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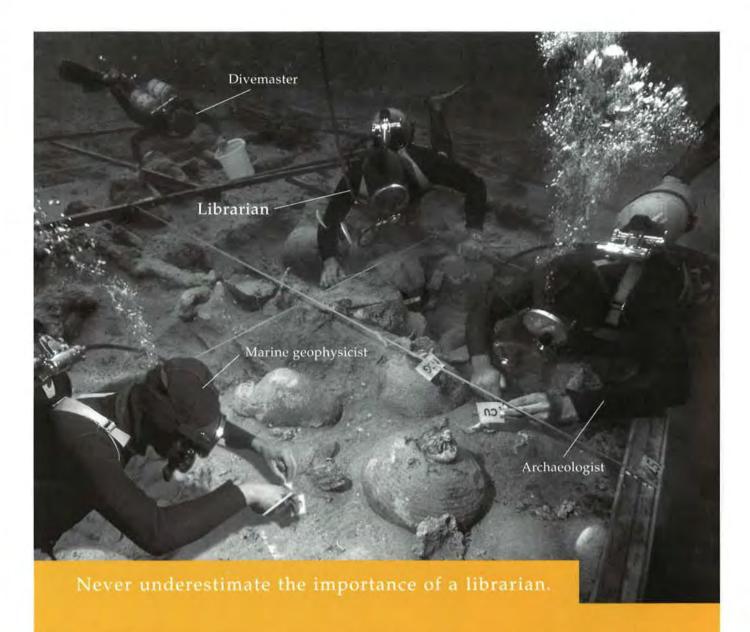
outlook ®

Strike Up the Brand
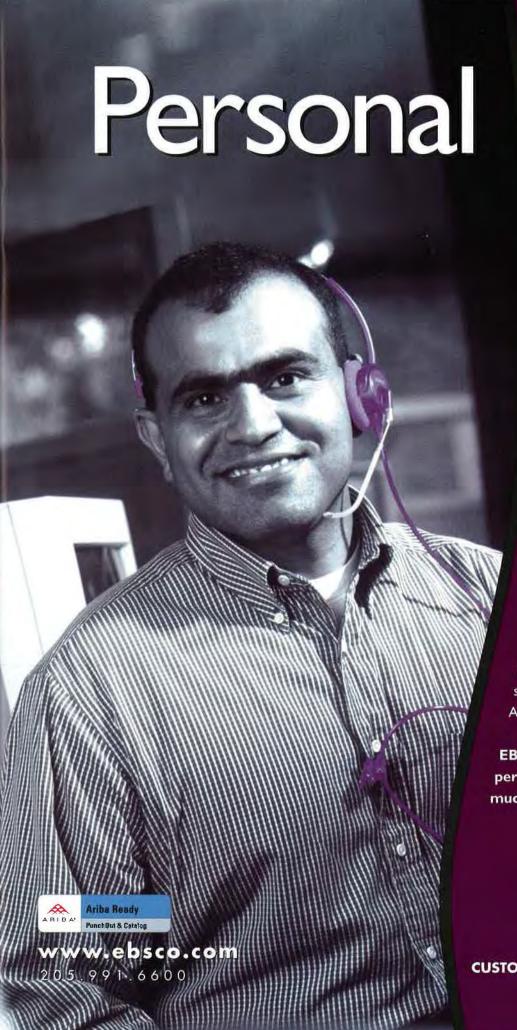## How to Market Your Value to the Rest of the World

Extended Business Trip

An Exchange in Work and Life

Librarians and Leadership

'You have not signed up to work in a back room somewhere'

"In our science endeavor, the thrill of discovery is the real fuel for taking off but the flight becomes satisfactory and enjoyable when recognition by peers, perhaps the most significant reward, becomes evident."
– Nobel Laureate Ahmed Zewail, from his book *"Voyage Through Time"*

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Putting a Wonderful Year into Perspective: Communicating and Collaborating

This is my final Executive Outlook Column as my term is rapidly coming to an end. I've thoroughly enjoyed this last year, most especially the opportunity to meet and work with many different people in our extended SLA community. I want to thank everyone on the Board of Directors, SLA headquarters staff, Chapter, Division and Caucus Leaders and the many members and our industry partners, as everyone has been most encouraging and supportive. A special thank you to all the members who volunteered their time and experience when asked. You reflect the best of our association. I want to personally thank the many individuals who have provided personal coaching and mentoring throughout the year – you know who you are – thank you!

And thank you to the chapter leaders who invited Ethel, Janice and me to come to their local meetings. During my travels to the many chapters, conferences, and events, it was reconfirmed to me that SLA represents professional excellence in our industry. During my inaugural speech in New York, I used the metaphor of alphabet books as a device for envisioning the same thing in diverse ways. It's intriguing to me that authors can take the same concept (a set of letters) and tell completely different stories. My collection of ABC books continues to astound me by demonstrating that diversity and creativity is possible even with the same set of resources. I find the same in our membership; SLA supports the intersections of our different groups, individuals, subject areas and geographies. Our individual uniqueness combined with our willingness to share our knowledge is a remarkable trait.

Over the past year, we have seen significant achievements at SLA, some of which I would like to highlight again.
• We started off our June 2003 conference with the hire of our new Executive Director Janice R. Lachance. Bill Fisher, Past-President, worked closely with Janice to ensure her appointment. Since her first day on the job, Janice quickly stepped in with her leadership abilities to guide many significant changes that have taken place since July.
• Also in June, the Competencies Committee presented a newly revised Competencies Document that reflects the evolving nature of our information profession. The revisions include updated definitions of an information professional and information organizations. We added two types of competencies for information professionals. The document is currently being translated into several different languages by member volunteers.
• In October 2003, we unanimously adopted new Vision, Mission, and Values statements for SLA. Our Strategic Planning Committee created the new statements that accurately reflect the input from thousands of our members and leaders and are based on the values that shape and inspire SLA's decisions and actions, and clearly articulate our purpose and desired future state for SLA.

• In January 2004, we launched the fourth generation of our web site. The new online community provides our members with a place to learn, gather, and get connected. Keep checking with your unit leaders as communities are created.
• Also in January, we increased our globalization efforts by adding multiple payment options for members in Europe, Canada, and Australia and offering free electronic translation services in 12 languages on www.sla.org. With these two new processes in place, we can continue to attract and retain an international membership.
• In February 2004, we adopted a new policy to do business as (DBA) SLA. Thanks to Ethel Salonen, President-elect, for introducing this possibility to the board and the unit leaders during our winter conference. It was a lively and thoughtful discussion throughout our conference. Using the acronym gives us greater flexibility to attract new market segments and deepen connections with information professionals and industry partners around the world.
• In April, we updated our logo and tagline to reflect SLA's overall visual identity and brand message.
• This month, we will move into our new headquarters at 331 South Patrick Street in Alexandria, Virginia. This area is home to a growing number of trade and professional associations. The new space facilitates a modern, knowledge-centered workplace – one that promotes learning and networking.

These achievements are only a few of the many that occurred this year. There are many more in the works so keep reading the communications we send. I'll look back on my year as a wonderful learning and growth experience for myself and the association. As I mentioned in my inaugural speech, it's up to us to continue to look for opportunities to collaborate with each other and to reach beyond our normal boundaries and connect with others, if only to begin conversations of possibilities. It's all about communication, collaboration and influencing change.

I am honored to have served you as President this year. I will continue to serve as an advocate for our profession and I look forward to many future endeavors, working with the members, leaders and staff. I look forward to supporting the innovative initiatives of our next president, Ethel Salonen, our President-elect, Pamela Rollo, and our visionary Executive Director, Janice R. Lachance.

As always, I enjoy our conversations and want to hear more about your perspectives, concerns, and suggestions about our association and profession. Please write me at: cindyvhill@yahoo.com or call 1-408-276-3326.

To a great year – Thank you!
Cindy Hill

President, SLA

making news

Chemistry Division Names Award Winner

Meris Mandernach has been chosen to receive the 2004 Marion E. Sparks Award for Professional Development from the SLA Chemistry Division.

Mandernach, BA in chemistry, College of Wooster, OH, and MS in library and information science, University of Illinois at Urbana-Champaign, is a new science instruction coordinator/bibliographer at the Loyola University Science Library in Chicago.

A certificate and a check for $1,500 will be presented Chemistry Division annual business meeting at the SLA conference in Nashville.

Established in 2002 by the Chemistry Division, the award recognizes ambitious members and assists them with their career growth.

The award honors Marion E. Sparks, a chemistry librarian at the University of Illinois from 1913 until her death in 1929.

Ebsco Marks 60th Anniversary

Ebsco Industries Inc. is marking its 60th anniversary this year.

In 1944, Ebsco founder Elton B. Stephens and his wife, Aly, formed a partnership to sell magazines, personalized binders, and racks to the U.S. Armed Forces.

Today, Stephens' original vision has expanded into a group of companies providing information access and management solutions through print and electronic journal subscription services, research database development and production, online access databases and e-journals, and e-commerce book procurement.

With more than 30 offices in 19 states, Ebsco serves libraries in the academic, medical, government, public, and school markets, as well as corporations and other organizations.

STM Publishers Join New eBooks Offering

Six science, technology, and medical (STM) publishers are participating in the launch of eBooks Corporation's new library service, EBL.

Cambridge University Press, Kluwer, Oxford University Press, Springer, Taylor and Francis, and World Scientific will provide titles for EBL. At launch in June EBL will carry titles across all disciplines.

EBL serves academic and research libraries. Aimed at academic and research libraries, the EBL model features enhanced functionality, including multiple concurrent access, online and offline access, read aloud, chapters for reserve circulation, short-term circulation, and document delivery solutions.

eBooks Corporation embarked on the eBook Library project at the promptings of library customers, including Curtin University and the European Organization for Nuclear Research (CERN). Working closely with CERN, Curtin, North Carolina State University, and Yale, the EBL model was developed and presented to leading international STM publishers for review and evaluation.

U.S., Brazil Libraries Launch Joint Website

A new website explores the historical similarities, contrasts, ethnic diversity, and interactions between the U.S. and Brazil.

"The United States and Brazil: Expanding Frontiers, Comparing Cultures" includes some 9,800 images from the

rare book, manuscript, map, print, and photographic collections of the Library of Congress and the National Library of Brazil.

The site represents the first phase of a continuing project by the two organizations under an agreement signed by Librarian of Congress James H. Billington and President of the National Library of Brazil Foundation Pedro Correa do Lago. The site is at http://international.loc.gov/intldl/brhtml/.

"The National Library of Brazil is one of the great libraries of the world, and I am excited that Brazil is now part of our Global Gateway collaborative digital initiative," which includes the Netherlands, Russia, and Spain, with more nations to come, said Billington. "These bilingual multimedia websites are making it possible for the Library of Congress to share its resources with the world and for Americans to share in the library resources of other nations."

The Global Gateway website of international collections and links to international websites are at http://international.loc.gov.

The Brazil project focuses on five main themes related to the history of Brazil and its interactions with the United States: "Historical Foundations," "Ethnic Diversity," "Culture and Literature," "Mutual Impressions," and "Biodiversity."

Among the items available on the site are letters by Thomas Jefferson about Brazil's independence movement, illustrations of 19th century Brazil by French artist Jean Baptiste Debret, documents relating to the reigns of Emperors Pedro I and Pedro II, 18th century maps, and the text of "O Guarani," Brazil's earliest heroic poem.

The project grew out of a visit to Brazil in 1999 by Billington and subsequent discussions between the two national libraries about the numerous parallels in the histories of the two largest countries in the Americas.

Other Global Gateway projects are planned with libraries in Egypt, France, and Japan.

FLICC Announces Awards for Federal Librarianship

Two libraries and two librarians have won national awards from the Federal Library and Information Center Committee (FLICC).

The Federal Library and Information Center Committee (FLICC) recently announced the winners of its national awards for federal librarianship to recognize innovative ways that federal libraries, librarians, and library technicians fulfill the information demands of government, business, and scholarly communities and the American public.

Federal libraries and staff throughout the United States and abroad competed in three award categories for the fourth annual FLICC Awards. The winners:

Large Library/Information Center Category (with a staff of 11 or more federal and/or contract employees): The National Institute of Standards and Technology (NIST) research library, in Gaithersburg, MD, was recognized for its technological innovations and comprehensive knowledge management systems that proactively provide the tools necessary to support new programs, superior customer service, and the agency mission. The library staff was commended for its work in 2003 on both the design and creation of the NIST Integrated Knowledge EditorialNet (NIKE), an enterprising project designed to facilitate the capture, organization, retrieval, and dissemination of NIST publications; and the Laboratory Liaison program, which promotes collaboration between researchers and the library and enhances collection development and access.

Small Library/Information Center Category (with a staff of 10 or fewer federal and/or contract employees): The Library Services Department at the Naval Medical Center, Portsmouth, VA, was recognized for the innovative services and superior customer services it offered in 2003. The library was commended for its provision of knowledge-based resources to optimize military healthcare, promote research and encourage professional growth. The library demonstrated its ability to combine creativity and innovation to meet the needs of its customers and the overall mission of its agency by providing print and electronic resources that support the Medicine, Nursing, and Hospital Corps and training programs; by hosting a semiannual college fair; and by highlighting the scholarly activities of the center, cited authors and publications.

2003 Federal Librarian of the Year: Lillian Woon Gassie, senior systems librarian, Dudley Knox Library, Naval Postgraduate School, Monterey, Calif., was recognized for her dynamic professionalism during 2003 in articulating the needs of the library to faculty, policymakers, and information technology stakeholders. Gassie provided guidance and technical knowledge as the library developed wireless and remote proxy access to the campus network and implemented a knowledge portal and mobile education teams to support federal and state homeland security policy and strategy. Her extensive technical knowledge brought the highest level of visibility and credibility to the library as a builder of information systems and supported the overall mission of the agency.

2003 Federal Library Technician of the Year: Wilma Riley, library technician, NIST research library, was recognized for her dedication to service excellence in support of the mission of the library and the core values of the NIST Information Services Division. In 2003, Riley set up communications connections for telecommuting staff, ensured that the library wireless technology was current, and provided dynamic end-user training. Her versatility allowed her to translate the library vision into action. As a creative problem solver, she employed her talents and strong technical skills to support a variety of customer-focused activities that reinforce the library successes. The winners' names will remain on permanent display in the FLICC offices at the Library of Congress.

More information is at: www.loc.gov/flicc/awards.html. ❦

Strike Up the Brand
How to Market Your Value to the Rest of the World

By Jill Strand, MLIS

A future librarian finishing her MLIS was fielding questions from her husband's colleagues at a company Christmas party. When asked where she hoped to work after graduation, she stated "in a corporate library." Three different people in three different instances all mulled her response before coming back with the same reply: "You mean like a law firm?" (Apparently it was the only type of corporation they could think of that had books.)

Another young librarian, hired for her first position out of graduate school, soon found that her responsibilities had less to do with professional librarianship than with clerical tasks and keeping her non-librarian boss organized.

The SLA website has a page dedicated to the value of the information professional. Among its collection of statistics, it refers to a study conducted by SLA which found that 85

Jill Strand

A solo librarian managing Target Corporation's Property Development Library for the company's architects, engineers, store designers, real estate, and construction professionals. She has served on the executive board of the SLA Minnesota Chapter for three years as Secretary and Solo Co-Chair.

percent of the companies ranked in the top 100 on the Fortune 500 list employed information professionals. By comparison, less than 50 percent of the companies ranked in the bottom 100. (http://www.sla.org/content/learn/ipvalue/index.cfm)

One could infer from this that a library or information center makes an important contribution to the successful execution of an organizations' strategy, whether it is in a government agency, non-profit, law firm, or corporation. Yet, many people, including top managers, still don't get it.

How Did We Get Here?

This is all the more disconcerting considering how hard information professionals work to promote their value to our clients, managers, and organizations. In 1990, James M. Matarazzo and Laurence Prusak published the first of two studies that sought to understand how libraries in U.S. corporations are valued by their senior management. They interviewed the managers (typically people at the director or vice president level who were not librarians) to whom the library manager reported. More than 160 organizations participated, including Marriott, 3M, Coca-Cola, and Wells Fargo. Among the findings: "There is little managerial consensus on how the library adds specific value to the firm's performance or how the value should be measured."

A follow-up study in 1995 noted in its introduction that despite the rise of the Internet and a growing assumption that every employee could become a knowledge worker, only a little over 20 percent of senior managers surveyed listed reference services as the most valued service the library performed. The reality reflected in these studies played itself out during the recent economic downturn when many corporations, viewing their libraries as cost centers, cut their budgets to the bone or dissolved them entirely.

Today there is no shortage of resources (books, articles, and workshops) teaching us how to translate our value within our organizations. Yet despite our best efforts to follow this expert advice, misunderstandings about what we do continue to persist. Many people still appear confused when they hear that many of us gained a graduate degree to build upon our skills. Too many companies and executives are unsure where to put librarians on the organizational chart, and

too often our salaries do not reflect our level of training or experience. After a decade of reassessing our roles and working to communicate the value we contribute to our organizations, what else can we do to change these misconceptions?

The answer may have less to do with the message than with target audience.

The Time Is Ripe

Recent announcements of library closings on the solo librarians' online discussion list (http://www.sla.org/division/dsol/discussion.html) prompted a few listserv members to ask what could be done to change misguided perceptions of our profession. One thought that there could be more advocacy activities on a national level. Another suggested creating a marketing institute that could help librarians demonstrate their value.

Now may be an excellent time to promote our profession. In addition to the August 2003 Challenger, Gray & Christmas study identifying "corporate librarian" as one of three top hot jobs for 2004, local newspapers have begun to write articles on such libraries as those at Boeing and Monsanto. (See sidebar.)

Sam Richter, director of The James J. Hill Reference Library in St. Paul, MN, is frequently asked to speak to business, and organizations across the country on library value and where to find quality business information. "People want this information," he says, "but they just don't know where and how to get it."

When will the time be better to tell decision makers how our skills can save them time, effort, and money?

The Experts Weigh In

There are many in our profession who address the value of information professionals and how they can market themselves to their organization's senior management. Mary Ellen Bates of Bates Information Services recently joined the discussion on the solo librarians' listserv. She noted that we not only need to "add value but to surface that added value so that our patrons/clients/users and upper management are aware of what we do besides manage information." She'll expand on those views in an article scheduled for the May issue of *Searcher* magazine as well as a

white paper titled "Marketing for the Info-Entrepreneur: Top Techniques to Build Your Business," available from Free Print in May. (See sidebar.)

Amelia Kassel of Marketing Base provides training workshops to libraries and information centers and consulting services to the information industry. She recently gave a workshop to law librarians on value-added deliverables. In it she discussed how value is a huge issue because of users' perceptions that everything is on the Web, which makes the task of demonstrating our worth crucial. At a time when more and more Internet users believe that they can conduct effective Web searches on their own, there is even greater need for information professionals to provide value-added deliverables—for example, ensuring that clients have the best information available from the most reliable sources. That, she says, will help "transform libraries into recognized organizational and corporate assets that affect the bottom line."

These and other experts have given us many useful tools and continue to teach us how to use them. So where do we go from here?

Taking It to the Next Level

We need to take our well-scripted selling points out of the conference rooms and to the masses in the business world. Rather than tell just our direct supervisors and clients why they can't live without us, we need to tell friends, colleagues, and, more importantly, other business leaders. We can do this as individuals, chapters, or divisions. And it doesn't matter whether you're a solo practitioner or one of many in a large corporate information center, whether you're with a Fortune 500 company, small hospital, or government agency.

Here are a few suggestions:
• Suggest stories to business reporters: Most cities have a local business journal or business page editor. Have the PR chair or your SLA chapter send a pitch letter with statistics about the value of the information professional (http://www.sla.org/content/learn/ipvalue/index.cfm) and include a sample article from another newspaper (see Libraries in the News sidebar).
• Write letters to editors: If you see an article in the mainstream press about searching online that doesn't mention librarians, write a letter suggesting that the public consider this missed opportunity.
• Offer to speak at other professional events: Look for opportunities to speak about your work at association events but not just library associations. Whether it is a professional association related to your industry or a local chamber of commerce.
• Host a luncheon for local special librarians with a business speaker who will appeal to your managers and who respects or can extol the virtues of special librarians: The SLA Minnesota Chapter hosted such an event with Matarazzo, co-author of *The Value of Corporate Libraries: A Study of Senior Management* and dean of the gradate school of library and information science at Simmons

Tips for Aligning Your Library With Corporate Revenue

• Management doesn't truly care about your work ethic, content resources, and usage statistics.
• Management does care about generating leads, closing deals, retaining customers, and making money.
• Provide Context vs. Content – don't just be a data provider help departments apply the data.
• Consistently survey your end users to determine the value they receive from the information you provide.
• Track leads you've helped to generate.
• Provide quantifiable evidence of the opportunity cost you've recaptured.
• Provide real examples – "case studies" of where the Library's work made the difference in the sales (or other business) process.

From a presentation by Sam Richter.

Helpful Articles on Proving Your Value

Additional Value Resources from the SLA website, Value of the Information Professional: http://www.sla.org/content/learn/ipvalue/additionalvalue.cfm

Susan Feldman. The High Cost of Not Finding Information, *KM World*, Volume 13, Number 3, March 2004.

Amelia Kassel. Marketing: Realistic Tips for Planning and Implementation in Special Libraries, *Information Outlook*, November 2002.

Amelia Kassel. Practical Tips to Help You Prove Your Value, *MLS* (Marketing Library Services), Volume 16, Number 4, May/June 2002. www.infotoday.com/mls/may02/kassel.htm.

Amelia Kassel. How to Write a Marketing Plan, MLS (Marketing Library Services), June 1999.

Mary Ellen Bates. INFO-ENTREPRENEUR TIP OF THE MONTH: Are You a Value-Adding Info Pro? http://www.batesinfo.com/ ib-tip.html.

Mary Ellen Bates. "Now That You've Fired Your Boss: The Five Things Every New Info-entrepreneur Should Know," will appear in the May issue of *Searcher*.

Mary Ellen Bates. "Marketing for the Info-Entrepreneur: Top Techniques to Build Your Business." Available from *Free Pint*, May 6, 2004. To order, go to: www.freepint.com/shop/report

Recent Press Coverage of Special Libraries

Rick Desloge. Librarians Manage Info at Monsanto, Mallinckrodt. *St. Louis Business Journal*, November 22, 2002.

Heather Maloney Noyes. "Special Librarians" Handle research: Professionals Gather, Organize Information. *Business Courier*, October 18, 2002.

Sarah Ann Wright. "Special" Librarians, Specialized Niche. *Seattle Times*, February 15, 2004.

College in Boston. Members were encouraged to invite their managers to attend with them. Sam Richter, of Hill Library, has spoken to similar groups on library value.

• Write for other professional publications: Maybe there's an opportunity to discuss effective Internet searching techniques or the latest information trends and resources in the industry you serve.

• Use SLA divisions to promote the value of the information professionals within their respective industries: They could offer to speak at local chapter meetings of their clients' professional associations or issue a press release to key industry journals outlining the key "wins" of having a professional librarian on staff. They could even include a checklist of how to hire an information professional with what skills to look for.

How Library Schools Can Help Smash the Stereotypes

No matter what type of library we work in, outdated stereotypes persist so perhaps some of the perception change could begin in the library schools themselves. For a long time, many programs lacked a strong focus

on marketing and promotion as part of their curriculum. Cynthia Shamel discussed this in her article "Building a Brand: Got Librarian?" in the July/August 2002 issue of *Searcher*: "The concept of marketing is more widely discussed and accepted professionally. This acceptance just has not found its way into most library schools, formal curricula." Yet as the need for these skills continues to grow and even public and academic librarians are forced to justify their positions in the face of state budget deficits, some library schools are working to incorporate more of this training.

For example, Dominican University in River Forest, IL, recently designed a master's of science degree in knowledge management that, in addition to traditional core library courses, includes offerings such as economics for managers, managerial communications, project management, and competitive intelligence for management decisionmaking. Dominican's graduate school of library and information science also partners with the graduate school of business to offer an interdisciplinary master's degree in management information systems with courses taken in both programs. The MLS program at San Jose State University in California has a course in marketing of information products and services.

'Special' Librarians, Specialized Niche

By Sarah Anne Wright
Seattle Times staff reporter

Forget the tweedy look, book cart, reference stacks, and shushing.

Think Pentium 4 processors at 3 gigahertz and a know-how that holds its own among the metadata crowd.

The new generation of librarians has a more modern set of skills. As the amount of information increases, so do opportunities for librarians.

"It's becoming more and more technically oriented," said Dan Trefethen, a librarian at Boeing's Future Combat Systems program in Kent.

"We are trying to get away from the image of the musty, old collection of books and get people to understand that we are part of the information revolution and, in many cases, leading it."

Special librarians tend to work at "special" libraries at businesses or in government agencies. Although physical collections at many in-house libraries are shrinking, more

organizations are hiring librarians to help find, arrange, and deliver information.

"You have to get through a certain amount of eye junk to find the results," said Trefethen.

Librarians work at places such as E! Entertainment Television, Levi Strauss, Planned Parenthood, Amgen, Saatchi & Saatchi, and Accenture. Of the top 100 companies ranked by *Fortune* magazine in 1998, 85 percent had libraries or information centers. Who knew?

"When you're 21, it doesn't sound like anything cool," said Nancy Gershenfeld, a lecturing faculty member at the University of Washington's Information School, informally referred to as the "iSchool."

Gershenfeld was a history major who fell into library work through a researching gig at a New York City market-research firm. She'd research quirky facts that were later featured in commercials. Or she'd find background materials to give a sales team making a pitch for fast education.

Later, Gershenfeld moved to Seattle, worked at Microsoft (from Windows 3.0 to 2000), and earned a master's in library science from UW in 1991. She now teaches there full time.

Education is essential to librarians. Most have a master's in library science.

Sarah Anne Wright is a staff writer with the Seattle Times. *Gene Balk, the* Times' *news librarian, contributed to this report.*

Matarrazzo has taught classes about special and corporate libraries for nearly 10 years and says he always has focused on the issue of marketing services. "In these trying times you've got to be able to demonstrate your value," he says. He considers the value studies he did with Laurence Prusak in the 1990s to have been a "wake-up call" to the industry. "Every other business unit in your organization strives to prove their value so libraries and information centers must do so as well." The LIS graduate school at Simmons also offers a course in marketing the library that focuses on market research, planning, presentations, and communication techniques.

As the studies have shown, the bottom line is that using the services of a professional librarian can save patrons/clients/users time, money, and endless amounts of frustration. In the long run it can help them to make more informed business decisions. Some other possible options library schools might consider include the following:
• Partner with nearby MBA programs to promote student exchanges for courses such as marketing and competitive intelligence that could benefit both groups by offering a more varied curriculum.
• Set up a program where library students can offer tutoring services: Everyone from MBA students to undergraduates needs to know how to do online research. Students (and over-worked academic library staff) get some needed help while the library students get some hands-on experience with research databases while gaining instructional skills.
• Arrange for library students to conduct targeted presentations in other college programs as part of a class project: For example, a library student could speak to a Creative Writing class about what online and print resources they could use to help get published or to a Structural Engineering class about code and certification resources. This gives them an opportunity to practice defining and promoting their skills while also helping future business leaders gain a better understanding of the skills required in librarianship.

What Have We Got to Lose?

If we are to be one of the hot jobs of 2004–and beyond–maybe it is time that people understood why before they miss out on our services. Proving our value as a profession will always involve more action than words, i.e. demonstrating to our clients and colleagues what we can do. However, it can't hurt to speak to a wider audience. Doing so means taking risks – some may think we are too focused on the stereotype and it may never translate into more respect and better salaries. If we are to truly find our work fulfilling, we need to take more risks in order achieve our full potential as a profession. By potential, I am referring to earning both the respect and salary we know our profession deserves. ◐

In recent years, UW's iSchool has transformed itself into a top-tier library and information school.

Where the iSchool once offered one degree – a master's in library science – it now has an undergraduate major (in informatics, the study of information systems), two master's-degree programs, a doctoral program, and distance-learning curriculum. Enrollment in the expanded master's-level courses is up 180 percent since 1998.

The iSchool is helped by its proximity to Microsoft and its founders, who are library supporters. The Bill & Melinda Gates Foundation has put $250 million toward installing computers in public libraries nationwide since 1998. The foundation also gave close to $5 million to help build Mary Gates Hall, where the iSchool is housed.

Paul Allen, co-founder of Microsoft, gave $10 million to UW libraries in honor of his father, Kenneth Allen, who was an associate library director there.

Many professionals find the library field after trying a few other jobs. Gershenfeld said that it's a second or third career for many of her students. Many pick up the skills and degree while holding down jobs. One in five librarians works part time, according to the U.S. Bureau of Labor Statistics.

Traditionally, the library field was dominated by women, but more men are entering the profession. The pay is good, and getting better.

"You can make six figures in this business," Gershenfeld said. Librarians are skilled at organizing, referencing and analyzing. They weigh the credibility of information before passing it on. One of their special skills is to ferret out what information a person really wants when requesting a librarian's help. Often the question is wrong.

Librarians are by nature collaborative. They usually work on small staffs.

"You need a strong sense of professional service. We are helping other people find the information they need to complete their jobs," Trefethen said.

Librarians learn a lot on the job and are curious. They'll say "interesting question" and mean it.

"We never know on a daily basis what we are going to be asked," said Trefethen, whose wife, Joanna, also is a librarian.

Trefethen collects science-fiction books, but his home library is not as organized as the information he manages at the office.

"Nobody pays me to organize my books at home," Trefethen said.

The couple's library careers are an advantage when it comes to parenting two teenagers.

"As many faults as we have, our children don't think we're dumb," he said.

Improving Professional Development for SLA

By Sylvia Piggott
Chair, Professional Development Committee
and John Lowery
Director, Professional Development

Professional development is a high priority for SLA. It is one of the key sections on the association's website. Look through the Professional Development "tab" and you will see an outline of current priorities for the department. The committee's definition was amended in June 2003 (Board Document A03-53) with the following mandate:

1. Analyze findings of staff research and feedback documents relating to the learning and development needs of the association's membership and other target audiences in partnership with the association staff in order that the offerings remain aligned with the anticipated needs;
2. Review, shape, and endorse annually the strategic directions in the association's learning and development activities;
3. Recommend policies and initiatives to the Board of Directors and to association staff to address the learning and career development needs of the association's membership;
4. Ensure updating of the professional competencies document as appropriate;
5. Provide feedback and advice to the Board of Directors and Executive Director related to library/information management curricula;
6. Function in an advisory capacity to association units as needed as relates to all of the above;
7. Make recommendations to the president-elect regarding desired characteristics of incoming Professional Development Committee members.

The committee has been working closely with the association's director of professional development to review the status of professional development and to develop solutions and offerings based upon three important documents: the committee's charge, the strategic vision document of the committee, and the revised competencies document.

We have reviewed past recommendations gleaned from surveys of the membership, and we have taken a close look at current successful professional development services and systems in order to choose appropriately for our membership. At this time, we are investigating new media in order to deliver professional development offerings to membership, both at the annual conference and on a continuous basis.

Immediate Goals
Restructuring Professional Development at the Conference

The committee is seeking to help minimize the divisions' burden of finding speakers and funding for conference programs and to reduce the cost to those vendors that are finding it difficult to support divisions at the level to which they are accustomed. We have advised the conference program chair for Toronto of a proposed method for streamlining professional development programs at the annual conference.

1. Presentations covering specific subjects will be offered by divisions that cover those subjects.
2. Programs of general interest will be placed in a central pool from which the association office will select the best choices to offer at the conference.

3. Topics not selected from the central pool will be reviewed, and some of them will be chosen for conversion to self-paced courses to be offered via electronic medium by SLA headquarters during the year.

In addition, the committee will request that continuing education courses that have been identified for possible presentation at the conference, or under the auspices of SLA, be reviewed by the Professional Development Committee for content. Selected courses will then be reviewed by the Professional Development Department for adherence to good instructional design principles. This process should help to improve the offerings and enhance the level of satisfaction with these courses. The committee hopes that some of these proposals can be implemented for the 2005 conference in Toronto.

Improving Online Seminars

We have finalized an agreement with Premier Conferencing to be our new Web-conferencing provider for all of our online seminars, both the Virtual Learning Series and the Career Development series. This move offers several advantages:

• Premier will make an audio and video recording of the live event. Within 24 hours, you will be able to see and hear the seminar. Whenever possible, we will get a commitment from our presenters to answer questions by e-mail after the event. Thus, almost nothing will be lost by "attending" the seminar at a later date.

• Premier's VisionCast product is much more suited to large presentation-style meetings than the technology we have been using. It is also better suited to more advanced uses, such as moving through multiple websites.

• Premier's presenter interface offers more opportunities for audience interaction and control.

• Premier Conferencing has two features that relate to our ability to allow our European members to participate in our online professional development events. The first will be immediate: Since all presentations will be recorded and will be available for viewing and listening within 24 hours, anyone in Europe will be able to take the same seminars, with the only difference being that they will not be able to participate in live questions and answers. The second feature is that Premier has international audio bridges in Canada, Europe, Australia, and the Far East. What this means is that most members can participate live. For example, when a member in France dials in to the presentation, the call will only be going to Paris, so we will be able to offer international participation without incurring additional expense.

Online Learning Community

The SLA Virtual Learning Community is moving toward becoming a reality. See next month's issue for more details, or join us at annual conference for the Hot Topics session on June 9. During this session, we will unveil a prototype of the website and offer a preview of the virtual learning experience. 🔥

Extended B

An Exchange i

Zurich

Swiss Re's Knowledge & Information Management group (know within the company as "IF") was established in 1987 at the com pany headquarters in Zurich. It is currently a multihub operati with information centers in Zurich, Hong Kong, Manhattan, a Armonk (New York). In the early years of the U.S. hub, a fe people from Zurich had international assignments in New Yo These people worked with staff to establish the local informati centers, and they helped with regular tasks such as research a technical services.

Ellen Savett, who joined the company in 2001, heard about t international assignees and expressed an interest in spending ti in Zurich. The idea was not seriously considered until a colleag

By Ellan Savett

My Goals

Swiss Re's Knowledge & Information Management group in Zurich is different than in New York because the larger staff is divided into teams that focus on research, technical services, knowledge management initiatives, and news monitoring. In the United States, everyone in our five-person group has a hand in several of these activities. I wanted to get a closer look at what the individual teams in Zurich do and get a clearer sense of who was responsible for what to make future long-distance communication better. I hoped to strengthen my relationship with the Zurich researchers, the group with which I had worked most frequently, and to have the experience of working at the Research Desk that served Zurich and other European offices. Finally, I hoped to meet people from other departments to understand more about Swiss Re and its diverse business groups and to strengthen my German-language skills.

Getting Started

I found it easy to adjust to life in Zurich because I had visited twice before and was familiar with the city, which is much smaller than New York. I knew most of my Swiss colleagues from previous visits and collaboration on projects. Also, we use the same software globally, so I did not feel like the newcomer

who has to learn everything from scratch. I think we all forgot, though, that I would need some coaching. On my first day of Research Desk duty, no one had prepared me for little things like uploading my e-mail profile to the Research Desk computer (to have access to my mailbox, calendar, and internal databases) or operating the voice mail, whose German instructions used words that were not part of my vocabulary.

There were other things to get used to. For instance, when the U.S. e-mail server replicated during New York off-hours, I could not check my e-mail sitting in Zurich. Eventually my e-mail account was moved to a Zurich server. Workdays began earlier and ended later. Some days I sat at the Research Desk and some days I sat at a desk near the rest of my department, unlike in New York, where I sit at the same desk every day.

Typical Days in the Office

During the extended business trip, my calendar was always full. I sat at the Research Desk at least two days a week, and at other times I had meetings or

Ellen Savett

Ellen Savett is a senior information specialist at Swiss Re. She has been with the company since February 2001. Ellen has also worked in the information centers at Clifford Chance and Catalyst. She earned her master's degree from the Simmons College Graduate School of Library and Information Science.

usiness Trip

Work and Life

New York

from Zurich announced that he would relocate for two years to Hong Kong to launch a new IF hub. Ellen offered to help out in Zurich during his absence. The discussion evolved into a new idea - an exchange. Two staff members would have a three-month extended business trip at the same time. The traveling colleagues would trade apartments and pay their own living expenses, thereby minimizing costs for the department. Limiting the trip to three months meant fewer hassles with visas and work permits. Anyone interested in the assignment had to submit a business case to the group's team leaders outlining what he or she hoped to accomplish while abroad. The team leaders chose Ellen from New York and Urs Weber from Zurich. The exchange took place between September and December 2003.

By Urs Weber

In a way, my extended business trip started when I picked up Ellen from the Zurich airport on a Sunday morning. I think I was more nervous than she was. Although we had often spoken by phone, I didn't really know her. We had met each other only once about two years earlier. During the following week we worked together, and we also had time to talk about our expectations. Two days before I was due to depart, I had my appointment at the U.S. Embassy in Berne. In order to get a visa, I had called the embassy in July, and they told me that one has to arrange an appointment and that the next possible date would be no sooner than September 4. The worst-case scenario was that I wouldn't get the visa and therefore couldn't leave on September 6, the day Ellen was supposed to move into my apartment. I was so relieved when I eventually received it. Two days later, I left for New York.

My extended business trip to New York was my first trip to the United States. Nevertheless, I didn't experience culture shock when I first arrived in the Big Apple. New York is definitely

Urs Weber

Urs Weber joined Swiss Re's Knowledge & Information Management department in 1998. He has specialized in the areas of News Services and Business Research. Urs graduated from the University of Zurich with a degree in philosophy.

different from Zurich. The buildings are taller and the streets are more crowded. But as New Yorkers are in general very friendly and helpful, I didn't feel lost. Not long after my arrival, I started to feel familiar with my new surroundings. This was due in part to the fact that my new colleagues were very supportive. In addition, I soon felt very comfortable in my new home, Ellen's apartment.

Work and Training

Swiss Re's in New York office is close to Grand Central Station in Manhattan. The Knowledge & Information Center, on the 41st floor, consists of a few cubicles, a few bookshelves, and of course, a small team of four people.

In Zurich I work for the Research & News Services team, meaning that I spend a lot of time at the Research Desk. The Research Desk is the place a Swiss Re employee contacts for a recent broker report, the latest data on the insurance market of Bermuda, or a list of the 100 most important American banks ranked by market capitalization. There are Swiss Re Research Desks in New York, Armonk, Zurich, Hong Kong, and other locations.

One of the reasons I came to the New York office was to learn more about the kinds of requests that are dealt with there. I soon realized that requests in Zurich and

project time. The Research Desk was always an adventure. I would answer the phone in English, but some people immediately launched into detailed requests in Swiss German. I speak High German, which is significantly different, so I could not understand. I usually asked people to switch to English, but if the client was someone I knew, I would attempt to take the request in High German, which all people there speak. At times it was just easier to hand off the call to the person next to me to make sure the request was understood fully.

Most requests were similar to those I get at home - news runs, insurance industry data, financial data, ratings, or equity research. I used the same databases most of the time but had some occasion to use local products, such as a German news database. The biggest challenge was doing news runs in many languages. The search strings were often saved, so I did not need to consult five dictionaries at once to compose the search. I relied on my knowledge of Spanish to decipher Italian or French headlines, and I occasionally used a translation program on the Web, bearing in mind that the results would be poor. The translation would give me at least a general overview of the article's content. The nice thing about being at the desk was that there was always another person sitting next to me doing research. We asked each other questions and helped each other locate information. It was a great learning experience and fun, too!

On days when I was not at the Research Desk, I met with others to learn about work processes or projects. Most of the meetings were within our department. For one or two weeks, I would have contact with a particular team. For instance, I spent my first weeks working closely with the Library Services group. I attended their staff meetings, received training on their work processes, and had days when I was responsible for a task like interlibrary loan or book ordering. Not all of my meetings were team-focused. One person I work with often is responsible for our group's intranet pages. One of us must approve any page that our group publishes on the intranet, and we work together to develop new pages. It was nice to look at a computer screen together or to make decisions without several phone calls or a long e-mail volley.

A few vendors came to do presentations or training for the researchers. At home these sessions tend to frustrate me when the presentor does not have relevant examples to show us, and it was the same in Europe. I made some presentations to the researchers on external databases we use frequently in the United States, and my colleagues often showed me how they use various resources to which we all have access. We have friendly rivalry over some of our favorite products, but we all learned ways to use the tools better.

I visited with departments outside of Knowledge & Information Management, such as the Portal (intranet) team. I have frequent contact with this team , so it was helpful to meet people, talk about their work, and attach faces to names I had seen in e-mails. Another special visit I had was at our Munich office. I gave them a presentation about our group in New York. They gave me a tour of the library and building and showed me German news and insurance databases. We spent most of the visit speaking German, and I know they appreciated it because it is too often assumed that all communication with Americans must be in English.

New York are not too different from each other. However, most of the requests in New York are U.S.-related, while the requests in Zurich usually have a European focus. Therefore, as databases often have a regional emphasis, the New York team doesn't use exactly the same ones as the Zurich team.

At first I received lots of database training from either my colleagues or the sales representatives of the relevant databases. Some of these databases were quite new to me. Although I knew about LexisNexis, I had never used the LexisNexis software. I also got to know OneSource, SNL DataSource, and Dialog. In order to deepen my knowledge in Bloomberg, I started with the introductory courses of the Bloomberg Product Certification Program. Bloomberg's training center was only a few blocks from my office building.

I was glad to benefit from the vast knowledge of my colleagues in the New York team. They explained to me lots of specifics about the United States, such as the way insurance companies are regulated and how social security is organized. They also taught me how much information on a company one can find in a 10-K. Although I bothered them with plenty of questions, I was soon able to work relatively independently.

In October, I attended the one-day conference "The ABC's of Financial Analysis for Insurers and Reinsurers," organized by the Reinsurance Association of America. A group of 140 people from all over the United States gathered at the Helmsley Hotel in midtown. Among other topics, we analyzed the financial statement of an insurance company and discussed the different accounting systems, such as SAP, GAAP, IAS.

Although English is widely used at the Zurich office, this was the first time I had to communicate in English only. Usually, understanding wasn't a problem; expressing what I wanted to say was more difficult. The good thing is that I made some progress. My vocabulary is broader now, but still, I must say that English is a difficult language.

Something I had to get used to was using my first name when I picked up the telephone. In Switzerland it's common to say the family name. Another cultural difference was that Americans often start the conversation with "How are you?", even when they don't know each other. I often was a little bit irritated when clients at the Research Desk whom I didn't know started the conversation this way. We have a more formal relationship with our clients in Switzerland, although that is starting to change.

Another big change was working with a team of only four people. I'm used to working in a department of 30 people. Of course, there is much more social interactivity in a big team. There were moments when I missed that.

In general, I was surprised at how few differences there are between working in New York and working in Zurich. Nevertheless, I had the impression that Swiss Re America is an American company. One reason might be that I met only a few Swiss employees during my three-month stay.

Outside of Work

Besides work, I continued my aikido training at the dojo of New York Aikikai in lower Manhattan. I also strolled around in different neighborhoods, visited museums, and spent a lot of time at Barnes & Noble bookstores. As I'm a big fan of traveling by train, I made several trips to cities such as Philadelphia, Boston, Washington, DC, and Montreal.

In mid-September I joined a colleague in attending one of the regular meetings of the Special Libraries Association local office in New York. The new executive director introduced herself to the members. New York's information professionals seemed to be in a relatively difficult situation. There had been major layoffs in the previous months.

The Thanksgiving break gave me the opportunity to spend a few days in Washington, DC. One of the landmarks I visited was the Library of Congress. It is the world's largest library, with a collection of more than 28 million cataloged books and other printed materials in 460 languages. I was surprised to hear that the main purpose of the Library of Congress is doing research for the U.S. Congress.

After a two-week vacation, mostly spent in New York, I traveled back to Zurich shortly before Christmas. Before I left, Ellen and I had a few occasions to exchange our experiences.

Looking Back

When I first got back home, I often missed the crowded streets, American English, and all the different ethnic groups that make New York so colorful. Back in Zurich, it wasn't difficult to reintegrate into my team. However, I soon realized that time hadn't stopped here while I was away.

Looking back, I consider my three-month stay in New York an incredibly enriching period, in terms of professional training as well as personal experience. Having worked in the New York team makes me feel more comfortable dealing with requests that are U.S.-related because I have a better idea now how the U.S. insurance and financial industry is organized. I also enlarged my database knowledge, and knowing a broader variety of databases gives more options when dealing with requests. Having worked with my colleagues in New York makes it easier now to call them instead of writing an e-mail. The most important discovery, however, was that what the New York team does is not so different from what we do in Zurich. ◕

Differences in Work Culture

Swiss Re is a global company, so most aspects of the Zurich office culture were the same as in New York. But one major difference was use of voice mail. In New York, if my phone rings and I am away from my desk, the call goes to voice mail. My message refers people to a group number where they can get immediate assistance. In Zurich, if someone is away from his or her desk, a colleague will answer the phone, even though each line has a voice-mail account. If there are staff meetings in Zurich, the calls are forwarded to the meeting room. During our weekly staff meetings in New York, the calls go to voice mail. The level of customer service in New York does not suffer because we sometimes do not catch a call the moment it arrives, and at times it makes sense to have meetings without interruptions. One way is not better than the other, and both systems work without problems.

Another difference in work culture is lunch. In Zurich, lunch is a social event. In the building where I worked, almost everyone eats lunch in the cafeteria, and you rarely see people sitting alone. It is an opportunity to take a true break from your work and to have fun talking to your co-workers. Lunch is sometimes used for networking; people who will be working on a cross-departmental project will have lunch to chat about the project before scheduling a formal meeting. One day I had lunch with a high-level executive from my division. We talked about our jobs but also about politics and travel. Our New York office does not have a cafeteria. Sometimes I make lunch plans, but I usually eat at my desk. I try not to work while I eat, but I tend to answer phone calls or watch my e-mail. I prefer the Swiss way, and since returning to New York I have tried to get away from my desk at lunchtime more often than before, but old habits are hard to break.

Language is a difference that I thought about a lot during my time in Zurich. My Swiss colleagues all speak English, and they speak very articulately about our work. I have studied German for almost three years, but my classes never covered library-related vocabulary. My Swiss colleagues knew that I wanted to practice speaking and build my vocabulary, so they taught me new words, conducted meetings with me in German, or designated some of our lunch dates as German-only. I always encouraged people to point out my mistakes so I could learn from them. Some people wanted to practice English, so I was happy to return the favor. Some days, speaking another language wore me out, or I felt that I suddenly could not understand anything. Also, when I could not get a point across in German, I would speak in English. However, I came to realize that even though I could express myself more clearly in English, it didn't mean that German speakers would understand me better.

Personal Time

Outside of work I spent time with my Swiss co-workers, who are extraordinarily friendly and generous. People showed me around Zurich and other places in the region. Many people invited me to their homes. I had guests in my home, too, after figuring out how to cook in my Swiss kitchen. Most weekends I traveled outside of Zurich with friends or on my own. A friend suggested that I buy a rail pass that allowed me to buy train tickets at half price. I became a fixture at the travel office in Zurich's main train station, booking a trip to another destination nearly every week. I went to Swiss cities such as Bern, Luzern, Basel, and Ascona. I went to the Berner Oberland, a region in the Swiss Alps that is among the most beautiful places I've ever seen. I went to Venice, the Alsace region of France, Berlin, and Munich. I also saved most of my vacation time to spend 10 days in Spain after finishing my work assignment. I loved exploring new places, seeing history come to life, admiring art and architecture, and talking to people in different languages. Weekend travel was an excellent bonus to this business trip.
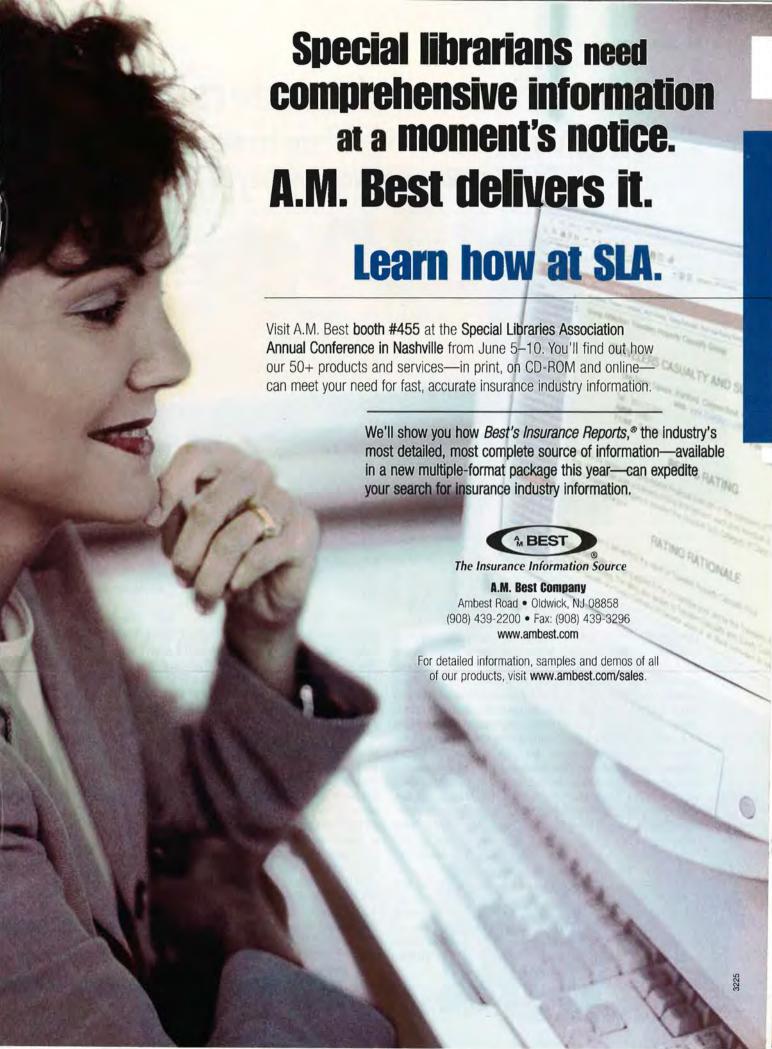
What I Learned

The experience of working in Zurich was very valuable for me professionally, as well as a lot of fun. I not only achieved the specific goals I set before the trip, but I exceeded my own expectations for what I would accomplish. Perhaps one of the biggest changes was feeling more self-assured in situations where I am usually a bit shy, like giving presentations or meeting high-level executives. It took being in a different work environment for me to realize the depth of what I know and have to contribute.
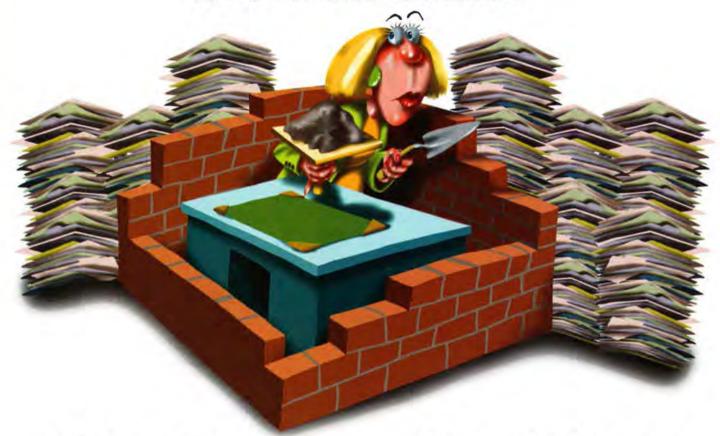
Our global department often keeps in touch by phone and e-mail since we are in so many different locations. I was not used to being in touch with my U.S. colleagues in this way. It took time to adjust to having only a few hours of overlap in our workdays and not being able to yell over a cubicle wall to ask a question. Being far away also made me more sensitive to how we communicate. There are many things we need to be aware of, such as acknowledging e-mails or calls promptly despite time differences and workload, avoiding jargon or slang that others might not understand, and realizing that we all have different styles – ranging from chatty to direct. A huge benefit of being in Zurich was that the people there became more than just voices at the other end of the phone or names on an e-mail message. Although e-mail remains our primary means of communication, I am now more likely to pick up the phone and call someone to talk about work-related issues and to catch up on what is new in our lives.

I am very grateful to the leaders of Swiss Re Knowledge & Information Management for making this trip possible, and to our entire group worldwide for making it such a great experience for me and Urs. One of the best parts of my job is our global collaboration, and this trip made that aspect of my job even better. 🐾

Librarians and Leadership

'You have not signed up to work in a back room somewhere'

This is the season when new college graduates emerge from academia to take on the rest of their lives. That's what "commencement" means—not the end but the beginning of something new. In addition to the ceremonies, family gatherings, and parties, it's practically a ritual for the graduate's family, friends, acquaintances, and just about anyone else within earshot to offer advice. SLA member Susan Fifer Canby is the vice president for libraries and information services at the National Geographic Society, in Washington, D.C. She gave the commencement address to the College of Information Science (CLIS) at the University of Maryland last December. Fifer Canby, a 1974 CLIS graduate herself, called on nearly 30 years of experience to give advice that's useful for all of us, not just newly minted graduates. The following has been adapted from her speech.

Leadership and librarianship may sound antithetical, but I'd like us to reconsider the role of the librarian in today's world. There are all kinds of leaders—some become directors and managers, some become technical experts or subject specialists, some help a team to work well together, and some are asked contribute to professional organizations or serve on boards.

Successful leaders organize others, help others, and most importantly, influence others. Leaders have a passion for what they do. When I graduated from CLIS in 1974, I didn't understand that leadership was an inherent part of my new profession and today is an essential reality of librarianship. That is why I want to talk to you about leadership.

In a sense, librarians and archivists are well positioned for leadership, because ours is a trusted profession. We are seen as impartial and concerned about the public good. We tend to have a reputation for learning and knowledge and, increasingly, for technology. We are collaborative. We have a tradition of being concerned about important issues such as literacy, civil rights, censorship, fair use, information access, the Digital Divide, and now the USA Patriot Act. Our profession includes a social, as well as a strategic focus, in our organizations and communities.

Susan Fifer Canby

As you have learned in your studies, libraries are as old as civilization–the object of pride, envy, and sometimes senseless destruction. The rise of libraries in America was an amazing phenomenon. In 1896, there were only 971 public libraries with 1,000 volumes or more. Andrew Carnegie, the patron saint of American libraries, donated much of his personal fortune to personally double that number as well as to add more than 800 libraries in other parts of the English-speaking world. He believed that libraries support what he called the "merit-o-cratic" nature of America. He believed that anyone could educate themselves to achieve their dreams and libraries could be the means of that education. He saw the library as the place immigrants like himself could go to learn about America's opportunities and understand democracy.

Libraries, like democracy, don't come free. There is always a tension for resources, whether in organizations or in school systems or in communities. At the National Geographic, if I can't make the case to management about the library, the resources will go to its many other worthwhile endeavors. I must make the case every year that without a corporate library, our staff will not have the tools to ensure the quality of the Society's research, and the effectiveness of decisions will be impaired. My team and I believe that it is the Society's libraries that give it a competitive edge in a changing global environment. To ensure that others share these convictions, we must manage our libraries rigorously–setting goals, writing business cases, managing resources effectively, marketing, branding our services, doing the metrics–so we can prove the library's worth.

Be assured that you have not signed up to work in a back room somewhere.

Most people think they know what we do because they've used a public or school library where they saw people (librarians) who appeared to be merely caretakers of these facilities. It is a constant educational effort to help people understand what librarians can do to further our businesses, schools, communities, country, and the world. For your family and friends who are here, this is what librarianship is not:

· It is not about checking books in and out.
· It is not about sitting at a reference desk and hoping people will ask you a question.
· It is not just picking a bunch of books for the library or adding a bunch of links to the website.
· It is not merely working 8 to 5 or putting in time.
· It is not getting that MLS and figuring you're done with education.

Your job is awesomely important. You are tasked with managing and ensuring the sharing of the world's knowledge. As librarians we have a responsibility to our customers, organizations, and society to ensure that:

· Government and business decision makers have the most reliable information with which to make decisions.
· Scientists, lawyers, and the medical profession can build on knowledge past and present.

· School children have an accessible and safe haven in which to explore ideas.
· Immigrants have a place to learn about democracy and their adopted country.
· In my case at the Society, to ensure that the editorial and business staff have the most current and reliable information for understanding and explaining the world.

Like some of you, I was drawn to library science as a second career. I started out as a teacher and then a researcher and was instinctually drawn to libraries because of an interest in helping people, organizing things, literacy, teaching, learning, and, frankly, the comfort I associated with libraries. Growing up I went to 12 schools in 12 years. One of my memories was discovering the library in each new place–a friendly spot to come where I could wander at will through the collective memory of civilization.

Become a Spokesperson

After graduating from CLIS and starting my job at the National Geographic, I realized pretty quickly that the only way I was going to be able to do my job effectively was to become a persuasive spokesperson for the library. In my first years, I made a point of sitting down with someone that I didn't know in the cafeteria each day to learn about what they did, and to listen for an opening to talk about what the library did.

I need to say here that I am only a slight extrovert. As a librarian and a library director, I am much more comfortable organizing, facilitating, and cheering others into the limelight. But if libraries are to be essential to others–if they are to provide the information and services that others need–it means we librarians have to move out of our comfort zones. This mingling with all the staff had an unexpected spin-off. In time I became one of the more knowledge-able staff members about the workings of the organization–a helpful attribute when management has rapid turnover.

I have worked for the Society for nearly 30 years—I am the fourth library director since 1888—and the first librarian promoted to vice president. Working for one organization for one's career can create a real problem with potential comfort zones—with their seductiveness. I had to work hard not get parochial. I had to be sure that part of my job was to stay uncomfortable and energized, to take risks and lead, to establish credibility outside my organization, and to try to anticipate that next challenge or opportunity. Some of the ways I tried to manage this were:

· To read widely outside our field.

· To participate in and lead, not just join, professional organizations where I could learn new skills and to get to know my colleagues. Those colleagues in other organizations have helped me enormously and I try to reciprocate.

· As a manager, to always select staff who are brighter than I am and can take the libraries to the next level.

· To realize that it was not my boss's task to make my job interesting—it was my job. I found that by looking at the white spaces on the organization chart—the gaps between jobs, where no else had responsibility—that there were new job opportunities, like building an intranet, starting a corporate university, creating a daily business intelligence report, that needed to be done. As it turned out, sometimes I was promoted into a job and sometimes I was promoted because I created the job that needed doing.

My team and I have found that librarianship is much like managing a small business. It is about:

· Anticipating the implications of constant change, setting goals, creating business plans, justifying "Return on Investment," and developing budgets.

· Marketing the right services and products to your customer.

· Interpreting the implications of technology for your users and applying them to your collections.

· In our business, teaching people to find and evaluate information and how to get to the right information when they need it.

· Looking for ways to be cost-effective, defray costs, or actually create revenue.

· Listening to both customers and management staff to find the right balance between their interests.

· Understanding there are no guarantees you can sustain current staff, space or budget. Libraries too go into Chapter 7.

What People Think About Librarians

If you haven't learned this already about librarianship, you'll discover that the world expects certain things of us in our personal lives:

• People think we are well educated and smart. Be prepared to converse about a recent article in the *New Yorker*, in the *Washington Post*, or on *NPR's Morning Edition*. You're expected to stay informed about your world.

• They expect you to be ready to recommend a good book for them to read or advise them about how to get somewhere on the Web.

• They'll expect you to be super-organized: your kitchen spices to be in alphabetical order, your books to be arranged in some logical system—this will be no problem as I suspect some of us become librarians because we are already organized.

• When you go to your company cafeteria or elsewhere, people who know you're a librarian will associate you with information they need—and will seem to be waiting for you—to ask you to find out the oddball piece of information for them. Carry your business cards and ask them to send you that question by e-mail or have a pen and notebook handy—you'll need them, because part of our deal is that we do what we say we will!

• Be ready for that inevitable question: So...what do you do? I say, "I'm a librarian. I work with a staff of 26 for the National Geographic Society to help the writers, photographers, editors, researchers, producers, and business staff get the information they need when they need it. I do this by filtering information, teaching them to use new technologies, and helping them to share knowledge. I like my job because I get to learn every day, work for an institution whose mission I believe in and with people who are excellence oriented." After they hear this pronouncement, here comes the request for that oddball factoid.

Graduate school has been a reassuring place where there are grades and tests with which to clearly measure your progress. Once you leave school, you may have to evaluate your own progress. You may work for a boss who doesn't understand what librarians do; you may have to teach your boss how librarians can lead and add value to an organization. And for those already in library jobs, typically no one anoints you for that next job, new responsibilities, or even promotions. Therefore it is important to analyze the needs of your new employer, to set goals to meet those needs, and to follow through to put yourself in a position to be productive and promoted. Your teachers at CLIS have taught you the fundamentals to becoming information experts, but you will need to continue to add new skills to your life tools while on the job. For instance:

· To negotiate a successful contract.
· To write a useful performance appraisal.
· To motivate an employee.
· To mentor a colleague.
· To build and nourish a great team.

No matter what organization you work for, including yourselves, it will be important to move out of your comfort zone, to take risks, and to lead. To do this you:
· Focus on your organization's mission.

· Expect and anticipate change.
· Plan strategically.
· Be accountable.
· Keep your finger on the pulse of your organization, by leaving your library every day for an outside meeting, for lunch with people outside the library, or just to walk around.
· Leverage your considerable strengths and keep learning.
· Look for the white spaces in your organization, where there are unmet needs, and fill the ones you can, volunteer for committees, take on seemingly unrelated projects where you can be of assistance, and take the lead! I can't tell you how many times I've watched a young staffer's career simply take off as a result of their showing their ability on a corporate project which at first seemed unrelated to their task in the library.

Librarianship is an incredibly rewarding profession that will provide you with many opportunities to make a difference—if you are willing to take risks and to be a leader.
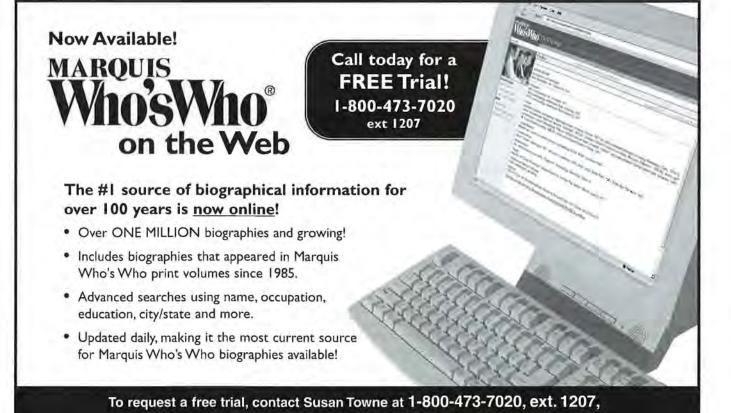
As Eleanor Roosevelt said, "You gain strength, courage, and confidence by every experience in which you readily stop to look fear in the face. You must do the thing which you think you cannot do." ◑

A University Goes Universal

University of Texas at Austin Offers Utopia in an Open Gateway to Its Knowledge Bank

By Sheila Allee

What if everyone had access—at the touch of a button—to the vast reservoir of knowledge and cultural assets at a major university? What if you could sit at your computer and gather helpful information from a university professor on how to do your income taxes? What if a teacher could go online and put together a lesson plan or gather ideas for a class field trip? What if you could view—in your own home—the memorabilia of the movie classic "Gone With the Wind"?

Now, you can.

The University of Texas at Austin has created UTOPIA, a digital knowledge gateway into its intellectual resources and the cultural treasures of its libraries, museums, and galleries. At http://utopia.utexas.edu, this online venue is breaking down walls and changing the way a university connects to those outside the campus community.

No longer does one have to be on campus to see Renaissance paintings at the Blanton Museum of Art or to hear a lecture by a University of Texas at Austin scholar on how to take your invention to market.

"The goal is to push the university's value out to all citizens in new and imaginative ways," said Larry Faulkner, president of the university, in announcing UTOPIA last month. "What we are unveiling today is only a beginning. UTOPIA is a work in progress that promises to be an online service that will exceed anything of its kind."

UTOPIA is a sustained, systematic effort to digitize the university's resources and share them with the public. Funded mostly with private money, the site will evolve over time into a voluminous resource presented in an easy-to-use, navigable format.

A key aspect of UTOPIA will be its resources for K-12 educators. There are professional development opportunities, classroom teaching tools, and lists of on-campus field trip suggestions.

Materials will be searchable by grade level and subject and most of the lesson plans are TEKS-aligned. (TEKS, Texas Essential Knowledge and Skills, is an assessment tool for learning in Texas public schools.)

UTOPIA will also provide online forums so that teachers can share ideas. Eventually, streaming video of live university events will be available.

In addition, the scholarly work of the university's faculty will be made accessible, understandable, and appealing to visitors of different ages and educational backgrounds. There are interactive opportunities, including a page on which users can ask experts questions about the latest scientific discoveries on Mars.

The site is navigable by user category—educators, students and families, or by areas of interest—the arts, business, health and fitness, history and culture, law and politics, science and nature, technology, and, of course, Texas.

"UTOPIA is different from our main UT website in that it provides a centralized and guided point of entry into the rich world of knowledge, research, and visual wonders that make up the University of Texas at Austin," said Liz Aebersold, the project's director. "Our purpose is to create the universal university, the pathway to information for all people, regardless of where they are or the level of their technical skills."

Other broad categories of information include a section for students, which offers, among other things, test-taking tips and study skills. A family page is home to reading lists for kids by age group and printable coloring books.

The "You-T" corner offers "Tools for Life," or information helpful in tackling life's everyday issues. You-T will feature a monthly theme, such as health and fitness or financial planning—all based on the expertise of university faculty members.

Sheila Allee is the media relations coordinator of the office of resource development for the University of Texas at Austin. This article is adapted from an article that originally appeared on the University's website at http://www.utexas.edu/features/archive/2004/utopia.html ?AddInterest = 1284. It is reprinted here with permission.

Originally called the Knowledge Gateway, the concept of UTOPIA was announced two years ago. ●

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The 10 Questions Change Leaders Must Answer First

By Carol Kinsey Goman

Two or three years ago I read a news story about an executive who had been hired to turn around the fortunes of a business that was on the rocks. The product was bad. Morale was awful. Management appeared to be confused about what to do. And customers were staying away in droves.

Clearly, this fellow had been hired to make changes, and here's what he said: "We gotta shake this place up and keep shaking until we get it right."

He was a change manager, to be sure. He had been brought in because things were not working well and somebody had to make miracles happen quickly. And our guy did that in spades, firing middle managers with abandon, reversing policies that had served the organization well, and establishing immediately that he was king.

You know what? It worked, for a while. The operation seemed to take on a new focus, and customers returned.

The product got better. Management relaxed, and the teamwork that everyone had hoped for seemed to emerge once again. That's the good news.

But I used that word "teamwork" advisedly, because this organization indeed was a team—a minor-league baseball club in a large Southern city. Sports franchises make great cases for the study of change management because the results show up so quickly.

In this case, the "shaking up" of the organization worked for slightly less than one season, and the new manager was summarily relieved even as his bravado still seemed to echo off the locker room walls. He was a bold manager of change, to be sure, but he was not a skilled one.
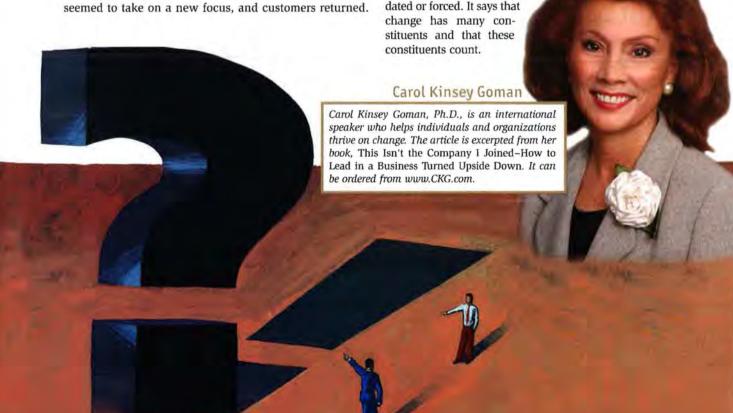
The lesson of our friend's forceful and narrow-minded attack on the company he set out to correct is critical for corporate managers. It says that change cannot be mandated or forced. It says that change has many constituents and that these constituents count.

Carol Kinsey Goman

Carol Kinsey Goman, Ph.D., is an international speaker who helps individuals and organizations thrive on change. The article is excerpted from her book, This Isn't the Company I Joined—How to Lead in a Business Turned Upside Down. *It can be ordered from www.CKG.com.*

It says that change managers need to ask difficult questions of themselves before they set out to "shake things up." And it insists that they listen to the answers. Here are some of the questions that sensitive change managers must consider before they set out to make things better.

Question #1

What is the employees' perspective?

To mobilize a workforce to transform itself, leaders must know what people in the organization are thinking, must encourage them to articulate their points of view and their concerns, and must be ready to respond to them sincerely. The first question that leaders should ask is, "What is the employees' perspective?" And don't rely on secondhand information or make assumptions about what you think employees think. Ask them—and keep asking them until they tell you. Only then can you begin to design a strategy that builds on synergies and fills in perception gaps.

Question #2

Did you "set the stage" for change?

One of the most vital roles of leadership is to anticipate the corporation's future and its place in the global arena, and then to formulate strategies for surmounting challenges that have not yet been manifested. To proactively respond to these challenges, businesses must continually reinvent themselves. Leaders must encourage employees to join a constant questioning of the prevailing business assumptions—and to be ready to act on new opportunities early in the game to maintain a competitive advantage.

Question #3

Are you tracking employee perceptions throughout the change?

It is important to find out what employees are thinking before the change, but it is just as crucial to have a system for monitoring employee perception throughout the change process. George Bernard Shaw once said that the problem with communication is "the illusion that it has been accomplished." When it comes to communicating change, leadership must be especially careful not to suffer that illusion.

Strategies that include employee interaction and feedback systems help organizations track the level of workforce comprehension. You will find the greatest advantages come when organizational feedback is gathered immediately after the delivery of every important message. One of my clients uses this short questionnaire to query her audiences before they leave the meeting room:

- What in your view are the most important points we just covered?
- What didn't you understand?
- With what do you disagree?
- With what do you agree?
- What else do you need to know?

Question #4

Are you giving honest answers to tough questions?

In the light of economic realities that offer little in the way of job security, employees must be able to rely on their employer to give them honest information that will allow them to make informed choices about their own jobs, careers, and futures. And when you can't answer every question, it is best to tell people that you understand their concern but don't know the answer. Or that you don't have the information yet, but will get back to them as soon as decisions are made. If you have the information but can't release it, it is better to tell people that than to withhold or twist the truth. Not everyone will appreciate candid communication, but few will tolerate anything less.

Question #5

Can you answer the most important question: What's in it for them?

I was in Sweden working with a county government agency that was completely revamping its healthcare system. The leader of this enormous change was proud of the way he had communicated to the county's residents. They had been given a thorough briefing—the reasons behind the change, the timing of the change, and exactly how it was to be carried out. Then he turned to me with a frown, "But you know, there is still one question that I get asked all the time." I interrupted. "Let me guess," I said. "People want to know if the wait for a doctor's appointment will be any shorter than it currently is. Am I right?" The man looked startled. "How did you know that?" he asked. I told him that I knew to expect that question because it is the one I hear most often about change: What's in it for me?

Question #6

Is your communication "behavior-based?"

Organizations send two concurrent sets of messages about change. One set of messages goes through formal channels of communications—speeches, newsletters, corporate videos, values statements, and so forth. The other set of messages is "delivered" informally through a combination of "off the record" remarks and daily activities. When I coach senior management teams, I begin with two questions: (1) What do you currently do that already supports the change? (2) What do you have to do differently to align with the change? For today's skeptical employee audience, rhetoric without action quickly disintegrates into empty slogans and company propaganda. In the words of Sue Swenson, president of Leap Wireless, "What you do in the hallway is more powerful than anything you say in the meeting room."

Question #7

Can you paint the big/little picture?

Vision is the big picture (we'll look at this next), and it is crucial to the success of the enterprise. But along with the big picture, people also need the little picture:

Big Picture – Presenting the concept of transformation.
Little Picture – How are we going to do that?
Big Picture – Setting long-term corporate goals.
Little Picture – Where do we begin?
Big Picture – Developing the overall objectives of the transformation.
Little Picture – What are the priorities?
Big Picture – Creating the mission of the organization.
Little Picture – Where does my contribution fit in?
Big Picture – Communicating organizational values.
Little Picture – What does this mean in my daily life?

Question #8

Is it your vision or our vision?

Leaders understand the power of vision to imbue people with a sense of purpose, direction, and energy. A compelling vision of the future pulls people out of the seductive hold of the past and inspires them to set and reach ambitious corporate goals. Of even greater importance is the sense of meaning that people derive from their jobs when they can tie their contributions to the fulfillment of a clear, compelling vision. Leaders must therefore be able to paint the big picture. But if the vision belongs only to top management, it will never be an effective force for transformation. The power of a vision comes into play only when the employees themselves have had some part in its creation. So the crucial question becomes, "Whose vision is it?" Leaders must create a master narrative that coherently articulates the company's identity and ideals and is embraced by every member of the company. If you want employees to feel the same kind of connection to their work that the executives felt at the retreat, then you have to get employees involved too.

Question #9

Are you emotionally literate?

To be a consummate manager of change, it is not enough to engage people's logic; you also have to appeal to their emotions. As leaders arrive at the insight that people skills (the "soft stuff" of business) hold the key to organizational change, human emotions take on new significance. Large-scale organizational change almost invariably triggers the same sequence of reactions—denial, negativity, a choice point, tentative acceptance, commitment. Leadership can either facilitate this emotional process—or ignore it at the peril of the transformation effort.

Question #10

Do you know what shouldn't change?

The greatest challenge for leaders is to know the difference between what has to be preserved and what needs to be changed. The "genius" of leadership is being able to preserve an organization's core values, and yet change and adapt as times require. And the product of that kind of leadership is a firm that goes on for a very long time. ●

Forces of Change

Condensed from *This Isn't the Company I Joined—How to Lead in a Business Turned Upside Down*

By Carol Kinsey Goman

What if your job changed significantly—or was eliminated? What if you had to reinvent yourself to stay relevant in your profession? What if you had to change careers? Would you survive?

Some people actually do survive, and even thrive, in these circumstances. They flourish in chaotic times by (first of all) understanding the forces of change in a world where nothing is guaranteed.

Changes in job structure and availability have been caused by complicated events in the far-flung markets of the world as well as by those in your local community. Companies trying to keep pace have been forced to deal with economic fluctuations, industrial transitions, and new ways of relating to their employees.

Let's take a look at the elements of "changing times." This is the challenging environment in which you are asked to continually modify your attitude and convert your abilities to new kinds of jobs and new ways of working.

These five fundamental events have created the new business dynamic:
1. The shift from domestic to global economy.
2. The shift from manpower to techno-power.

Carol Kinsey Goman, Ph.D., is an international speaker and consultant who helps individuals and organizations thrive on change. She is the author of nine books, including the book from which this article is condensed, This Isn't the Company I Joined—How to Lead in a Business Turned Upside Down.

3. The shift from company-led to consumer-driven market forces.

4. The shift from the Industrial Economy to the Knowledge Economy.

5. The transformation of employer/employee relationships.

1. Globalization

In the United States, Europe, and Asia, there have been major increases in foreign investment over the past two decades. In the late 1980s, multinationals greatly stepped up their efforts to buy or build manufacturing and sales facilities in foreign target markets. By 2000, foreign firms, excluding banks, employed 6.4 million U.S. workers, with a payroll of some $330 billion, according to the Commerce Department.

The easy movement of money and people across borders, the creation of multinational alliances and strategies, the revolution in information technology, and the convergence of foreign cultures and markets have combined to turn the world into one huge shopping mall. But globalization isn't a one-way street. Overseas goods, services, ideas, and personnel are pouring into America just as quickly as they are being shipped out. Even small businesses now compete with and have access to products, labor, and new marketing techniques from all over the world. The same holds true for workforces. Employee pools, once thought of as geographically static, now migrate across international borders as easily as cars or computer chips. Companies can locate—or relocate—to where the tax laws are most advantageous and where skilled, cost-effective labor is most readily available. Workloads can be spread over several time zones to cut production costs and facilitate delivery schedules. According to Forbes.com, analysts predict that by 2015, more than 3 million white-collar jobs in the United States will be outsourced to other countries.

2. The Technological Revolution

Advances in technology drive change throughout organizations, enabling them to improve their business processes by replacing routine activities with information systems and robotics. Instant electronic transmission makes it possible to move data entry jobs to any location on the globe.

Technology is also opening up a world of true employee participation in business decisionmaking. Intranet systems allow organizations to capture and share knowledge throughout the organization, to exchange best practices and good ideas company-wide, and to reinforce the corporate culture. That is the good news. The downside, of course, is the loss of jobs. Automated teller machines, robots, and electronic voice mail replace human bank tellers, assembly-line workers, and telephone operators who all used to collect paychecks and are now collecting unemployment.

Career Development Series

2004

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Work/Life Balance: Common Pressures & Coping Strategies
August 11, 2004 • 2:00 pm – 3:30 pm ET
Christopher Bauer, licensed psychologist

Evaluating Your Strengths and Identifying Areas for Further Learning
September 8, 2004 • 2:00 pm – 3:30 pm ET
Barbara M. Robinson, Robinson & Associates

Negotiating: Strategies and Techniques
October 6, 2004 • 2:00 pm – 3:30 pm ET
Tom Morris, CMF, Professional Speaker, Morris Associates, Inc.

Getting Ready for the Job Search
November 3, 2004 • 2:00 pm – 3:30 pm ET
Marshall Brown, Certified Professional Co-Active Coach (CPCC),
Marshall Brown & Associates

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3. Customer Power

Consumers around the globe are becoming relentless in their demands for quality, service, customization, convenience, speed, and competitive pricing. And with global competition and the new technologies providing customers greater choice about when, how, and where they will receive goods and services, they have, in effect, become the determining factor in the success or failure of most organizations.

4. The Knowledge Economy

The shift from industrial to knowledge-based organizations has occurred with extraordinary swiftness in this country, and its impact on our thinking about work and the workplace has been as profound as that experienced in the 19th century when America shifted from being an agricultural nation to an industrial one. In fact, the challenges of the knowledge economy are affecting every aspect of the workplace. Only a generation ago, trained technical workers were a relative rarity in this country. Now they constitute nearly a quarter of the total American workforce.

The most highly skilled, the so-called gold collar workers, are engaged in steadily more specialized activities, while the tasks demanding less rigorous training (technical and legal research, lab analysis, computer programming, and the like) are being handed over to a growing body of "paraprofessional" support workers whose roles in today's service/information world equate roughly to those carried out by skilled mechanics and quality control engineers in the Industrial Age. Specialized subcontractors in a variety of technical fields are also proliferating as large professional organizations like hospitals, consulting companies, law firms, multinational publishers, and media conglomerates find that detailed work once done in-house can be done faster, more cost-effectively, and often better by independent specialists.

5. The Changing Employer/ Employee Loyalty Compact

In the "old deal" employer-employee compact, workers were guaranteed job security in a safe, stable organization. Factory giants protected their workers by offering fair compensation and lifetime security. In the "new deal," workers can no longer expect lifetime employment, nor can they expect stability. Change has become "business as usual." Employers, on the other hand, must deal with a far more mobile workforce that has multiple loyalties and a different set of values than the previous generation. The brainworkers of today consider job-hopping a normal route to professional growth and personal fulfillment.

Today it is more effective to think of loyalty in terms of flexible "temporary systems"—much like a sports team or a movie company. Temporary systems by their very nature are relatively short-term liaisons between people constructed around a common purpose. These fast-paced new systems require a new, enlightened form of loyalty based on shared values and goals, and mutual caring and respect.

Who's going to succeed in changing times?

These five forces are the defining events of the post-Industrial age, and together they have turned a once predictable landscape into a place where constant instability is the only "certainty." People who succeed in changing times have learned to turn instability to their advantage. They also know that change can be a linear progression or (more often) a discontinuous leap, and they are prepared for both!

Most people can accept a certain amount of linear, incremental change because it makes sense to them, but discontinuous change provokes confusion and anxiety. Discontinuity (nonlinear leaps—such as when an industry, organization, or profession completely reinvents itself) is intrinsically threatening. Yet, when properly understood, discontinuity holds tremendous potential for creativity and personal growth.

Charles Handy talks about discontinuity as an opportunity for learning: "Ask people to recall two or three of the most important learning experiences in their lives, and they will never tell you of courses taken or degrees obtained, but of brushes with death, of crises encountered, of new and unexpected challenges or confrontations. They will tell you, in other words, of times when continuity ran out on them, when they had no experience to fall back on, no rules or handbook."

To proactively address change, here are a few questions to ask yourself. Better yet, gather your team and answer them together:

• What trends and forces of change are currently affecting my profession? Especially—What could happen in the future that would make my profession obsolete?
• What assumptions do I have about my current situation? (Write them down and then write the opposites. Analyze what would happen if the opposite assumptions proved correct.)
• Which skills and abilities are my current strengths?
• Which current strengths will continue to make me successful in the future?
• What new skills do I need to learn to stay valuable in the marketplace?
• What have I learned in the past six months?
• What do I expect to learn in the next six months?
• What do I need to unlearn? (Which skills are becoming obsolete? What practices—attitudes, behaviors, work routines, etc.—that worked for me in the past are no longer valid?) ●

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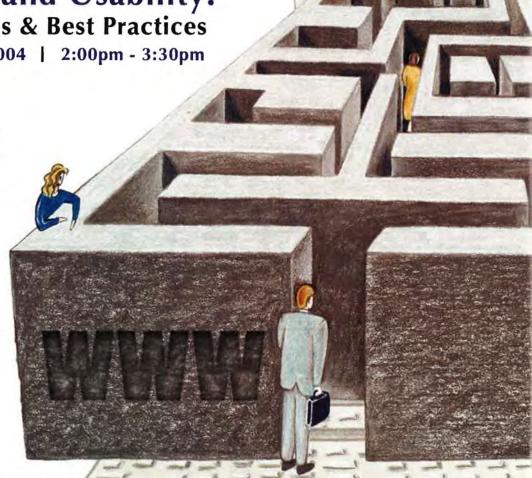
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Virtual Learning Leader:
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Data Library Coordinator,
University of Saskatchewan

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Topic: Survey Design: Tips & Techniques

September 29, 2004
Topic: elearning: Fundamentals & Opportunities for Info Pros
VL Leader: Stephen Abram, President, Candian Library Assoc

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May 5
Chicago, IL USA
http://www.sla.org/calendar

The Influential Networker
May 5
Anywhere in US and Canada
http://www.sla.org/careerdevelopment

2004 ASI Conference, The American Society of Indexers
May 13-15, 2004
Alexandria, VA, USA
http://www.asindexing.org/site/mtgs.shtml

Canadian Health Libraries Association Annual Conference
May 14-18, 2004
St. John's, Newfoundland & Labrador, Canada
http://www.med.mun.ca/chla2004

ARMA Great Northwest Region Conference
May 17-19, 2004
Anchorage, AK, USA
http://www.armagreatnorthwest.org/2004gnwconfinfo.html

Maryland Chapter Annual Business Meeting
May 18
Baltimore, MD, USA
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Web Design & Usability : Tips, Techniques & Best Practices
May 19
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http://www.sla.org/vitrualseminar

Medical Library Association (MLA)
May 21-26
Washington, DC, USA
http://www.mlanet.org/am/index.html

2004 Information Resources Management Association International Conference
May 23-26
New Orleans, LA, USA
http://www.irma-international.org/conferences/2004/index.asp

Emetrics Summit 2004
May 24-26
London, England
http://www.emetrics.org/summit604/index.html

Libraries in the Digital Age 2004
May 25-29
Dubrovnik and Mljet, Croatia
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June 2004

Canadian Association for Information Science/ L'association canadienne des science de l'information (CAIS/ACSI) 2004 Annual Conference
June 3-5
Winnipeg, Manitoba, Canada
http://www.cais-acsi.ca/calls.htm

SLA Annual Conference
June 5-10
Nashville, TN, USA
http://www.sla.org/nashville2004

Joint Conference on Digital Libraries 2004
ACM & IEEE Computer Society
June 7-11
Tucson, AZ, USA
http://www.jcdl2004.org

The Digital Library and e-Publishing for Science, Technology, and Medicine
Tilburg Innovation Center for Electronic Resources
June 13-18
Tilburg, The Netherlands
http://www.ticer.nl/04stm

KMUK 2004
June 14 - 18
London, UK
http://www.km-uk.com

Council on Botanical and Horticultural Libraries Annual Meeting
June 15-18
Pittsburgh, PA, USA
http://huntbot.andrew.cmu.edu/cbhl2004

Canadian Library Association (CLA)/British Columbia Library Association (BCLA) Annual Conference
June 16-19
Victoria, BC, Canada
http://www.cla.ca/conference/2004/index.htm

American Library Association (ALA) Annual Conference
June 24-30
Orlando, FL, USA
http://www.ala.org/ala/eventsandconferencesb/annual/an2004

Return on Investment for Libraries and Information Services
Tilburg Innovation Center for Electronic Resources
June 27-29
Tilburg, The Netherlands
http://www.ticer.nl/04roi

July 2004

Collaborative Techniques: Tips & Best Practices for Working in Team
July 7
Anywhere in US and Canada
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8th International Society for Knowledge Organization Conference
University College London
July 13-16
London, England
http://www.ucl.ac.uk/isko2004

American Association of Law Libraries (AALL)
July 10-14
Boston, MA, USA
http://www.aallnet.org/events

August 2004

15th ACM Conference on Hypertext and Hypermedia
August 9-13
Santa Cruz, CA, USA
http://www.ht04.org

Conference Information World Library and Information Congress
IFLA
August 22-27
Buenos Aires, Argentina
http://www.ifla.org/IV/ifla70

copyright corner

Copyrighted Newsletter Infringed by Posting on Corporate Intranet

By Laura Gasaway

In mid-2003 the federal district court in Maryland decided a very important copyright case, Lowry's Reports v. Legg Mason. A jury found Legg Mason liable to Lowry's for breach of contract and willful copyright infringement and awarded $19,725,270 in damages. Most observers assumed that the damage award would be reduced, but instead, it was upheld by the court in February 2004. The case will have tremendous impact on corporate libraries.

Lowry is a small Florida publisher with five employees. Legg Mason is a global financial services firm headquartered in Maryland whose business is management, securities brokerage, and investment banking. Lowry claimed that defendant Legg Mason infringed its copyrights in its financial newsletter, each issue of which contains a notice of copyright. The complaint focuses on Legg Mason's use of Lowry's *New York Stock Exchange Market Trend Analysis (The Reports)*, which Lowry publishes in both daily and weekly editions. *The Reports* provide "original and proprietary technical analysis of the stock market. Each issue includes unique statistics, comparative graphs, charts, and commentary drafted by Lowry's president." The analysis attempts "to predict when assets should be invested in stocks generally, and when they should be moved to other financial instruments." The daily editions of *The Reports* reflect and analyze market conditions at the close of business the previous day. The newsletter is sent to subscribers by facsimile or e-mail within two or three hours after the market has

closed. The weekly edition analyzes trends based on the week's market activity. The weekly Reports are faxed or e-mailed to subscribers on Friday evenings to ensure receipt prior to the opening of the next week's market. Apparently, the most valuable part of *The Reports* is the "three 'Lowry's numbers': representing buying power, selling pressure, and short term buying power." The latter is most significant to investment professionals.

Legg Mason subscribed to a single copy of the daily newsletter for more than 10 years, and the copy was sent to an individual in the research department, originally by mail and then by e-mail beginning in 2000. Each morning before the opening of the market, a call from the research department went out to all Legg Mason brokers and the Lowry numbers were distributed. From 1994 to 1999, Legg Mason faxed complete copies of the Lowry Reports to its branch offices, where they were further duplicated and distributed. In 2000 a former Legg Mason broker reported to Lowry's that the defendant was posting *The Reports* on its "intranet for all the brokers to see and use." The president of Lowry's called the research department and complained about the posting, and he followed up with a letter asking the defendant to cease and desist all unauthorized copying. By mid-2001, the intranet posting had ceased, but the subscribing research department employee continued to e-mail copies of all of *The Reports* to other members in the department.

The court noted that Legg Mason subscribed to only one copy of *The Reports*, the issues of which were further copied and distributed by various means, including on the corporate intranet. The defendant argued that

this posting and other distribution were contrary to corporate policy. Nonetheless, the court found Legg Mason vicariously liable for the actions of its employees, since intent to infringe is not a necessary element to prove copyright infringement.

The court applied the four fair use factors to evaluate Legg Mason's fair use claim. The commercial nature of the defendant's business leans against a finding of fair use. The nature of the newsletter is that of a factual work containing very useful information developed by the publisher; often each issue was only four pages in length, and subscriptions cost $700 annually. The amount and substantiality factor goes against Legg Mason since it reproduced each issue in its entirety. The effect on the market also weighs against the defendant, since the plaintiff is a small publisher with one product and it limits subscriptions to individual subscribers. Thus, the court found there was no fair use.

Lowry's also sued for breach of contract because of the behavior of the research department employee who signed a subscription agreement in 1994, in which she agreed "not to disseminate or furnish to others, including associates, branch offices, or affiliates, the information contained in any reports issued by Lowry's Reports, Inc., without consent."

While it is likely that Legg Mason will appeal this verdict, other companies and their libraries should take note: reproducing copies of copyrighted articles and reports in print or distributing them by e-mail without permission can lead to significant damages for copyright infringement. Posting material on a corporate intranet without permission is particularly risky, according to this court decision. ✪

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information
trends

How Do We Increase Trust Using Technology?

By Stephen Abram

It can take years to build a good reputation and a relationship of trust with our users and markets. It can take mere seconds to destroy it! Because some of our basic assumptions about life and work are being challenged by the transformations wrought by new technologies, I think that it is appropriate to consider the issues of trust and reputation in the context of transformational change.

Trust Defined

For the purpose of this column, I went to Google™ again for some definitions:
• the trait of trusting; of believing in the honesty and reliability of others; "the experience destroyed his trust and personal dignity"
• complete confidence in a person or plan, etc.; "he cherished the faith of a good woman"; "the doctor-patient relationship is based on trust"
• a trustful relationship; "he took me into his confidence"; "he betrayed their trust"
• have confidence or faith in; "we can trust in God"; "rely on your friends"; "bank on your good education"; "I swear by my grandmother's recipes"
• allow without fear
• be confident about something; "I believe that he will come back from the war." www.cogsci.princeton.edu/cgi-bin/webwn

Reputation

In our profession, we often express "trust" from the perspective of a good reputation:
• the strategic standing of the organization in the eyes of its customers. www.lhfm.salford.ac.uk/Resources/Stratman/glossary_ntor.htm
• the state of being held in high esteem and honor
• notoriety for some particular characteristic; "their reputation for honesty and quality"
• the general estimation that the public has for a person; "he acquired a reputation as a great researcher even before he started his MLS." www.cogsci.princeton.edu/cgi-bin/webwn
• the "good will" of a firm resulting from its past performance; maintaining one's reputation provides an incentive to maintain quality. www.wwnorton.com/stiglitzwalsh/economics/glossary.htm

Several things contribute to the overall reputation of an individual, profession, or organization and therefore to the trust placed in them. Some of these things are solid. We depend on the ALA accreditation process to put a stamp on our degrees. We rely on the reputation of the universities we attended to give credence to our education. We look to the reputations of our employers and our experiences there to burnish our image for future employers. All of these factors contribute to the image of librarians as trusted information professionals. If our accreditation, school, or employers fall into disrepute or lose the trust of their communities, this could have a personal effect on us as well.

Then again, as special librarians, we are also networked beyond belief. The value of our networks is essential to our work and the quality of our research. In the long-ago past, we usually knew members of our network personally—we would recognize them on the street. In the past, we would often phone members of our network and discuss our needs. We could contact others through our extended network using a print version of the SLA Who's Who and other directories. That defined our

community, and because we all belonged to the same community, we generally trusted one another—unless someone individually abused that trust. SLA represented a strong brand that admitted people into our circles of trust. What do our trust circles look like now? What are the artifacts of our social networking?

Our e-Mail Lists

Your e-mail contacts are not merely a list of mailing addresses. They are a virtual representation of your communities of practice: your work colleagues, your clients, your professional colleagues, your family, your clubs, your friends, your associations. The address list is probably the most valuable asset on your PC! Many of us would panic at its loss. I believe you will find that many of the people you trust the most in business and professional situations are on this list. Thinking of it as a trusted network instead of an address list is a valuable perspective.

Our Staff Lists

Think about your staff list. In the old days this was a paper list posted over your phone or a small booklet listing your work colleagues. Now we have all staff—local, national, and international—stored and kept up-to-date in our e-mail address books. We even have many organized into groups. We now choose to share information that is critical, timely, and proprietary with a trusted network of fellow employees. We share more at work than ever before.

Our Association Membership List

Our SLA Who's Who is online in the members-only part of our SLA website. All you need to know is your name and PIN. I keep my PIN handy and secret because it lets me search the trusted SLA members database for folks who might be disposed to help me with good information and advice. This network is much better than the old print version that required me to know folk's names to look them up! I know that I can trust SLA members who call me for advice or information as much as I trust them when I ask for the same.

Our Discussion Lists and e-Communities

The SLA virtual community represents an amazing transformation. Electronic discussion lists now have people sharing information with colleagues. People build trust as they participate. As people deliver good information, advice, and perspectives, their personal reputation improves in the community as a whole. Some folks become trusted experts through their participation on lists. I can name several posters, rarely seen, whose advice I take as gospel based on my discussion list

experiences with them. Special librarians can now build trust and reputation with colleagues without ever meeting them in person. Sometimes the list-owners of these discussion lists are stars in their own right!

Our IM Buddies Lists

Our instant messenger buddies lists are the next-generation way to build trusted circles of colleagues and friends. People can ask to be on your list and you have to allow them in. You don't need to communicate with a buddy if you don't want to. Your buddies list is an excellent example of a trusted network. It lets you have real-time conversations and share files easily—a far cry from sending e-mail to each other or to lists.

Our Personal Branding

You can increase your personal reputation and the trust you have gained with your networks by hosting a blog and allowing it to be syndicated through RSS. Your opinions become community opinions. Your insights and content have "legs" and can find their way into the broader community and the Internet. Blogs gain or lose their reputations for interesting opinion and content by the number of links to them and the ratings of others as to their value. Authority and trust can now be derived from your electronic presence. If no one reads your blog, it becomes the proverbial falling tree in the forest . . .

Our Brand

So has technology changed the way we manage trust? I think yes. Our reputation as information professionals, the reputation of our associations, and our interactions with our communities are forever changed as a result of these new ways of interacting. Now we just need to exploit these wonderful networks even further in the service of our users.

This column contains the personal perspectives of Stephen Abram and does not necessarily represent the opinions or positions of Sirsi Corporation or SLA. Products are not endorsed or recommended for your personal situation and are shown here as useful ideas or places to investigate or explore. Stephen would love to hear from you at stephen.abram@sympatico.ca.

Note: It has come to my attention that briefing papers, which I used to write the Feb. 2004 IO column on eBooks, may have unwittingly used ideas from Don Hawkins' *Online* magazine column of Feb. 2004. Even though this was unintentional, I do apologize to Don for using a few of his ideas without attribution. I also recommend that you read the online version of his article at http://www.infotoday.com/online/jul02/hawkins.htm. ⊙

information
management

Managing Information Organizations

By John Latham

Managing information organizations is the first of the Professional Competencies listed in the Competencies document, but how does it work in practice? As information professionals, we are in the unique position of knowing, or finding out about, all the products and services of our organization or institution and how they interrelate. The information organizations we serve range in size from one employee to several hundred and may be in any environment, from corporate, education, public, or government to nonprofit. Senior executives may know a lot about the positioning of the organization within their industry or profession and are the initiators of the strategic direction, but the information professional is often the only person in middle management who has and understands the tools available to see the whole picture in practical terms.

Over the next few issues of *Information Management*, I shall be looking at a number of the specific competencies and their impact in practical terms.

Aligns the information organization with, and is supportive of, the strategic directions of the parent organization or of key client groups through partnerships with key stakeholders and suppliers.

It is all very well knowing, or having access to, so much information about your organization, but it won't get you anywhere unless you make it valuable to the key players within the organization. I remember Barbara Maxwell, the director of the *USA Today* library where I worked many years ago, explaining to me how she

had pushed for a seat at the early-morning meeting of the editorial management, where it was determined what issues were going to be given high priority in that night's edition. By knowing the important topics firsthand, she could not only position her library staff to prepare for questions from reporters, but also proactively make relevant information available throughout the organization. I am sure that the way this is done now is totally different, with intranets and knowledge management systems, but this was a prime example of aligning the information organization with the strategic direction of the parent organization. Becoming personally acquainted with senior management or key members of your organization is still invaluable for promoting your information center's services, regardless of how electronic most of your services may have become.

Builds and leads an effective information services team and champions the professional and personal development of people working within the information organization.

We are fortunate that information centers have access to SLA's Annual Conference and other learning opportunities to advance our staff's professional and personal development. In these cost-conscious days training is often the first budget line to be cut, but don't forget that having your staff give training sessions for other staff within the organization is a cost-free way for them to learn and develop. There is nothing like standing up in front of your co-workers to force you to learn all there is to know about a new topic or technological innovation. Not only does your information organization benefit from having highly motivated and educated staff, but putting on Internet searching or intranet training sessions or presentations

about your products and services is a great promotional tool.

The Competencies in Other Languages

Because the Competencies for Information Professionals of the 21st Century are so important, we have arranged a number of foreign-language translations. Although SLA's website can be translated using the WorldLingo electronic translation service, a professional translation is clearly necessary for the Competencies. A Japanese translation, kindly provided by the Japan Special Libraries Association, has already been added, and translations into Arabic and various European languages are being prepared courtesy of the Arabian Gulf and European chapters.

Experience of the Month

I came across an interesting example of copyright in practice last month. There was an article in an online version of a newspaper which a well-intentioned staff member e-mailed to himself from the newspaper website, and then forwarded the e-mail to various co-workers. At the same time, the director of the information center, becoming aware of the same article from one of his alerts, sent an e-mail to the same co-workers referring them to the article via the URL of the newspaper website. I am not a legal expert on copyright, and the first example may or may not be violating copyright, but I would recommend that sending the URL of a Web page to view is a surer way to avoid falling foul of copyright legislation.

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Ellen Barrett-Barnes
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Ready to see
news make
history?

Dialog NewsRoom announces
another big development –
archives back to 1973

Learning from the past has never been easier.
With the new Dialog NewsRoom, it's simpler
than ever to research what really happened.
What was said. And what lessons were
learned. Now you can quickly check more
than 8,000 sources in news, trade
publications, scholarly journals, and
magazines. All in one place.
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