book in his childhood, that he had continued to read it as a young adult and that, as a library school student, he had earned a high grade in a children's literature class for a classroom presentation on it. Above all, he just wanted copies available at his workplace. If one or two had been borrowed, there would still be one available to him to enjoy during his breaks.

Carol let the matter drop.

"That librarian sounded so passionate about his first important book," she says. "I didn't have the heart to challenge him further. After all, what's the harm? And to be honest, I had similar feelings for Nancy Drew books. One title—*The Whispering Statue*—I've read dozens of times. I loved it more than any other."

And how many copies of *The Whispering Statue* are on the shelves of Carol's branch? Well...

"I refuse to incriminate myself. But the Nancy Drew series is a great introduction to mysteries, and I believe that young people should have a chance to enjoy the same genre that their parents do. It's only fair. No further questions."

Reading for eternity

Passionate feelings in youth for a particular book are one reason why various titles survive as long as they do. With a single champion and lifelong supporter, even the humblest work can stay in circulation for decades longer than you would expect. And in the end, according to Claude, a funeral director based in Victoria, book champions might

stipulate that they be buried with the books that meant so much to them throughout their lives.

"That's no urban legend," says Claude. "I've had clients who demand interment with Bibles, but also with *Mrs. Wiggs of the Cabbage Patch*, *Goodnight Moon* and different Harry Potter books. I had one client who made pre-arrangements—very wise—for his funeral and asked me to place his childhood copy of a Biggles book in his casket. He was surprisingly cheerful about this, and told me that he felt some comfort in knowing that he and his favourite book would always be together."

In such circumstances, Scotch tape won't be needed. 

Guy Robertson is a security consultant and business continuity planner in Vancouver. He teaches at Langara College, the Justice Institute of British Columbia and the University of British Columbia's School of Library, Archival, and Information Studies. In 2009, CLA published his Unofficial Wisdom: Selected Contributions to Feliciter 1995 - 2009. Respecting the privacy of interviewees, he has changed their names in this article.



Teen Rights in the Public Library

There is a noticeable hum in the Burlington Public Library, and a quick look around reveals high school students studying everywhere - in groups large and small, throughout all areas of the three floors of Central Library. It is the first day of the library's twice yearly EXAM Cram, a week-long study hall program during which the library gives service priority to high school students studying for finals. Extra tables and chairs are set up to accommodate larger groups, big welcome signs are posted and noise complaints are greeted by staff with a smile and "Isn't it great? They're studying for exams and we're so happy they're here." In one area a librarian is roaming among the groups, greeting students by name, asking about exams and handing out freebies - pens and granola bars emblazoned with the words "Good luck on your exams!".

While this may seem like just another successful teen program, it is so much more than that. It is, quite simply, what can happen in a library that endorses the Ontario Public Library Association's "Teen Rights in the Public Library" position statement.

Adopted by the Ontario Library Association in June 2010, the position statement outlines the rights of youth to library services, collections and programs that are unique to their stage of life. It recognizes formally that they are valued members of the community, and that the library is committed to serving their developmental needs for who they are now.

Teens are a group that is underserved by many institutions. Unfortunately, in our society they are the one group for which it seems acceptable to provide substandard service, even in libraries. Although they are far from silent, they have no voice and no one to speak up for them. The "Teen Rights in the Public Library" position statement is about setting a service standard for teens and establishing library services to this group as a core offering. It acknowledges their needs and gives libraries and librarians a structure for developing their services to youth: libraries can review each of the 10 rights listed (see box), evaluate where their library is and decide where they need to go to provide excellent library service to the youth in their communities.

Research tells us that teens are heavy users of our libraries, so it is important that we make their experiences positive. They need to feel more than simply welcome - they need to feel that the library is their space, where they can contribute and be valued. Libraries are about serving the needs of everyone, including youth, and it sends a powerful message when libraries identify teens as significant and worthy of service.

Youth advocacy is about more than designating one person to push for teen services. It is a process of educating and influencing the library community to think about youth and their specific needs and to respond in a way that supports them and values who they are right now. By endorsing the "Teen Rights in the Public Library" position statement, libraries can demonstrate youth advocacy at its best, setting the bar high for library services to teens and pledging the library's support to meet their needs.

At Burlington Public Library the commitment to teen rights might mean a free granola bar during exams or a librarian saying, "Good luck tomorrow"; it might be someone who knows a teen's name, a book that changes a teen's life, a fun program to attend or a safe place to go. Or it can be all of these things. The opportunities are there, waiting to happen, and so are the users.

Someday we won't have to talk about why we need to serve teens equitably in libraries. It will simply be part of the way good library service is delivered. Is yours? 🌊

*Please see sidebar on opposite page.

Christine Dalgetty (dalgettyc@bpl.on.ca) has been a youth advocate with Burlington Public library since 1998, and is currently working as an Interim Branch Manager. She drafted the Teen Rights in the Public Library document for the OPLA Child & Youth Committee, received the 2005 OPLA Leadership in Youth Services Award, and was a participant in the Northern Exposure to Leadership. She also teaches an online course on Youth Services in Libraries for Mohawk College through Ontario Learn.

Teen Rights in the Public Library

(http://accessola2.com/data/5/rec_docs/729_TeenRightsOLA-1.pdf)

The following 10 teen rights are set out in the “Teen Rights in the Library” position statement adopted by the Ontario Library Association:

Teens in Ontario Public Libraries have the right to:

1. Intellectual freedom

The library establishes clear policy statements concerning the right to free access by young adults to library resources and information sources; and respect for the rights of young adults to select materials appropriate to their needs without censorship, the Library’s teen collection, policies and services should be consistent with the concepts of intellectual freedom defined by the CLA, OLA and Ontario Human Rights code.

2. Equal access to the full range of materials, services, and programs specifically designed and developed to meet their unique needs.

The Library integrates library service to teens into the overall plan, budget and service program for the library. Library service to teens is integrated with those offered to other user groups.

3. Adequate funding for collections and services related to population, use and local community needs.

The Library incorporates funding for materials and services for teens in the library operating budget and ensures there is equitable distribution of resources to support programs and services for young adults.

4. Collections that specifically meet the needs of teens

The Library provides a wide spectrum of current materials of interest to young adults to encourage lifelong learning, literacy, reading motivation, and reader development. The library endeavors to develop collections that encourage leisure reading, support homework and school success and respond to gender and cultural diversity. The library provides unfettered access to technology including social networking, licensed databases and other online library resources for teens.

5. A library environment that complements their physical and developmental stages.

The Library provides identifiable spaces for teens that are separate from children’s spaces where possible, reflects their lifestyle and allows for teens to use this library space for leisure or study, either independently or in groups.

6. Welcoming, respectful, supportive service at every service point.

The Library promotes friendly, positive, non-biased customer interactions with teens, providing staff development and training and ensures that services for teens embrace cultural and gender diversity and economic differences. Library staff will endeavor to respect the teen’s need for privacy and nonjudgmental service and assist young adults in acquiring the skills to effectively access all library resources and become information literate.

7. Library Programs and Services appropriate for Teens

The Library fosters youth development by providing programs for teens that contribute to literacy, lifelong learning and healthy youth development. The library endeavors to provide volunteer opportunities for helping others through community service hours including participating on Library Advisory Boards, and other projects that help develop a sense of responsibility and community involvement. The library’s teen services initiatives are effectively managed according to best practices in the field of Youth Services.

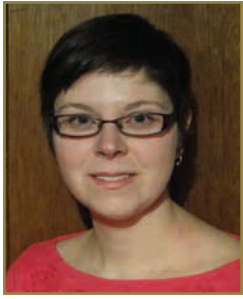
8. Trained and knowledgeable staff specializing in teen services.

Library staff is knowledgeable about adolescent development and age appropriate resources for young adults inclusive of those with special needs. The library provides services by teen specialists as well as by others who are trained to serve teens.

9. An advocate who will speak on their behalf to the library administration, library board, municipal council and community to make people aware of the goals of teen services.

The Library works in partnership with other community agencies and organizations to support all aspects of healthy, successful youth development.

10. Library policies are written to include the needs of the youth.



Getting There from Here: Co-op as a Growth Opportunity

Annie Bélanger, Department Head, Information Services and Resources, Dana Porter Library at the University of Waterloo, and Rachel McNeil, a University of Western Ontario MLIS student currently on co-op placement at the University of Waterloo, both strongly believe that there is value in taking advantage of co-op opportunities available to graduate students. A co-op opportunity is only as good at promoting growth and development as the student and hiring manager make it. In the following interview, Annie and Rachel give candid answers to questions about what it takes to succeed as a co-op student and through the subsequent career. Their responses reflect the values gained and lessons learned at two very different stages in the profession.

What skill sets are needed in order to fill a co-op or intern position?

Annie:

For me, a co-op position is about the skills you need to gain to apply your degree. In other words, what skills do you need in order to hook that job after you graduate? And as I write new job descriptions, review other institutions' job descriptions and prepare for interviews, [I see that] one set of skills has become ubiquitous.

In an age of digital natives, it is probably no surprise that employers and educators are beginning to presume that technology-related skills have been acquired. Yet, time and time again, I get new co-op students who feel their technology skills are proficient; in other words, the level of their skills has not become an obstacle to their progression – so far... I find myself coaching students to gain advanced (or simply efficient) methods of working with the everyday technology they will need in a work environment. Wherever I can, I also find myself coaching them to gain skills to work in virtual teams and virtually with our users.

Leaders of tomorrow see technology as neither an obstacle nor a goal, but rather a means to an end. As with all things worth pursuing, the process is as important as the goal. And so with technology, it is worth investing the time for our co-op students to gain these skills as well as to make our environment one where they can admit to their knowledge gaps.

Rachel:

When reading co-op job ads last summer, [I noticed that] each varied position shared one requirement: technological skills. Libraries are continuously becoming more technologically advanced and, as a digital native, these skills are expected of you. The funny thing is that the stereotype that all Millennials are computer whizzes is simply not true: learning new technologies doesn't always come as instinctively to us as other generations might think. In order to prepare for the MLIS program, I began taking computer science classes in the last year of my undergraduate degree. The greatest lesson learned here was not to be frightened by new technology. Experimenting is the only way to enhance your comfort and ability with computers, and anyone can easily adapt with a bit more practice.

However, in an interview and even on the job, it's important to read past the job ad to see where else you can excel. What I failed to recognize until I began my co-op was the one natural skill we co-op students share, and that's an understanding of the student perspective. To me, being a co-op means straddling two worlds: the library ideal I've been working toward for more than five years, and the student world that has defined me for the past two decades. When my primary goal for the past few years has been to act more professionally, it seems counterproductive to set aside my aspiring librarian self and focus on what my student self would want. Yet in an academic library where students are the primary library users, sharing your opinions on what types of services to offer and how to advertise them

can be invaluable. While I don't pretend that all students share my opinions, I feel more comfortable speaking up during meetings now that I know where my expertise lies.

What does it mean to be professional?

Annie:

As a manager, the hallmarks of professionalism I look for include respect for others, a constructive process of gaining knowledge and challenging assumptions, an appropriate approach and appearance for the task at hand, and knowing when and how to prioritize work. Having worked in government, non-profits, public libraries, corporate libraries, academic libraries, and as a consultant, I have never found these hallmarks to ring false.

Knowing how to read and adapt to any given environment is also key to succeeding. It is a set of skills that ensures that others can relate and connect to you and, most importantly, build trust. Co-op students who are able to come with professional attitudes are often successful at their projects more quickly.

In my many roles, I have managed over 25 library students and interns. For those who come with little work experience, having an open mind and respect will enable them to build up their skills by building up relationships. Though my approach is not scientifically validated, I know that I've often hired those with raw potential, watched them blossom in the workplace (with constructive feedback as needed), and seen them become successful librarians. In my mind, their core skills certainly were a large part of their "getting a job," but the professionalism is what differentiated them and has allowed them to keep being successful.

Rachel:

To me, being professional is about how you present yourself: it's something that's reflected in your emails, your project proposals and the way you dress. The primary goal is always to be respectful. My personal difficulty is finding the balance between acting professionally and allowing my personality to shine through, because being professional means being appropriate. In the past, I've noticed myself being overly formal on the job and so my primary goal with

this co-op is to be friendly in order to show my personality, but be polite to show respect.

One thing I've encountered is the unnatural feeling of being professional in overly familiar settings like email and instant messaging services, where I normally speak more casually with my friends. The difficulty is that the punctuation and emoticons often used to reflect your character are not professional, but professional emails at work would often be read as curt emails from a friend because of their brevity and to-the-point nature. For me, the balance lies in who I'm speaking to and for what purpose. Talking to students I find I'm less formal because I feel like I can interact with them and engage them better this way. In most situations the formality slips the more you get to know your co-workers, but your respectfulness should be consistent.

What new skills do you expect co-op students to gain in their position?

Annie:

As a manager, I feel I've created meaningful experiences if the co-op students have not only expanded their on-the-job knowledge, but have learned more about who they are and what kind of librarian they want to become. Embedded in that thought process is the belief that they discover what kind of position they would like (or not like) to have, and what skills and knowledge they will need to develop to get that position and to have lifelong success. I always think of the mentors who encouraged me to take a leap of faith, step out of my comfort zone and think strategically about where I want to be. A favourite saying of mine frames my stance fairly well: "You can be on the bus, you can drive the bus or be under the bus – it's all up to you."

In preparing the co-op positions and supporting the students, I also look at the type of position that could open up in my department. If a co-op student could not be competitive in an interview process, I have failed them. The skills they learn are often common across environments: technology, strong writing and communication skills, presentation skills, professionalism, strategic thinking

Getting There from Here... continued on page 81



Public Library Leadership Fellows Program

What happens to all of those great ideas conceived over a glass of wine with like-minded colleagues? During the 2010 CLA conference in Edmonton, we went out to dinner with an academic colleague who talked about her experiences with a unique leadership program offered by the Association of Research Libraries. With equal parts of enthusiasm and envy for the program she described, we knew that we wanted to participate in a similar leadership opportunity for public librarians. Finding nothing to provide executive-focused public librarians with a comprehensive immersion in the necessary leadership and business skills, we decided to create our own program. Enlisting guidance and support from an advisory committee composed of Sandra Singh (Vancouver Public Library), Wendy Newman (University of Toronto), Jefferson Gilbert (CULC) and Ken Roberts (Hamilton Public Library), together we've developed an 18-month certificate program that combines classroom work and case studies with site visits to "best practice" public library systems and their leaders. The Public Library Leadership Fellows (PLLFF) program will launch at the 2012 CLA annual conference in Ottawa, where the initial cohort of participants will take part in their first site visit.

The 2004 "8Rs" report (*The Future of Human Resources in Canadian Libraries*) and the 2008 Canadian Library Human Resources Summit convened by the Canadian Library Association both clearly identified challenges in the leadership preparedness of the public library sector. Managerial skills and leadership potential were identified as two of the most important and difficult to fulfill requirements identified by employers. Today, the situation has become critical, with the majority of public library chief executive officers and senior administrators reaching retirement age within the next five years. The 8Rs report recommended a number of strategies, including mentorship programs and leadership opportunities. But there remained a clear need for a national program for mid-career leaders who have degrees in library science and experience in management. In partnership with CULC and the University of Toronto iSchool, we've developed a program that provides a mechanism for chief executive officers to share their

wealth of insights and experiences with the next generation of library leaders through organized, high-impact mentorship opportunities.

The goal of the PLLF program is to contribute to the vitality and success of public libraries and the diverse communities they serve, by positioning public library professionals to be proactive, effective voices in the global information environment. Participants in the program will have an opportunity to:


- extend their professional skill and experience base;
- engage in discussion and learning about the major challenges and pressures facing public libraries and public library leaders;
- strengthen their understanding of the political and organizational dynamics within the municipal environments of leading public libraries across Canada and the United States;
- build a network of colleagues to discuss and debate the critical issues and trends facing public libraries;
- identify and explore research and innovation relevant to the future of public libraries; and
- strengthen their understanding of what it takes to be a successful chief librarian/CEO or senior administrator of a public library.

The PLLF program will feature self-assessment, discussion, analysis and exploration. Sponsoring public library CEOs, iSchool Institute instructors and guests, and library leaders will facilitate the program, helping participants

Is the PLLF Program for You?

Are you looking in becoming a library CEO? Do you have a manager at your organization who could benefit from the PLLF program? Are you working in an academic library but want to work in a public library setting? Are you a new CEO looking for professional development and a meaningful networking opportunity? Visit the CULC website at www.culc.ca/knowledge/plffprograms to find out more about the PLLF program and how to apply.

integrate their individual learning goals with the big-picture issues affecting public libraries and their future leaders.

The process of creating this program has been an incredible experience, and we are looking forward to working with a dynamic group of librarians as PLLF students. Our recommendation for that next great idea you have? We suggest you run with it and see what happens. 

Lita Barrie (lbarrie@town.grimsby.on.ca) is the Chief Librarian at Grimsby Public Library, and Rebecca Raven (rraven@hpl.ca) is Director, Public Service, at Hamilton Public Library.


Bibliography

- 8Rs Research Team. *The Future of Human Resources in Canadian Libraries*, 2005.
www.cla.ca/AM/Template.cfm?Section=President_s_Council_on_8R_s&Template=/CM/ContentDisplay.cfm&ContentID=5294 (accessed February 22, 2012).
- Center for Creative Leadership. *Executive Leadership Institute Evaluation Report*, 2008.
http://urbanlibraries.org/associations/9851/files/CCL_pub.pdf
- "Our Collective Wisdom: Succession Planning and the ARL Research Library Leadership Program." *Journal of Library Administration* 49, no.8 (2009), pp 781-93.

Getting There from Here... continued from page 79

and analysis. Specific job knowledge depends on the environment and their project assignments. For example, in public libraries, I expected all of my co-op students to know how to write solid reports and proposals.

Rachel:

The wonderful aspect of co-op is that you're not expected to know everything about a field. Employers recognize this is a learning experience for you, and I've been lucky enough to find opportunities to expand my knowledge and experience. I gravitated toward the teaching and reference aspects of a liaison librarian position, but these skills do not a liaison librarian make, and there is a large collections-development portion of the position that I was unfamiliar with. Luckily, my employers were open to me expanding my skills and gaining collections experience in between working on my other projects. One thing I've certainly learned is that it never hurts to ask. Your employer has work they need you to complete, but this doesn't mean your co-op can't work for you as well. 

Annie Bélanger (annie.belanger@uwaterloo.ca) has a diverse background in academic, special and public libraries. With extensive experience in management, web development, information architecture, marketing and provision of service to users, including students with disabilities, Annie is always keen to lead a range of projects in the library that make use of her specialized skills. Currently at the University of Waterloo, she chairs the web team, leads the collection retention project and was the lead on the library user needs assessment project.

Rachel McNeil (rachel.t.mcneil@gmail.com) is a University of Waterloo graduate with a BA in English and French Studies, and a University of Western Ontario MLIS candidate for August 2012. She has experience working in both academic and public libraries and has a keen interest in user-oriented services and user-generated content. During her co-op placement, she is putting these skills and interests to use by creating video tutorials to guide students through various library-related topics.



A Year of Programs for Teens 2

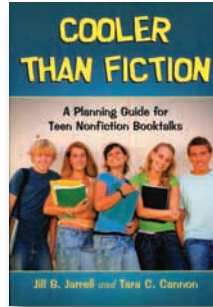
Amy J. Alessio and Kimberly A. Patton. Chicago: American Library Association, 2011. 151 pp., US\$45. ISBN 978-0-8389-1051-1.

This sequel to the 2006 *A Year of Programs for Teens* presents new ideas in these times of less staff, less money, a changing economy and evolving technology. Alessio, a teen librarian at Schaumburg Township District Library, Illinois, and Patton, a teen librarian at Kansas City Public Library, Missouri, are experienced young adult specialists. They have created new content built on the successful formulas of core teen services and programs that appeal to and attract teens. They provide practical suggestions and ideas, and answer some questions on why a program may not be popular, and what happens when a program does not work.

The first part of the book covers core programs and recurring events such as clubs, popular reading programs, themed booklists, puzzles and passive activities. The second part is the year of program content, providing various activities for each of the 12 months, including seasonal, holiday and special occasion events. Templates that give information on preparation time, length of the program, suggested age range, shopping lists, set-up and promotion are standard for each program. Staff can pick and choose ideas that will work for their communities and facilities.

This is an excellent resource for teen librarians who need inspiration and is recommended for purchase for public libraries.

Reviewed by Ada Con (ada.con@fvrl.bc.ca), Library Programs Coordinator, Fraser Valley Regional Library, Port Coquitlam, BC.



Cooler Than Fiction: A Planning Guide for Teen Nonfiction Booktalks

Jill S. Jarrell and Tara C. Cannon. Jefferson, NC: McFarland, 2011. 189 pp., index, softcover US\$45. ISBN 978-0-7864-4886-9; e-book ISBN 978-0-7864-6183-7. Available through www.mcfarlandpub.com or 1-800-253-2187.

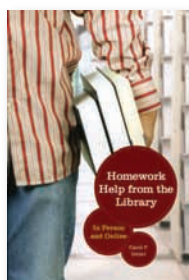
The authors, a librarian and a teacher – both skilled and experienced in giving book talks to teenagers – have found that “nonfiction books are some of the best tools for teaching teens that reading can be addictive and enjoyable.” Each of the 15 chapters includes a set of discussion questions for selected sample book talks, project ideas related to each book talk, classroom integration tips, and a list of suggested nonfiction books to be used in a book talk or a book discussion group. Each chapter is devoted to a particular subject grouping: Funny, Gross, and Disturbing; History; Biography and Memoirs; Crimes; Food and Crafts; Art; Short Stories and Poetry; Graphic Novels; Science; Animals; Nature; Knowing Your World; Life Skills; Pairing; and Interactives.

The chapters are followed by a 10-page bibliography titled “Booktalking Resources” and a seven-page index.

It does not matter that the book has no Canadian content; this subject does not have national boundaries. The book is so engagingly written that I found myself writing down several titles to borrow from the library, even though normally I would not read books written for teenagers. Highly recommended.

Reviewed by Jean Weihs (jean.weihs@rogers.com), Principal Consultant, Technical Services Group, Toronto.





Homework Help from the Library: In Person and Online

Carol F. Intner. Chicago: American Library Association, 2011. xii, 202 pp., index, softcover, US\$55. ISBN 978-0-8389-1046-7; e-book \$38.

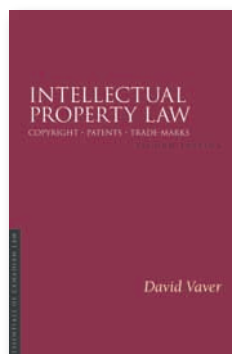
Despite the fact that this book has been published by the American Library Association, the author is not a librarian, but rather a freelance writer and a former Grades 9 and 10 English teacher. She also co-founded and coordinated an elementary school homework club for at-risk students.

This is not a book about school libraries; it concentrates on the ways in which public libraries can help students with their homework needs. The first chapter presents a history of youth services, recent developments in education, and a comparison of education and library services involving children. Chapter 2 has a menu of services to help librarians decide which services their library might offer. Chapter 3 is devoted to staff input and training, and Chapters 4 and 5 discuss in-house technology in homework help programs and the use of technology from remote locations. Chapter 6 deals with the techniques that can be used in answering homework inquiries. The next chapter, titled "Troubleshooting," deals with student demands and behaviour problems. The titles of the next two chapters, "Marketing Your Homework Help Services" and "Evaluate Your Homework Help Program," describe their content.

The book concludes with two appendices: "Sources That Review Online Databases and E-Products" and five blank graphic organizers that can be given to students, plus a 10-page bibliography and an eight-page index.

The book has no Canadian content, but this lack will not greatly diminish its usefulness for those public librarians involved in answering the cry for homework help.

*Reviewed by Jean Weihs (jean.weihs@rogers.com),
Principal Consultant, Technical Services Group, Toronto.*



Intellectual Property Law: Copyright, Patents, Trade-marks

David Vaver. Toronto: Irwin Law Inc., 2nd ed., 2011. xxvii, 835 pp., softcover \$75. ISBN 978-1-55221-210-3.

Two characteristics distinguishing an authoritative source are that it supercedes prior works and that it retains relevance over time. Confirmed by the reputation of the author, an Emeritus Professor of Oxford University and Osgood Hall Professor of Intellectual Property Law, this completely revised and expanded edition inherits the credibility of its almost 15-year-old predecessor, having now comprehensively eclipsed what was published in the interval.

The recent political focus on copyright reform justifiably merits that one-quarter of the text be devoted to explaining the origins, character and judicial interpretation of that law and proposed revisions. Nevertheless, the separate chapters on patents, trademarks and compliance issues are equally all-encompassing. Throughout, an engaging, readable style and plain language facilitate understanding of even complex issues, such as moral rights and property rights associated with employment relationships, which are clearly explained. A glossary of legal terms offers further assistance.

Meticulous documentation of cited sources, a table of relevant court cases, suggestions for further reading and an excellent index indicate that this is destined to be adopted as a standard text for law schools. The overview provided in the introductory chapter should also be required reading for students preparing for careers as information professionals. It would serve other users of both public and academic libraries as a fundamental reference.

*Reviewed by Kenneth-Roy Bonin
(Kenneth-Roy.Bonin@uottawa.ca), Professor, School of
Information Studies, University of Ottawa.*



Memories of the CLA Conference in Ottawa in 1962

Excerpt from the *Canadian Library Bulletin* of the Canadian Library Association.
Vol. 19 No.1 July 1962



*Her Excellency
Madame Vanier
opened the Book Fair*

*Hon. Irwin Haskett
welcomed the Joint Conference
to the Province of Ontario*



OTTAWA CONFERENCE JUNE 20-29, 1962

OTTAWA in cool and sunny weather, good talk, excellent book and library supply exhibits, exploratory discussions on government assistance to public libraries, memorable speakers, decisive opinion expressed regarding the National Library Building, and development plans for the next five years marked this Joint Conference of CLA-ACB and OLA under the presidencies of Louise Schryver (OLA) and Robert Hamilton (CLA).

Registration soared to 921.

Those attending the Workshop on Government Assistance to Public Libraries on Saturday and Sunday found Mr. Eric Hardy enlightening, Miss Helen Luce informative, the OLA Trustees Luncheon speaker, Dr. Sydney Wise, provocative, the Reception at the Library of Parliament and the Merit Awards Banquet, memorable both for gourmet food and the fascinating words and pictures of Upper Canada Village from Mrs. Jeanne Minhinnick.

Receiving Merit Awards were Mrs. S.L. Gibson of Halifax, Mr. Norman Lidster of New Westminster and Mr. Harold Male of Toronto.

Sunday, June 24, was marked by such outstanding events as the discussion of the Research and Reference Sections and the Montreal and Toronto Chapters of SLA on "Parasitism or Co-operation", the Institute of



R.M. Hamilton

Professional Librarians exploration with Harold Lancour on "The Librarian's Search for Status", the thoughtful address of welcome to the University of Ottawa by the Very Reverend Henri Legaré, the heartwarming words of Her Excellency, Madame Vanier, on opening the Book Fair, visits to the Italian Book Display, the National Gallery and the National Museum.

Monday was a day of mass meetings with some 700 at the First Joint Session, 616 at the Bytown Banquet to hear the outstanding address of Dr. Davidson Dunton, and uncounted numbers at the Reception of the Book Publishers' Association of Canada. Some 400 went on tours to the Dominion Bureau of Statistics, the Department of Public Printing and Stationery and the National Library. At luncheon, Dr. Watson Kirkconnell discussed "Foreign Language Publications in Canada". Special meetings continued all day. An interesting showing of films was arranged, thanks to the co-operation of the National Film Board of Canada.

At the Bytown Banquet that evening where an 1826 menu was served and newspapers of the period distributed compliments of the Microfilm Committee and Preston's Microfilming Services, Claude Aubry was presented with the Book of the Year for Children Medal, and Julia Wright Merrill awards for the best public library reports were awarded to the Vancouver Island Regional Library, Sudbury, Ottawa and North York Public Libraries by Dr. F. A. Hardy.



Louise Schryver



Erik Spicer



Ruby Wallace



Very Rev. Henri Lagan

Tuesday featured the OLA Annual General Meeting, a luncheon at which Mr. Bennett A. Cerf was a most popular speaker, a reception "to meet Dr. Seuss" arranged by Random House of Canada and the children's librarians, tours by bus to the National Library and afoot to libraries and institutions of central Ottawa, and many section, group and committee meetings. The day ended for most with a Reception and square dancing at Carleton University, and for others with an evening at the Book Fair, opened by invitation to the teachers of Ottawa and the surrounding area.

Wednesday featured the CLA-ACB Annual General Meeting with an outstanding speech by Dr. William Kaye Lamb on the "National Library" and hosts of special meetings of committees, sections and groups, visits to Crawley Films, Screencraft, IBM, the Printing Bureau, Showing of films, the music of Les poètes de la Chanson and Mr. Osyp Goshulac, a Night Cap Party and a Canadian Auction, the latter two for the benefit of the CLA-ACB Scholarship Fund.

On Thursday and Friday came the Second General Sessions of OLA and CLA-ACB, special sessions of particular groups, the meeting of the Bibliographical Society of Canada and the Library School Alumni meetings.

The Conference closed with a Joint Luncheon on Friday, where Mr. Roger Duhamel spoke feelingly on "The Intellectual Life in Canada — Problèmes de notre vie intellectuelle". The names of the six scholarship winners were announced — three by Miss Isabel Cummings, Chairman: CLA-ACB Scholarship Committee,

and three by Mr. Kenneth Brown, Vice-President of the Grolier Society of Canada, on behalf of the Book of Knowledge.

Interwoven in the warp and woof of this conference were the reports, plans and suggestions of the Planning and Action Committee for the next five years. Distributed as a gay and nonchalant reminder of such plans was the Planning and Action Alphabet of Alan Suddon.

Elected Presidents for 1962-63 for CLA-ACB is Miss Ruby Wallace, and for OLA, Mr. Erik Spicer.

The invitation to hold the 18th Annual Conference of CLA-ACB in Winnipeg, June 24-29, 1963, presented by the President of the Manitoba Library Association, Miss Marjorie Morley, was accepted with enthusiasm. Headquarters will be at the Royal Alexandra.

The OLA will hold its 61st Conference in Kitchener with headquarters in the beautiful new Public Library.

The letter forwarded to the Prime Minister of Canada regarding the importance of a top priority for the National Library Building, the resolution on Government Assistance to Libraries (quoted in full) with a summary of the courtesy, appreciation and policy resolutions follow.

The full Proceedings of the Conference published separately have been distributed to all attending. Additional copies may be purchased, price \$2.00 from Room 606, 63 Sparks Street, Ottawa 4.

Elizabeth H. Morton
Editor: Proceedings 1962

Let's keep
creating sharing dreaming
learning
working digitizing
analyzing innovating collecting
building discovering
collaborating



A new approach
to managing library services cooperatively

www.oclc.org/go/worldshare



CLA EXECUTIVE COUNCIL 2012

PRESIDENT

Karen Adams
(204) 474-8749
Karen_adams@umanitoba.ca

Vice-President/ President-Elect

Pilar Martinez
(780) 496-7050
pmartinez@epl.ca

TREASURER

Mary-Jo Romaniuk
(780) 492-5958
mary-jo.romaniuk@ualberta.ca

COUNCILLOR-AT-LARGE

Jennifer Evans
(902) 424-2455
evansjl@gov.ns.ca

COUNCILLOR-AT-LARGE

Karen Hildebrandt
(780) 479-9336
karen.hildebrandt@concordia.ab.ca

COUNCILLOR-AT-LARGE

John Tooth
(204) 945-7833
john.tooth@gov.mb.ca

Ex OFFICIO

Kelly Moore
(613) 232-9625 ext. 306
kmoore@cla.ca

CLA STAFF CONTACTS

Beverly Bard
**Desktop Publisher &
Book Review Coordinator**
bbard@cla.ca ext. 324

Maria Blake
Orders Administrator
mblake@cla.ca ext. 310

Laura Bratanek
Program Coordinator, Young Canada Works (YCW)
ycw@cla.ca ext. 321

Judy Green
**Marketing & Communications Manager
Advertising/Sponsorship Manager**
jgreen@cla.ca ext. 322

Geraldine Hyland
Member Services Manager
ghyland@cla.ca ext. 301

Kelly Moore
Executive Director
kmoore@cla.ca ext. 306

Wendy Walton
Conference & Events Manager
wwalton@cla.ca ext. 302

Penny Warne
Web & IT Infrastructure Manager
pwarne@cla.ca ext. 320

Telephone: 613.232.9625 • Fax: 613.563.9895 • www.cla.ca

New Releases from ALA Editions



The Black Belt Librarian: Real-World Safety & Security

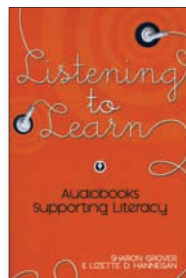
Warren Graham

Sharing expertise gleaned from more than two decades as a library security manager, Graham demonstrates that libraries can maintain their best traditions of openness and public access by creating an unobtrusive yet effective security plan. In straightforward language, the author:

- Shows how to easily set clear expectations for visitors' behavior
- Presents guidelines for when and how to intervene when someone violates the code of conduct, including tips for approaching an unruly patron
- Offers instruction on keeping persistent troublemakers under control or permanently barred from the library
- Gives library staff tools for communicating effectively with its security professionals, including examples of basic documentation

The Black Belt Librarian arms librarians with the confidence and know-how they need to maintain a comfortable, productive, and safe environment for everyone in the library.

Price: \$55.44 • CLA Member Price: \$50.40 • 104 pages • 6" x 9" • Softcover • 2012 • ISBN-13: 978-0-8389-1137-2



Listening to Learn: Audiobooks Supporting Literacy

Sharon Grover and Lizette D. Hannegan

Librarians Grover and Hannegan show how audiobooks present excellent opportunities to engage the attention of young people while also advancing literacy. Drawing on decades of experience and research, they connect audiobooks with K-12 curricula, demonstrating how the format can support national learning standards and literacy skills. Complete with a research bibliography

and resource guide, the book:

- Presents a concise history of the audiobook, with commentary from experts in the field
- Shows librarians how to harness their library's audiobook collection and practice effective collection development
- Includes thematic lists of quality titles and suggested group listening activities, ready for use in the classroom by teachers
- Helps parents use audiobooks as an incentive to read and encourage skill development

Listening to Learn ensures that librarians, educators, and parents can make audiobooks a major component of literacy advancement.

Price: \$67.76 • CLA Member Price: \$61.60 • 200 pages • 6" x 9" • Softcover • 2012 • ISBN-13: 978-0-8389-1107-5



Pre- and Post-Retirement Tips for Librarians

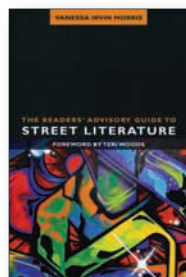
Edited by Carol Smallwood

Retirement holds many questions for librarians. Smallwood's volume offers insight, inspiration, and tips for those already retired as well as those thinking about retiring. A raft of veteran librarians, financial advisors, and other experts address:

- Planning for retirement, and how to leave things in good shape for those continuing your work
- The pros and cons of taking early retirement, including financial considerations
- How to stay connected to the profession after leaving the job by engaging in part-time work and through professional related activities
- Second careers, community volunteering, travel, staying healthy, budgeting, and other post-retirement activities and concerns

This book helps librarians navigate a smooth passage into retirement.

Price: \$57.90 • CLA Member Price: \$52.64 • 256 pages • 6" x 9" • Softcover • 2012 • ISBN-13: 978-0-8389-1120-4



The Readers' Advisory Guide to Street Literature

Vanessa Irvin Morris, Foreword by Teri Woods

Street lit, also known as urban fiction, addresses with unflinching grit the concerns and problems of city living. Controversial in some quarters, it is also wildly popular, and this readers' advisory by street lit expert Morris:

- Sketches out the rich history of the genre, showing why it appeals so strongly to readers and providing a quick way for street lit novices to get up to speed
- Covers a variety of subgenres in terms of scope, popularity, style, major authors and works, and suggestions for readers' advisory
- Helps improve library customer service by strengthening the relationship between staff and any street lit fans who are new to the library

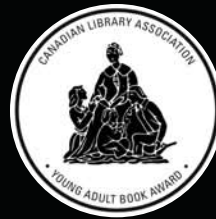
Emphasizing an appreciation for street lit as a way to promote reading and library use, Morris's book helps library staff provide knowledgeable guidance.

Price: \$59.14 • CLA Member Price: \$53.76 • 168 pages • 6" x 9" • Softcover • 2012 • ISBN-13: 978-0-8389-1110-5

Order from:

Canadian Library Association, 1150 Morrison Drive, Suite 400, Ottawa, ON K2H 8S9
Tel: 613-232-9625, ext. 310 • Fax: 613-563-9895 • orders@cla.ca • or shop CLA at www.cla.ca

3 Awards



2 Sponsors



ONE Spectacular Evening

Register for the 2012 CLA Book Awards
Thursday, 31 May ~ 7:00-9:00 pm
Ottawa Convention Centre

Join the award-winning authors for appetizers, light dinner fare
and enjoy wine/beer - all for only \$30!

Redeem your ticket for a complimentary copy of one of the award winning books!

This première event is limited to 200 attendees. Don't miss out...register now at:
www.cla.ca/conference/2012