8-2006

Information Outlook, August 2006

Special Libraries Association

vol. 10, no.8

information outlook

August 2006

www.sla.org

Mis-Information at the Heart of the University

Why Administrators Should Take Libraries More Seriously


Are you sure you have assessed all the risks?
It's a wild world out there. The consequences of making business decisions with incomplete information can be catastrophic. That's why you need the new Nexis® service. By combining the most complete source of comprehensive, reliable information in the industry with new and improved search capabilities—the Nexis service lets you see the big picture quickly and easily.
Easy searching. Unmatched content. Fast results. Count on Nexis to tame your most demanding information requirements.
See the Big Picture with the new Nexis®
For more information, visit www.lexisnexis.com/informationoutlook or call 1-800-227-4908.

LexisNexis®

The Wall Street Journal Online.

Make it corporate policy.

Introducing
The Wall Street Journal Online
Site License.

Transform your intranet into a 24/7 gateway to The Online Journal and empower your entire organization with continually updated news on clients, competitors, markets and industries. With site license access to The Online Journal, your employees can take advantage of WSJ.com's personalization features and productivity tools without having to register or remember passwords—all at a fraction of the cost of individual subscriptions. Day in and day out, it's the easiest, most cost-effective way to keep your company smart.

For more information, please email group@wsj.com today.

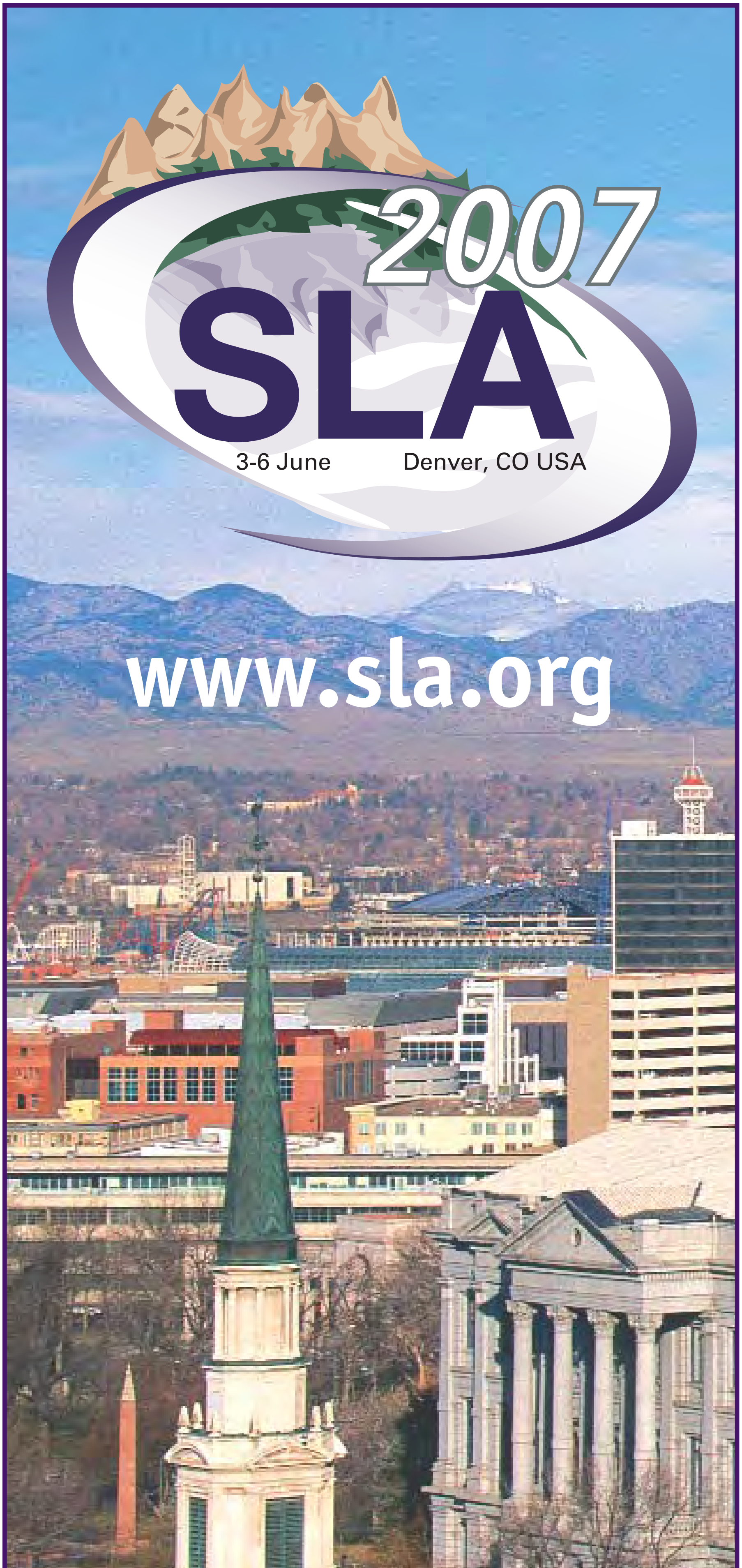
WSJ .com THE WALL STREET JOURNAL.
CELEBRATING 10 YEARS ONLINE

DOWJONES

table of contents

FEATURES

Columns and Departments



information outlook

www.sla.org

The Monthly Magazine of the
Special Libraries Association
Vol. 10, No. 8
August 2006

Publisher, Editor in Chief: John T. Adams III
(jadams@sla.org)
Columnists:
Stephen Abram
Lesley Ellen Harris
Janice R. Lachance
John R. Latham
Debbie Schachter
Carolyn J. Sosnowski
Rebecca B. Vargha
Layout & Design: Nathan Yungkans

Information Outlook®
(ISSN 1091-0808) is the monthly, award-winning publication of the Special Libraries Association, 331 South Patrick Street, Alexandria, Virginia 22314, magazine@sla.org. (703) 647-4900

2006 Subscription Rates:
Annual subscription, $125 (U.S. and International). Single issue, $15. Please report missing copies promptly to publications@sla.org. To ensure continuous delivery of *Information Outlook,* please notify SLA promptly of address changes by writing membership@sla.org. When submitting address changes, please include all the information on the mailing label. Changes may not go into effect for four to six weeks.

Postmaster:
Send address changes to Subscriptions, *Information Outlook*, Special Libraries Association, International Headquarters, 331 South Patrick Street, Alexandria, VA 22314-3501, USA. Periodicals postage paid at Alexandria, VA, and at additional mailing offices. Canadian Publications Mail Agreement #40031619. Return Undeliverable Canadian Addresses to: P.O. Box 1051, Fort Erie, ON L2A 6C7.

Advertising:
Acceptance of an advertisement does not mean endorsement of the product by the Special Libraries Association. To advertise, contact:

Eastern United States and Europe
Nancy Wood
55 Old Highway 22
Clinton, NJ 08809
Phone: (908) 730-7220
Fax: (908) 730-7225
nancyw@wgholdsworth.com

Western United States and Pacific Rim
Bill Albrant
250 El Camino Real
Suite 106
Tustin, CA 92780
Phone: (714) 544-2555
Fax: (714) 832-6840
billa@wgholdsworth.com

magazine@sla.org
Information Outlook Online
Sponsored by
Standard & Poor's

Skills for the 21st Century Info Pro

This column is adapted from the July 24 posting on my blog, Info-X, www.sla.org/infox.

For those who haven't read or heard about it yet, there was a thoughtful post titled "Skills for the 21st Century Librarian" on the Information Wants to Be Free blog (meredith.wolfwater.com) last week that sparked a fire-storm of comments and follow-up posts all over the LIS blogosphere. Meredith Farkas, the author, (who calls herself a "Librarian & Tech Geek") started an excellent dialog about a lot of the less tangible skills that are absolutely essential to becoming a leader in this field.

The more I read Meredith's posting and the comments of others, the more I became excited. If you had been standing here, you would have heard me say: "YES! EXACTLY! This is what we have been talking about all along! This is one of the key reasons SLA is here. We provide learning and networking opportunities that allow SLA members to acquire and embody these skills at all points of their career lifecycle. We are here to help our members anticipate and change for the future of the profession"

The comments on her post were full of emotion, concern for the future, and smacked of the good energy and thinking that this profession needs to embrace as it positions itself for the future.

Moving forward, I want to focus on what SLA has done to help you identify gaps in your skills and then expand on what you learned in library school to FILL those gaps. (Here comes the shameless plug…)

In 2003 SLA created an updated document that is a guide and a resource for our members who were already feeling the disconnect between their traditional library skills and the business, customer service, technology and marketing skills that employers and the industry are demanding of them. The Competencies for Information Professionals of the 21st Century (www.sla.org/competencies) will continue to be revised and updated, and many of the skills we are looking to address are some of the key areas that may be missing in library school programs.

I always believed, and still do in fact, that this type of thinking and—beyond that—ACTING to acquire and practice leading-edge business and leadership skills is what this profession MUST do to remain a valuable contributor to the global information economy.

Professional development and career-long learning have to be the norm, not the exception, if this profession is to prosper. Yes, the gap between academia and practice must be addressed, and SLA and its members should lead that discussion. In the meantime, we must seek opportunities to grow and become proficient in the skills that are outlined in Meredith's post and the SLA Competencies.

These leadership development opportunities are yours for the taking through SLA. Anyone who knows me knows that I place a strong emphasis on leadership. I see this organization as, among other things, a laboratory that allows members to develop skills, think big strategic thoughts, and become comfortable seeing themselves as leaders.

Click University (www.clickuniversity.com) and its course offerings were created for this purpose, as was the CE programming at our Annual Conference. As new professional interest areas emerge, new SLA Divisions emerge. With these developments, communities and networks that allow you to flourish, grow, learn from your peers and emerge a leader in the profession. Something as simple as volunteering to chair a committee or write an article for an SLA publication grows your skill-base and puts you one step ahead of the person who simply accepts the hand they have been dealt and sits around hoping they remain valuable.

As time progresses, I will be communicating with you more about this matter and the specific skills that work together and combine to create great leaders in this profession. What are your thoughts? What do you need to make YOU an indispensable leader in the profession?

If you have something to say about all this, join the discussion on Info-X, at www.sla.org/infox.

web sites worth a click

By Carolyn J. Sosnowski, MLIS

Information Wants to Be Free

http://meredith.wolfwater.com/wordpress

Meredith Farkas first came to my attention earlier this year as the creator of the Computers in Libraries conference wiki (she's created other conference wikis, too, and one on library best practices). At first, I found it curious that the site would have been created by someone not affiliated with *Information Today*, but thought it was cool as well. Then I found her blog, and it all made sense—information does want to be free. It's about community, sharing, and learning. I've found that blogs in general (and the accompanying comments) are a great way of picking the brains of colleagues we may never actually meet; it's almost like a conversation. Meredith's posts are empirical, thoughtful and thought-provoking, and a pleasure to read. Recent topics: technology-resistant workplace culture, enabling knowledge management (and change), tips for writers, and, yes, wikis.

FMI—For My Information

http://resevoir.wordpress.com/

Another blog. This one was created to keep track of research tools. How neat is that? Again, here's the sharing aspect of blogs, and a way to organize one's own thoughts. Categories of resources are numerous—intellectual property, Google, podcasts, legal research, training & presentations—so it's easy to find relevant topics. With this blog, the content is important, but so is the idea. How many of you use blogs in this way, either by creating or reading them? All of the tools we use are a means to an end, and sometimes existing tools can be used in new ways…for *your* information.

Medical Reference for Non-Medical Librarians

http://denison.uchsc.edu/outreach/medbib3.htm

Because of our informational role, we may be approached with all types of questions regardless of the mission of the organization in which we work. When it comes to medical questions, it may be difficult to know how to respond to inquiries

news briefs

CE Proposals Due August 25

The deadline for submitting proposals for CE sessions at the 2007 SLA Annual Conference in Denver is August 25.

For more information, see www.sla.org/content/learn/callcourses.cfm or contact Shelva Suggs at ssuggs@sla.org.

Courses will be presented at the conference on Saturday and Sunday, June 2 and 3, 2007.

Labor Caucus Becomes Section in Social Science Division

The SLA Labor Issues Caucus has been dissolved and been recreated as a section in the Social Sciences Division.

According to SLA Board of Directors documents, the caucus found that its structure no longer supported its needs for programming and sought to become attached to a larger entity. In addition, the Social Sciences Division saw including the new section as a way to increase membership and funding and provide a wider array of subject interests for its members.

The new section includes information professionals from labor unions, academic institutions, and research organizations concerned with industrial relations, social issues affecting workers, and broader issues of employment and the workplace around the world. Members have an interest in employment relationship issues, compensation and benefits, family labor issues, work arrangements, and workforce quality. The section provides an opportunity for sharing among those interested in related public policy, research, and legal issues. Members share a concern for archiving and preserving the records of the social history of the working person.

The New PR Toolkit: Why Everyone Needs It

By Jill Strand

Be honest. I know what you're thinking; you want to skip this article and move on to something less challenging. You're tired of promoting yourself, your library, your services, your skills, and the professionalism of your profession. Part of you just wants to go home and let your library director or chapter and division PR chairs worry about this stuff. Believe me, those of us on the Public Relations Committee understand how daunting all of this can seem. So that's why we've developed a new, more user-friendly toolkit and hope to dispel some PR myths and impart some PR truths to get you started—and maybe just a little excited about where this could all lead!

PR Myths

PR is too expensive. Thanks to e-mail, it has never been cheaper and easier to get the word out about an upcoming event or member accomplishment. You can even send PDF brochures or links to your website with more information or photos.

Only pros can do it. While not to diminish the vast experience and training of PR professionals, there is much that can be done with a little planning and focus. Probably one of the most important things is to let people know what is going on early (minimum of two weeks) and often (follow up!).

I don't know anything about writing a press release. The PR Toolkit will help you focus on key information that needs to be included and how to craft a press release. Make sure you send them out with plenty of advance notice. Do you homework and take note of deadlines; some news outlets may require a long lead times.

What should I/we be promoting? Anything that is relevant to your business community or industry that can also draw positive attention to SLA. How about polling chapter/division members for their favorite research Web sites and tips for using them, compiling the information into an article for a local business or industry trade publication that your clients read?

PR Truths

Anyone can have a good idea. The main thing is to get it out there, since even the best ideas benefit from being bounced off others. Show some initiative by introducing it for comment at a board meeting or sending an e-mail to your manager or PR chair. Don't forget to offer to help.

Everyone's doing it. No matter what our role or communication comfort level, we all have a responsibility to promote our profession, whether within our organizations or to the wider business community. Think about your skills and where they might fit in best. Even if you prefer to be behind the scenes, you can help generate ideas, help with strategy, or edit press releases.

Find a way to be relevant right now. In other words, think about connections between our profession and what's happening in the rest of world—such as what ALA and other associations have spoken out on. Is there an industry "hot topic" to which your division could contribute some perspective through an article or letter to the editor of a trade or local business publication?

Keep the Strategy Simple. Most important here is a focused approach. Pick one or two manageable PR goals for the year, such as "look for ways to recognize member achievements." Break each goal into actionable tasks and then map the tasks out on a calendar to come up with deadlines. Once tasks have been assigned, commit to checking in with your team to make sure things are progressing as planned. Even if you are on a team of two, this can help keep you on track.

So now that we've got you excited about PR and possibly hashing out some ideas in your head (or with a group) where do you go from here? Check out the toolkit for yourself at www.sla.org/pdfs/FINALPRToolkit.pdf. And keep both the PR committee and SLA informed of your activities—whether successful or not, so we can all learn a lot from each other!

Toolkit Highlights

Overall, the new toolkit is much more user friendly and actionable. It went from 40 pages in its previous version pages to just eight! Contents include:

- Quick tips for planning your public relations strategy.
- Key PR tools—brochures and handouts, partnerships, CE courses.
- Crafting a message—press release basics.
- Media contacts and follow up—the how and when of whom to talk to.
- What's News?—examples of relevant and timely PR ideas.

Jill Strand is the chair of the SLA Public Relations Committee

web sites worth a click

(or find quality information for ourselves) without a health-oriented print reference collection at the ready. This site, by librarians and for librarians, can help you lead clients in the right direction. In addition to resources with general health information, there are over 20 categories of sites on a wide range of topics such as health care access, mental health, and evidence-based medicine for consumers. There is also a section on finding authoritative medical information on the Internet, including some strategies that apply to all types of Web sites.

Digital Web Magazine

www.digital-web.com

You may not have seen this site for "Web designers, Web developers, and information architects." *Digital Web Magazine* is staffed and composed of the work of volunteers who are well-versed in the ways of the Web. Before it's published, content is vetted by an editorial board and by fellow contributors, so the tone is professional and informative. Need new inspiration for your Web work? Try the articles on usability testing, image databases, and design elements. The publication is always looking for new authors…you may want to use your own experience and knowledge to contribute to the magazine.

Overbooked

www.overbooked.org/index.html

In my part of the world, it's the middle of summer and I'm looking forward to some leisure reading. Regardless of your locale, you're bound to find at least a few books of interest here, which are classified as fiction and "readable nonfiction." Lots of themed lists from which to choose, from geographic backdrop to an interestingly long menu of crime fiction to books that deal with amnesia or the Aztecs. Debut novels and books with starred reviews (from publications such as Library Journal and Booklist) receive special treatment. The reader's advisory section contains a wealth of links to library resources across the country. Overbooked is easy to navigate by menu and is searchable, as well.

Carolyn J. Sosnowski, MLIS, is an information specialist at SLA.

The True Value of Customer Service

By Debbie Schachter

Few, if any, information professionals would disagree with the importance of customer service in the special library environment. Customer service is integral to the perception of a special library's value within its organization. Excellence in customer service leads to greater use of library services, better coordination with other departments, and a greater chance of ensuring the security of library funding. In fact, customer service may be the most critical factor in the information services value chain in any organization.

Customer/client needs, whether expressed or latent, drive the creation and continuity of services. This occurs directly through customers' demanding existing services, or the creation of new demand through the special library's successful marketing of new products or services to better serve the organization at large.

Customer service involves focusing on the broad industry standards and practices, as well as narrowly on the internal practices. It means monitoring the development of services and products that special libraries offer to their customers, and how information is delivered in new ways, to increase the value of their work. It is also how we and our staff interact with, respond to, and modify our behaviors to meet client needs. Without excellence in customer service, we may irrevocably damage the perceived value of the special library within the organization.

Customer service creates valuable relationships with both direct and indirect customers. Customer service interactions may be seen as either relationship-based or transaction-based. Formerly, transaction-based customer service was what organizations focused on, as it was easy to identify and to track. Today, many organizations are focusing on relationship-based customer service as the standard for long-term growth and stability, realizing that building customer loyalty is the most effective method of retaining customers.

Transaction-based customer service is the point-of-sale concept. This encompasses the behaviors and responsiveness of staff at the point when a customer requests and receives a specific product or service. The focus on this type of service is especially important when there is a high volume of interactions, and less of a need to invest in building long-term customer loyalty or the need to differentiate your product or service from competitors. These interactions are always important to evaluate and monitor, so surveys and customer feedback as to customer satisfaction levels for transaction-based activities are still important.

Relationship-Based Service

Most consumer products and service organizations, though, have begun focusing more seriously on relationship-based customer service as an important means of differentiating their offerings from the competition. Especially today, when there are so many commoditized products and services available to consumers, one of the most attainable ways to ensure long-term competitive advantage is not through price, but through the ability to provide quality individualized services or packages of customer service attached to each transaction.

One telling and contradictory example of relationship-based customer service gone awry is the recent debacle with AOL's particular method of refusing to close customer accounts, even when a customer demands to have their account closed. The role of the "retention consultant" or "account savers" is the last line of faulty customer service policies, and one that is not unfamiliar to customers in a variety of industries.

Relationship building begins even before the initial customer contact—with the organization's internal policies and procedures for creating a positive customer service environment. This means emphasizing the importance of not only providing the products or services that customers want delivered in the methods that best suit them, but also planning in an ongoing manner how best to improve the value to the customer through new initiatives. Some of this information can be obtained through monitoring customer service interactions and through qualitative surveys of your clients. Paying particular attention to negative feedback or unsolicited customer comments is also essential.

Debbie Schachter has a master's degree in library science and a master's degree in business administration. She is the head of strategic planning and development at the British Columbia Courthouse Library Society, where she is involved in planning and managing organization-wide projects, marketing and communications, Web site management, and branch supervision. Schachter has more than 14 years of experience in management and supervision, technology planning and support, and reference service in special library settings. She is the treasurer of SLA's Western Canada chapter, and has previously held the positions of public relations chair (2003-2004) and fund development chair (2002-2003). She can be contacted at dschach@telus.net.

Special librarians also need to differentiate their services and product offerings. We need to apply changing customer service principles to develop the valuable relationship we have with each of our clients. The result, of course, is an increase in perceived value of library services.

In practical terms, this type of relationship-based customer service means seeking and responding to feedback from clients. Customizing services or service delivery—including empowering the user to directly access his or her own information sources—also helps to meet individual client needs. This in contrast to a focus on a standardized, albeit often more efficient, one-size-fits-all model.

Responsiveness to changing customer needs and demands, including looking at the industry at large for changes in information products and service delivery, helps the library to continue to be perceived as innovative. Depending on your customers, customer service responsiveness can mean frequently retooling your services and products. It may conversely mean continuing to provide standard library services that users demand, beyond what you perceive to be their true value within the context of your larger organization. This is part of the quandary of trying to satisfy your customers while bringing in new technology or services that they may not yet know they will want or need.

In fact, an interesting paradox exists between customer driven products and services and the failure rates related to innovation. In "The Innovators Dilemma,"[1] Christensen was one of the first to explode the myth that organizations can rely on their customers to help them realize commercial success in their innovations. The failure of firms in the disk drive industry was to not realize that their existing technology was going to be quickly surmounted by newer non-compatible technology. By following the demands of their customers to expend energy refining and providing further innovations to their dying technology, most firms were driven out of business as their eventually customers jumped ship to new superior technology.

The lesson to be learned here, obviously, is that it is important to listen to your customers, but not to the exclusion of good sense, industry changes, and other signs. True, special libraries do have a different type of client base from the example above, given that we serve a relatively stable set of internal customers, or a subset of the employees within the greater firm. We are not competing in the open market; however, organizations generally do not retain a static workforce over time. Staff members retire, new employees are hired, new divisions open, and departments close. For all special libraries as cost centers, it is essential to remember that we continue to value our customers and seek new customers, throughout our organizations.

Essentially, it is important to know your customers as well as your potential customers. Survey to obtain data on both the transaction-based and the relationship-development aspects of your customer service. Pay close attention to what is happening elsewhere in the special library world for new technologies and new services, even if your clients do not immediately see their value. You as the information professional must maintain a fine balance as you continue to satisfy your customers of today and develop your customers of tomorrow.

[1] Clayton Christensen, The Innovator's Dilemma. Boston: Harvard Business Press, 1997

Keeping Tradition in a Traditional Library

By Forrest Glenn Spencer

Lexington, Kentucky, is the home of the U.S. horse-breeding industry—especially thoroughbreds. Kentucky Horse Park and the Keeneland Race Course are there, surrounded by the more than 500 thoroughbred horse farms in the Bluegrass Region.

It is at Keeneland that a very special library exists, one devoted to the subject of thoroughbreds: every book, periodical, photograph, and reference source.

"Keeneland's purpose is to collect and to preserve the history of the thoroughbred horse," says SLA member Cathy Schenck, manager of the Keeneland Library. "We are the only library that I am aware of collecting in this subject area—and that is open to the public."

Schenck has been employed by the Keeneland Association for the last 28 years. It was her first job after earning an MLS from the University of Kentucky. She has been serving as its manager since 1994; and she is only the library's third manager since its founding in 1939.

"Like other library managers," Schenck says, "I set policy and organize information in the library. I order and process books, index magazines, clip newspapers, work with the vendors and publishers, and so forth. But probably 75 percent of my time is spent answering reference questions for research projects."

The Keeneland Library started with roughly 2,300 volumes of material on thoroughbred horses. Today, there are around 6,000 volumes. "Our subject areas include art—which would include painters, sculptures, bronzes," Schenck said. "There's a section on the history of the thoroughbred, mostly in the early breeders. There are sections on specific races. An example is the Kentucky Derby... We have biographies on the horses and on their owners, trainers, and jockeys. There are books on training and general veterinarian books. We have studbooks that tell you when the horse was born, the color of the horse, sex, and his sire and dam—so people can trace the lineage. And that's not just horses that are in Kentucky but the entire U.S., as well as France and England."

Kentucky has always been Schenck's home. She was raised on a dairy farm near Paducah, in the western part of the state. Her family kept a few horses because her father enjoyed horseback riding. Like other Kentuckians, she watched the Derby each April on television but Schenck never dreamt of working in the thoroughbred industry.

"I didn't know anything about the thoroughbred horses when I was hired here," Schenck said. "I was working on a fashion merchandising degree before I switched to my MLS. Keeneland told me that they were looking for a candidate who had an MLS and they would teach me about the thoroughbred industry, and the particular sources to work in this library. Early on, I learned that people generally love their horses and they're so appreciative of what information they can find here. [They] get very excited when they come in and see the records of their horses, or that they can find any other information about their horses."

Information has value; and for Keeneland, information is essential not only for their commission from the world-famous Keeneland auctions but for the preservation of a pedigree that has become part of the American heritage. The library services are free, but staff cannot do extensive research.

"I enjoy helping people, performing research," Schenck added. "We have people who are writing books and wanting research done. We cannot undertake researching books for people, but we can certainly invite them to come, show them around. We give very personalized service. Customer service is very important to us. We're a very hands-on type of facility. If you're here doing the research, we'll pull out all the stops and help you find in what you need. There's always a different question; there's always a different horse, it seems."

In 2005, an estimated 4,200 visited the library, about 350 a month, most of them from outside Kentucky. A few people in the racing business come in to read the Daily Racing Form every day or catch up on magazines from the various racing states. Some people visit to look up records before they purchase a horse.

Besides visitors, the library received about 1,900 phone calls last year and more than 270 e-mails, all requesting information. In addition to Schenck, there is one full-time associate, and part-time assistants help when needed.

Keeneland Library remains very traditional in many aspects, with magazine clippings and an index card catalogue. Some of the information is online; but, like a thoroughbred, you have to see it, touch it, and be in its presence to appreciate the information about a horse, its owner, its history. The library is truly a hardcopy facility.

"We've got a manual magazine index we work on periodically," Schenck said. "Amelia Buckley—the first librarian at Keeneland—started that magazine index file. It's amazing to learn what we do have. People call with the name of a horse you haven't heard and go into that file, and she wrote down some citation long ago that can get you started."

Right now Schenck is heading up an effort to purchase a system that will begin digitizing and storing the collection electronically. "Keeneland is working on a digital access management system for the entire organization, not just the library," Schenck began, "because the three main focuses for us will be the newspapers, then the photographs and finally our videos. We hope to get started on that soon because we know the newspapers, for example, are going to deteriorate and some of them are in bad shape, so we guard those and protect them climatically.

"I don't jump on technology because it is technology. If it works and makes the job easier then I'm all for it. But with a small collection and with limited staff, it's just easier to do it…the old fashioned way until other opportunities present themselves, and I'm always looking for those types of opportunities."

Another aspect of Schenck's job during the Keeneland auctions is maintaining a repository of x-rays of the horses up for sale. "We started this in 1996," Schenck says.

SLA Member Profile

Cathy C. Schenck

Joined SLA: 1978

Job: Librarian

Employer: Keeneland Association

Experience: 28 years

Education: BS, Western Kentucky University; MLS, University of Kentucky

First job: Oral history transcriber at the University of Kentucky Library

Biggest Challenge: Finding time to complete the day-to-day projects and plan for the future growth of the library.

"We didn't really know what we were getting into when we started this," she adds with a laugh, "but it has grown and it is a wonderful tool for the prospective buyer.

"Our September sale, which is our big yearling sale, 96 percent of the horses that sell will have x-rays. There are 32 films for each x-ray. I manage that whole department. During that period, I have about 25 people who help me. We keep track of who checks out the x-rays and provide that information to the sellers.

"This takes up about three months of the year. I'll work on the x-rays exclusively. It's a high-pressure time period. It's also gratifying because you feel like you're helping people, and you get a lot more people that look at the yearlings that might not otherwise. Once the sale is over, we return the x-rays to the vet or the sellers, whoever provided them. We don't keep them, thank goodness," she says with another laugh, "because I probably would fill up my library with nothing but x-rays!"

Schenck has also worked closely with many in the media, especially during Bluegrass Week leading up to the

Derby. Not many outlets cover horse racing as extensively as they once did, so she and her staff attempt to accommodate the reporters' requests as best as they can.

"It's wonderful to have this information, but we have to get it out there," she says. "We want people to use it. We want to build this fan base for the sport."

Schenck has assisted two motion picture productions in recent years that have filmed at Keeneland: *Seabiscuit* with Tobey Maguire and Jeff Bridges, and *Dreamers* with Kurt Russell and Dakota Fanning. Schenck provided production designers, costumers, and set decorators photos or other material they required.

It was through Keeneland that Schenck met her husband, an agent in the equine industry. He buys and sells horses for people and he helps them formulate business plans. They have been married for 20 years and have one son.

Schenck recently joined the board of the Lexington History Museum. She also developed small exhibits for the Kentucky Horse Park.

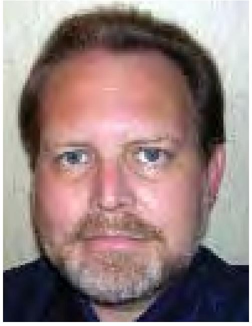
With all of these responsibilities, she still manages to squeeze in time for SLA activities. Schenck joined SLA in 1978, upon the advice of the retiring Keeneland librarian. Most of her involvement is through the Kentucky SLA Chapter. Her chapter, she says, is a small but active group that's good for networking and keeping abreast of developments in the industry. She was a director-at-large from 1996 to 1998, and again from 2003-2005.

"Most of the members are from academia, either University of Kentucky or University of Louisville in their special libraries in the larger libraries," said Schenck. "With the way our racing schedule and our sales here at Keeneland, I try to attend as many meetings as I can. We have large state meetings, open board meetings three times a year and several informal meetings with a speaker. Some of these meetings have been held her at Keeneland, and then we go to the races in the afternoons. Many of the members are fascinated by my library. I enjoy showing it to them."

It's a professional life that began nearly 30 years ago, but she has much to do still. The fashion-merchandising-major-turned-special-librarian enjoys her life in Kentucky. For what comes next: "I'll probably be here another 10 years and then I'm not sure what I'm going to do," Schenck said. "After 28 years I have a lot of knowledge about the industry and of the history. I enjoy the research, the referencing of my work. If I ever write a book…that'll be many years from now but…that's for later."

Such a book, no doubt, will one day be part of the Keeneland collection.

Forrest Glenn Spencer is a Virginia-based independent development researcher and freelance writer. He specializes in developing potential donor prospects for non-profit organizations, such as America's Promise – The Alliance for Youth, the National Coalition for Cancer Survivorship, and American Red Cross. Forrest was a 14-year broadcast news associate and has written for numerous print and Internet publications over the last several years. He can be reached fspencer@chemsoft.net.



Call for Papers

SLA Denver 2007: Climbing to New Heights

SLA is accepting papers for presentation at its Annual Conference June 3-6, 2007, in Denver and for publication on its Web site.

The papers will not be formally peer reviewed. Instead, a panel of SLA members will evaluate abstracts of the papers. Authors whose abstracts are accepted will be asked to write the paper.

Topics of the papers should be related to library science, information management, research or other issues related to the work of special libraries. Abstracts will be judged on substance, potential member interest, and relevance to the conference theme (Climbing to New Heights) or to the SLA tag line (Connecting People and Information).

Authors need not be in academia, but the author (or at least one co-author) must be a member of SLA.

Minimum Requirements for Acceptance

In addition to the quality and relevance of the proposed paper, it must meet these requirements:

- The abstract has been received by the deadline.
- The author (or co-author) is a member of SLA. Not a member? You can join online at www.sla.org/content/membership/joinsla/index.cfm.
- The author (or a co-author) commits to present the paper at the annual conference.
- The paper has not been published in or submitted to any other publication or conference planning group.
- The author (and any co-authors) also must be willing to sign a copyright assignment that will permit SLA to use the paper in various formats. Accepted papers will be posted on the SLA Web site shortly before the 2007 conference begins.

For examples of papers from SLA's 2006 Annual Conference in Baltimore, see www.sla.org/content/Events/conference/ac2006/conference/papers.cfm.

Submission Guidelines and Specifications

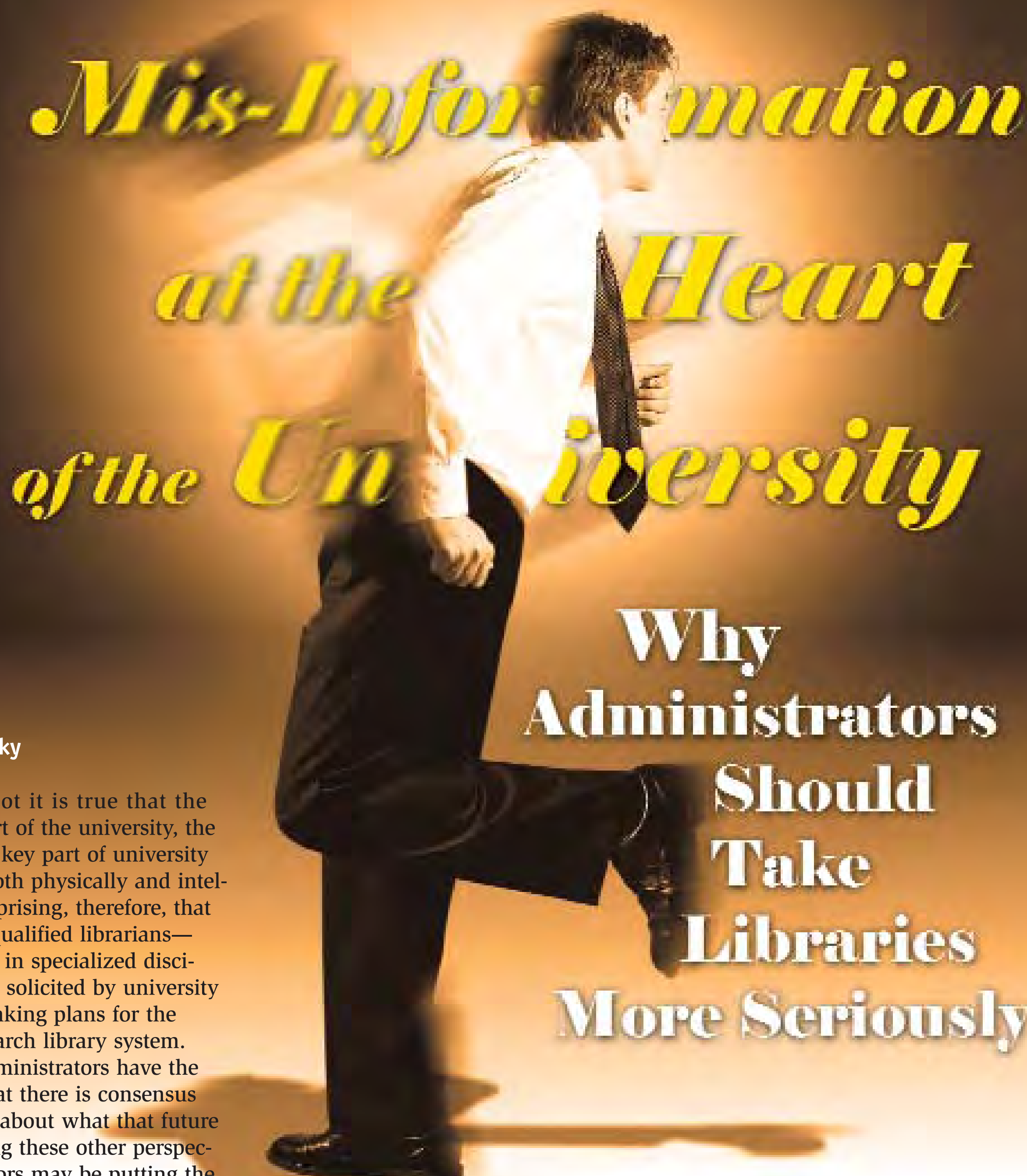
Full guidelines, including formatting instructions, are online at www.sla.org/denver2007/callforpapers.

Deadlines

December 8, 2006 – Abstract due. Submit an abstract of your paper via e-mail to Martha McPhail at mmcphail@rohan.sdsu.edu. Abstracts should be approximately 250-300 words in length, roughly one page in 12-point text with normal margins. Applicants will be notified of acceptance by January 16, 2007.

May 1, 2007 – Paper due. Submission deadline for the complete paper and copyright assignment to SLA. The paper should be in MS Word format and sent as an e-mail attachment to jadams@sla.org. The subject line of the e-mail should be "Contributed Papers" and the primary author's name. The copyright assignment form is available online at www.sla.org/documents/conf/copyrightform.html. Please print, complete and mail the copyright assignment to Contributed Papers, SLA, 331 South Patrick Street, Alexandria, VA 22314

June 3-6, 2007 – Conference presentation. Presentation of papers will occur during the SLA Conference in Denver.



Mis-Information at the Heart of the University

Why Administrators Should Take Libraries More Seriously

By Stuart Basefsky

Whether or not it is true that the library is the heart of the university, the library remains a key part of university infrastructure—both physically and intellectually. It is surprising, therefore, that voices of highly qualified librarians—particularly those in specialized disciplines—are rarely solicited by university administrators making plans for the future of the research library system. Consequently, administrators have the misconception that there is consensus among librarians about what that future should be. Lacking these other perspectives, administrators may be putting the competitive futures of their universities and their key programs at risk.

In fact, at most large research universities, there are several types of "research libraries," with differing modes of operation and approaches to meeting the core needs of faculty, students, and researchers. Among these are:

1. **The central library of the university**, which serves the general needs of the university constituency. This kind of library is often highly bureaucratic and factory-like in its approach to service, with friendly, helpful front-line personnel. It is represented most often by the Association of Research Libraries.

2. **The school or departmental library**, which serves the in-depth needs of a particular discipline and extends that service to the general university as a matter of course. This kind of library, while sharing the catalog of the central library, is often completely integrated into the programs of its school or department. It can customize services for faculty, students, and researchers and works as a partner in the pursuit of scholarship and teaching. Engineering and other scientific specialties and business libraries are most common among these. To a large extent, the continued success of these schools and departments are intertwined with their libraries. These libraries are most often represented by the Special Libraries Association.

3. **The professional school library**, which exists as a matter of necessity (not choice) because it provides an essential element of profes-

sional training and certification without which the school itself could not function. These libraries are totally integrated into their programs; they provide customized service. In fact, these libraries operate in significantly different modes than the central library, with highly specialized, technical subject matter requiring inputs not available from a central library. They may or may not share the central library catalog. Nevertheless, they also serve the general university needs in these areas of specialization. Medical libraries and law libraries are the most common of these. These libraries are represented respectively by the Medical Library Association and the American Association of Law Libraries.

Stuart Basefsky is an information specialist and lecturer at the Martin P. Catherwood Library, School of Industrial and Labor Relations, Cornell University, and director of the news bureau of the Institute for Workplace Studies in the New York City office of the School of Industrial and Labor Relations. Since 1993, he has specialized in workplace information issues.

Given the diversity of research libraries on campus, why do university administrators listen nearly exclusively to the perspectives of the Association of Research Libraries? Could it be that most presidents and provosts come from disciplines within the university that have not been served by the more integrated types of libraries? In other words, is it because these concerns are not within their experience that they do not think to ask about them? Could it be that most directors of university libraries do not come from these "other research library" backgrounds and are therefore unaware of the issues? Or could it be that the directors of university libraries do not want to cede control of library issues in part to perspectives that they do not share?

Regardless of the reasons, any major research university and its trustees should be asking more questions on the key emerging issues concerning libraries and how these play out in helping or hindering the core business of the university.

What are the key issues and the questions that should be raised about them?

Every university is unique. As a result, choice of directions will vary. There is, however, an approach to decision making that is considered reasonable. This includes identifying the "core business" of the university and then determining whether a decision will help direct a university to its desired goal(s).

The barest outline of the core business of any major research university (that which all U.S. universities have in common) is as follows:

Promote scholarship and teaching in a manner that results in:

- Attracting and retaining top faculty and students.
- Providing programs that give reason for students/parents to pay high tuition rates (for private universities and some public) and/or support tax rates that maintain or increase quality (of public institutions).
- Producing students and research that attract the interest of major corporations, governments, and associations to not only recruit the student body upon completion of their programs but also to further support the programs that feed their respective interests and to indirectly fund programs not within their interest.
- Developing alumni who will succeed in life and hopefully reinvest philanthropically in the university that set them on their path.
- Creating insights and innovations that will allow for social, humanistic, political, scientific, economic, and other types of progress and improvements to general understanding, life, and civilization.

A well-run library system supports all of these elements in greater or lesser degrees. However, effective support is not a system matter. It is the result of specific efforts. Business professors and students are interested primarily in the services of the business library and secondarily of the library as a whole. Law professors and students are interested in the services of the law school library and secondarily of the library as a whole. In fact, this is true of all schools, departments, and disciplines. And if there is no separate school or discipline-based library, the collection within a specific discipline is what interests faculty; the library as a whole is only a secondary interest. These specific libraries and collections are inherently part of the rating and therefore the attraction of a particular program to prospective students and faculty.

Because of the library's role in supporting the core business, the following question is key:

Is the library primarily a *cost* center or a *value* center?

Since everything has both a cost and a value, this is not easy to answer. It depends on the vision of the university and its Board of Trustees, or a school/department and its faculty. The answer should not, however, come from partially informed perspectives; fundamental to the answer should be the "core business" of the university.

An unfortunate perspective comes from trustees in the corporate sector who often view libraries as a cost center in their business. They make arguments that space (particularly in high-cost, densely populated cities) is too precious and that maintaining collections of books in addition to electronic resources is not cost effective.

They are in many instances correct. However, what they fail to realize is that they can rid themselves of the physical collection because their librarians are relying on access to university research library collections. By transferring their own notions of "core business" incorrectly to a university environment, they are setting in motion negative consequences for both the university and for the long-term viability of their own organizations. Instead, the university should be soliciting donations from these trustees who are making cuts in their own businesses based on the assembled collections of universities. (Their librarians get document delivery, scanned pages, etc., from university collections.)

This so-called space problem leads to a key issue:

Offsite storage as a solution for what?

One narrow but universal part of the "core business" of the university is the research endeavor. The economics of this area are not well understood by non-academics. For example, a typical scholar coming across a reference makes choices as to how much effort will be expended in following an idea. The first preference would be having the information available electronically at the desktop. Second would be retrieving the material from the library within a few minutes or hours—same day. Third, and least desirable, would be placing a request for offsite or interlibrary loan retrieval.

These preferences are not trivial. Too often, even the best scholars will forgo seeking material that is not available the same day. They are in hot pursuit of an idea, a thought, and they want to put it to rest as soon as possible. (Yes, scholars can be lazy or at least time constrained). To most scholars, offsite materials are no different from interlibrary loan materials. University libraries, however, like to brag about how quickly they can retrieve the material—except on Friday and Saturday. From the scholar's point of view, why purchase material in the first place if it will not be readily available? Any impediment to same-day access is potentially an impediment to scholarly pursuit. In a medical library, offsite can be life threatening. In a law library, offsite can lead to additional billing hours (at $150-plus per hour, this adds up), as well as delayed justice or worse.

Ironically, offsite storage facilities were rationalized because trustees and university administrators did not want to build new libraries. ***In fact, an offsite storage facility is a new library***. It needs to be staffed, have services provided, and so on. ***Unfortunately, this new library serves no one in particular***. It becomes a generic, costly warehouse that cannot be browsed. (Some may argue that digital browsing is possible. But this is putting the cart before the horse. If a book is not yet digitized, why is it going offsite now?) As more requests go to offsite storage facilities, more personnel will have to be hired to handle them and for longer hours.

What message is being sent to faculty and students when books go offsite?

Core to the university's business is the writing and publication of books. Why then are books so little valued that they are sent offsite? Some faculty and students wonder why they are produced at all. Publishers will tell you that books are not dying out, however. Publishing in print format is the only way they can make adequate profits. Faculty seek to publish with the most respected publishers. There is no viable alternative for faculty at this time.

Nonetheless, some university librarians say that there is no realistic alternative to offsite storage. The current cost of building traditional libraries is exorbitant. Other librarians will say that the problem is with architects, who should emphasize reading and study rooms, adding all the electronic and wireless access possible. The book storage areas could simply be compact shelving the size of football fields or modules to be added onto just like Lego systems. In any event, decisions to go offsite should not be taken lightly.

How important is browsing?

Browsing is fundamental to the traditional American concept of a library. Subject analysis places similar books in open stacks reasonably close to each other. In fact, my personal definition of library science (which is not really science) is as follows:

The purpose of librarianship is to enhance serendipity, by making it possible for researchers to come across useful related ideas that they would not normally have found through pursuit of a reference.

This is true for both the traditional print library and the Internet. Enhancing serendipity provides an environment for thinking, reflecting, and discovering. While technology certainly provides tools that can quickly and effectively browse the internal parts of any digital document, it does not allow for the same visual scan as books on a shelf. Scanning with a computer only gets you what you ask for. A visual scan provides for the unsought but interesting item that one did not think to look for. Again, regardless of perspective, terminating traditional browsing will have great consequences.

It is perhaps instructive to learn that the University of Sienna (Italy) recently constructed new facilities, including a new library. To attract and retain students and faculty, it highlights its "completely open stacks," which are now disappearing in the United States. It also has wonderful electronic facilities, wireless reading rooms, and more. European faculty who were once envious of U.S. open stacks now have them. Is this an element of competition for the future? With Internet access, good research facilities, state-of-the-art classrooms, and the ambiance of Sienna, would young faculty rather be in the cold Midwest or Northeast United States or in Tuscany? Having competitive salaries for faculty is the last remaining obstacle to keep universities such as Sienna from reaching the top ranks. With competitive salaries, they could easily compete with the U.S.

As the business model for the university changes, should the university be looking for different models of librarianship?

The answer is maybe yes, maybe no. Traditionally the university has used the models put forward by the Association of Research Libraries. Are these effective in today's world?

School, departmental, and professional libraries work differently. They are part and parcel of the institutions they serve. They work hand in hand with faculty in the research process. They train students and research assistants and conduct classes. Yes, the traditional research library does many of the same things. However, there is a significant difference. School, departmental, and professional libraries work with departments to make these institutions competitive. They customize information to meet specific needs of a discipline(s).

Librarians in these integrated libraries often sit on committees of their departments and schools and conduct discussions that improve the competitive and research nature of the entity. They do not wait for the institution and its faculty to come to them. They go to the faculty and the administration, trying to be helpful as part of their mission. Faculty become colleagues, not just clients.

If the university is now a business, should not its libraries function like business libraries? What does it take to make a university efficient? Should administrators and staff be trained to use information products that improve their work and their decision-making capabilities?

Until university administrators ask for alternative perspectives, they will not get them. And when they ask, should they be asking the traditional university librarian or persons more familiar with these other models?

One model is not necessarily better than another. The university will lose out, however, if it eliminates competing models—models that are producing valued results.

Too often, administrators argue that the costs of maintaining separate libraries are too high, but they fail to consider the cost of eliminating them. The general pattern is that any major department or school whose own library was eliminated soon becomes marginalized in its field.

Should libraries consolidate or further separate into competitive disciplinary units?

It is difficult to make arguments against sharing the same catalog. This makes sense, when possible, for the sake of the user. It is easier to have one place to look (now in addition to Internet searching) on a campus. However, the increasing need to operate in real time and stay competitive in a discipline argues for more libraries rather than fewer. A central library whose mission is to serve everyone serves no one well. However, discipline-based libraries and librarians develop extraordinary expertise in their respective fields and can provide in-depth perspective and knowledge when called upon. As universities talk about increasing interdisciplinary approaches to topics, they need to have disciplinary experts providing the guidance to those not familiar with the intricacies of a field. Generalist librarians can be very helpful but not at the in-depth level.

An interesting example of a logistical mistake made recently at university libraries is eliminating positions for government documents librarians.

The one-time government documents librarians are now working general reference. The result is that no one is developing in-depth knowledge of government structure, policy, legislation, publications, statistics, and so on. The loser is the university researcher in need of expert advice.

In fact, librarians are not really librarians anymore. The library collections are in many instances secondary places to look after initial searching on the Internet. Yes, many expert librarians now train students to use the Internet first—not because it is the best place to find reliable answers, but because it is the best place to find useful wording on a topic so that the more refined academic tools can be better utilized. In some instances—such as seeking digitally born government information—the Internet is the best place. Nothing is clear anymore.

Consequently, a department wishing to become ultra-competitive might consider employing a librarian as both an Internet expert for its faculty and a lobbyist to get the central library to better serve their needs. In fact, librarians no longer need to be tied to libraries in order to function—perhaps they should not be. Unless someone raises the question, this prospect will not come to light.

Open access and the question of whether publishers are friends or enemies

There is nothing wrong with open access as a concept, but its reality can be flawed. One question is the business concept behind it. For some reason, administrators are being told that open access costs less than purchasing bundled materials from commercial publishers. Again, the answer could be yes or no. Open access is not free. Whether one is talking about an institutional repository or an academic journal, someone has to pay. If the journal is run by a professor, who is paying the professor's salary, research assistant wages, secretarial costs, office space costs, and more? Considering all of those costs, is it really cheaper? Is the journal run by a professor who has this as a passion but no succession plan? If so, will the journal be sustainable? Do students and parents want to pay for this with tuition? Do alumni want to endow it?

As for the institutional repository, if it is run separately, how many people need to be paid to run it? Who will pay? If it is a commercial repository (Proquest/Be Press comes to mind), they bear the burden of development and sustainability, and contractual relationships leave possession of the repository in the hands of the university, school, or department. To my knowledge, academic libraries have no experience in developing business models for publication. Who is asking for the model? It could be that, given all of the costs, commercial bundles are not so expensive (that is not to say that prices cannot or should not be negotiated lower).

Where is the future taking academic libraries in relationship to universities?

One hears much about costs and savings and how these argue for consolidation, increased offsite storage, and more. However, an honest evaluation comes down to making a determination about whether the library is a cost center or a value center for a university.

If it is a cost center, then there is no need for continuing university libraries as we know them. For example, there could be one Ivy League (or any other type of) library. All eight Ivy League universities could pool their money for one catalog, one central processing unit (or each school could have its own processing unit while sharing one grand Ivy League catalog). The catalog server could be located in India and maintained by IT people at significantly lower wages. One electronic acquisitions center could maintain all the IP addresses for buildings throughout the Ivy League. All books would be tagged with radio frequency identification so that their locations could be monitored continuously and recalls directed to cell phones and e-mail. There would be an Ivy League contract for all electronic publications. Offsite books could be stored in a handful of locations shared by all. Reference and other public service librarians could be located anywhere on campus—dispersed among various departments and answering directly to their respective departments, not necessarily to a central library. The physical object and its location are no longer significant; therefore, library organization no longer matters. Only discipline-based service librarians will matter. And this kind of nonsense dream could go on in greater detail. (It might happen, but very slowly. Rushing into the future without bringing faculty along could damage the core operation.)

The fact is that many of the academic, discipline-based libraries within the larger library system remain value centers and are likely to remain so for some time. This is because the real world that they serve has not caught up with the technology and its possibilities and because the library is not a grand theoretical schematic. It serves very real functions. In some disciplines, it is the laboratory of the school. In others, it provides a competitive edge. It is not a Library of Congress serving all and no one. The Library of Congress is a type of research library, but it is not an academic library. It is an inappropriate model for a university.

Again, one has to go back to the "core business" and discover that scholarship and teaching need real support by real people with specialized, in-depth knowledge. In the same way, that distance training is not replacing universities, remote but accessible libraries will not replace the need for information competency at the local level. Librarians are not clerks; they are professionally trained experts in various disciplines who teach, advise, consult, and customize (or ought to) information for the pursuit of scholarship.

As the world of information becomes evermore complex, the ability to find and harness the essentials is in greater demand. University administrators ought to take the questions concerning the role of libraries seriously and thoughtfully and seek dialogue.

How Swiss Re Adds Business Value Through Quality Information

By Ronald Hyams and Peter Muenzenmayer

Swiss Re's Group Knowledge and Records Management (GKRM) unit is applying Information Quality (IQ) practices—and the business value is clear. Employees are using less time to read and write their business communication. They are using this newly found time to work more effectively and make better business decisions.

IQ at Swiss Re supports employees to create and work with information that is "fit for use" for information consumers. Who are these information consumers? Just about everyone, from co-workers to clients. Beyond data quality, which is primarily concerned with the accuracy of structured data in databases, IQ is concerned with the readability and usefulness of all forms of internal and external business communication. This includes employee and client information in documents, online browsers, presentations, and e-mails.

Sandra Gisin, head of GKRM, says, "Information Quality is a strategic approach that enables us to consistently deliver highly useful products and services. We are not far away from having a Group-wide culture where expectations for high quality information are the daily norm. Time is money. IQ can help everyone from employees to executive board members get better results."

Quality at Swiss Re

GKRM has two main responsibilities within Swiss Re. On one hand, it provides business critical industry information to roughly 8000 employees around the world. This is offered through the unit's

Basics Principles of Information Quality

A commonly agreed upon definition of information quality is information that is 'fit for use' for the information consumer. Advantages of this definition are threefold. First, it is based on the information receiver's point of view. Second, it includes 'information usefulness', which is easy for communication scientists as well as business people to relate to. Third, it includes 'information consumption', an essential process to measure information usefulness.

IQ can be applied internally, within the company, as well as externally, with customers and suppliers.

Important Concepts

Information consumption – the time-based process of accessing and interpreting information for its intended purpose. Information consumption is a task-driven activity that involves the following four main steps:

Information Consumption Process

1. Define the task
2. Create a cognitive map of where the information can be located
3. Access the needed information, e.g. turning to a page, clicking a hyperlink
4. Read the target information one image, or word, after the other

Adapted from: Dillon, A. (1994) Designing Usable Electronic Text: Ergonomic Aspects of Human Information Usage. London: Taylor & Francis

Characteristics of Quality Information

In general, information has a high value when it is:

• Accurate	• Complete
• Actionable	• Current
• Accessible	• Relevant
• Concise	• Storable
• Consistent	• Shareable

Information overload – the negative effect caused by having too little time to consume the information required. In many cases, information overload results in negative physical and psychological symptoms.

Information deficiency – An inconsistency between the real world situation and its representation in an information system, i.e. text and visuals,. In most cases, deficient information wastes time for both senders and receivers, and strains the communication process.

Characteristics of Deficient Information

Attribute	Information
Ambiguous	Has more than one meaning
Incomplete	Is not fully exhaustive
Meaningless	Has no relevance
Incorrect	Is false

Adapted from: Huang, K.-T.; Lee, Y. W.; Wang, R. (1999) Quality Information and Knowledge. New Jersey: Prentice Hall

News, Library, and Research teams. On the other hand, it supports employees to strategically and efficiently share their internally created knowledge with each other. This is done through the unit's Business Partners and Portal (Intranet) Content teams.

While all GKRM teams use IQ practices to create their products and services, the Business Partners are actively involved in reaching out to Swiss Re managers and employees to support building a Swiss Re IQ culture. Some examples include the training and consulting GKRM offers in Information Competence, Meeting Efficiency as well as the plans to offer IQ training on information creation.

Since 2002, GKRM has been offering training called Information Competence. The objective is to raise the standards of how individuals and teams manage their information and reduce their information overload. Information Competence principles are applied to both physical and electronic workspaces. Included is the concept that e-mails are often considered the greatest source of information overload. Therefore, participants learn how to best create easily readable and actionable e-mails. An Information Competence practice states that e-mail recipients should know what action the sender requires from them within the first thirty seconds of reading the e-mail. Participants also learn how to reduce their information overload by creating an e-mail folder taxonomy and structure that enables them to quickly manage, store and retrieve useful information from their daily e-mail flow.

GKRM is also applying IQ principles as part of their consulting service to support efficient Group-level committee meetings.

Originally, executive committee members were being overloaded with information. Meetings were running overtime and important decisions were sometimes being delayed. After careful analysis, it was determined there were two distinct kinds of agenda items, those that informed about a topic and those that required a decision. IQ criteria for pre-readings, topic summaries, and presenter point-of-view statements were defined. Meeting processes and presentation times were agreed upon. Now, these senior managers get clearer information with enough time for their adequate preparation. This has made their meetings more efficient and committee outcomes more successful. Other management teams are also starting to use this service, appropriately named Meeting Efficiency.

Currently, GKRM offers managers and employees IQ consulting. Recently, the team was approached by the editor of an internal newsletters to help solve a problem. Valuable content designed to help underwriters make environmental risk decisions was not being widely read. After careful analysis, a more reader focused structure and new content standards were recommended. The changes resulted in the next newsletter being approximately forty percent shorter than the original length. According to Bob Weireter, Swiss Re environmental risk underwriter and editor of the newsletter, "The structural changes significantly reduced the amount of text, making it faster to read and write. In addition, a more impactful format was developed that better met the information needs of our readers."

Plans to support Swiss Re's growing IQ culture include introducing a training on information creation. The training will bring key aspects of Information Competence and IQ consulting even further. Participants will learn how to easily apply basic IQ principles (see sidebar) to all of their business communication. Says Petra Morello, GKRM senior business partner, "One of the most powerful incentives for employees to participate in the IQ training will be for them to develop their reputation as senders of high quality information. Such a reputation is extremely valuable, especially when the IQ culture is growing so strongly within Swiss Re."

Conclusion

From Information Competence and Meeting Efficiency to IQ consulting and training, the "fit for use" of daily business communication will play a growing role in supporting Swiss Re's success. The basic principles are easy to understand. Applying them by introducing new standards and changing old habits will be a critical success factor. Understanding and managing this change is an important component in building an IQ culture. However, in an IQ culture everyone benefits. The higher the quality of information, the greater the business value for all those involved.

Ronald Hyams has been with Swiss Re's GKRM office in Armonk, New York, since 2004 and is a senior knowledge management consultant, news business strategist. He holds an MBA from the University of St. Gallen, Switzerland, and has a strong background in knowledge management and information quality applied to marketing and sales. Related to this article's subject, he has a paper published by the Ninth International Conference on Information Quality at MIT entitled, "Information Quality in Complex Sales."

Peter Münzenmayer has been with Swiss Re's GKRM office in Zurich, Switzerland, since 2004 and is a senior business partner. He holds a masters in Information and Technology Management from the University of St. Gallen, Switzerland, and has a strong background in process management and knowledge networks. Related to this article's subject, he has papers published by the fourth and seventh International Conference on Information Quality at MIT entitled, "Information Quality on Corporate Intranets" and "Measuring Information Quality in the Web Context."

The 3 Skills You Need to Have for Successful Project Management

CLICK U Live!

Libraries and Competition: Project Management for Solo Librarians

PART I: Mastering the Project Map: Solo Management and Leadership
2 p.m. ET Wednesday, **September 13**

PART II: Success in Small Steps: See Your Work with Fresh Eyes
2 p.m. ET Wednesday, **September 27**

Instructor:
Pat Wagner

Details and registration information are at
www.sla.org/clickulive

By Pat Wagner

(Although the stories are true, certain facts have been changed to protect the guilty.)

Project management is about completing work on time, under budget, at the agreed-upon quality, and with everyone still speaking to each after the dust settles. For the busy solo librarian, the key to successfully meeting customer expectations without a nervous breakdown is not to just react to the moment's demands faster. Project management also requires the ability to pause, to think about the bigger picture, and to negotiate as needed.

When Mabel Smith, a solo special librarian in a West Coast research firm, returned from lunch, her heart sank. Her fancy new journal displays had just been delivered—still in their boxes and dumped in a pile in the middle of her crowded office. The message was clear: Spend the rest of your day with a set of metric wrenches, and hope the grease from the metal coupling will wash out of your business suit. Oh, and use the rest of the week to catch up on the deadlines you are going to blow today while you play Tool Woman.

Instead, Mabel marched into the office of the chief of operations and with calm good-humor and laid down the law. She was grateful for the new furniture, of course, but was it in the best interests of the company to pay her for janitorial work? She outlined the top four company projects she was supporting with her current research and dropped the names of two key department heads who were counting on her help. The COO returned with her to the library, rolled up his sleeves and began to efficiently assemble the furniture, while Mabel returned to her computer to finish her research.

Mabel was certainly capable of assembling the array of metal shelves and posts, but that was not the point. She knew what her priorities were, which were the same priorities as those of her best and most influential internal customers: the department heads of her company. To be a successful solo project manager, Mabel knew she needed to be a coordinator and a politician as well as an expert researcher.

These three sets of skills are often labeled "task orientation," "management orientation," and "leadership orientation." Together, they are called the "organizational map." Superficially, they correspond to the hierarchy of most organizations: frontline, including technical and professional; supervisors and managers; and administrators and executive decision-makers.

However, in practical project management terms, they refer to points of view about the work at hand; each set of skills defines a particular time frame: past, present, future—or a combination of all three. Which skill set is your natural habitat, where you feel most comfortable and productive? And which ones do you need to learn to develop? All three are necessary for the success of your larger institution, which has assigned people to each point of view. If you are solo, you need to incorporate all three in your daily work for the success of the library.

Try this quick self-test before you continue reading this article. Scribble a list of 10 things you do on a regular basis that you believe make the biggest contributions to your library. Put this list aside, and wait to learn how to evaluate how you think about your job according to this model.

Task Orientation

The task orientation is about the "short time horizon," which translates into what is right in front of you. If you are most comfortable in the moment, you tend to be detail-oriented and reactive, a self-starter who focuses on the job and has a "fix-it" mentality. Task orientation is not linked to a lack of experience or education; a task-oriented person might be a file clerk or a cataloger working with original documents, support staff, or tenured faculty.

The task is what you were taught to do in graduate school and in technical classes. It is the hands-on part of being a special librarian, where you interact with the library user and do the kind of work that attracted you to the library world in the first place. It is instant gratification: projects with beginnings, middles, and ends.

But a bigger picture is needed to manage the work, which includes planning your day, coordinating projects and people, translating the vision and mission of the strategic plan into daily activities, balancing the conflicting needs of a dozen different customers, and setting appropriate limits on the investment of time and money in each facet of a task or larger project.

Being too busy is an adrenaline high for many solo librarians. This addiction to overload, which they complain (and brag) about to colleagues at conferences, means that they have few options when projects begin to unravel. Stay longer hours? Work faster? Work harder? They can't stop long enough to take stock of the situation. That is why being a good worker is not enough; in addition, you need to think like a manager to be good at managing projects.

Pat Wagner, of Pattern Research Inc., has worked with libraries since 1978 as a consultant and trainer. She is a frequent presenter at state and national library conferences as well contributing to library publications. Her furniture is dusty, but she makes her deadlines and meets her customers' expectations without a staff.

Management Orientation

The management orientation has two main characteristics. First, a good manager is a good communicator. If you have an aptitude for management, you have the Midas touch of great interpersonal skills, eliciting the best from other people as you earn their trust and respect. For the solo practitioner it means the desire to check in with other employees frequently, to share information, to ask questions about current projects and to invest in workplace relationships.

Managers construct personal networks that become the internal and external nervous systems of the library, where information flows back and forth, connecting the librarian to the rest of the institution they serve. These networks of mutual aid allow the solo special librarian to ask for help, negotiate customer deadlines, and buy the extra time and resources they need to get the work done.

Gale is an independent information broker, whose clients range all over the United States and in several other countries. His specialty is working with inventors and entrepreneurs, clients not known for their patience. Nevertheless, he has learned to partner with his clients; they see him as a member of their team, not just another vendor. Gale has taught his customers enough of the magic of good reference so that they trust him when he tells them that a project is going to take a month, not a week, and that if they want the data really fast, it will not necessarily be really good, or really cheap.

Having these negotiations before there is a crisis means that the client is more likely to listen to Gale's advice. Everyone, not just Gale, has learned to pause and maintain a sense of perspective. Good communication skills can infect everyone, and the management point of view is a great way to manage "up"—building lines of communication with the people over whom you have no power.

The second subset of management skills is resource allocation: how to juggle Good (quality), Cheap (money and other tangible resources) and Fast (deadlines and perceived convenience) when coordinating a project. Each project and every interaction with a client ideally has an agreed upon ratio about these three bottom lines; that ratio is sometimes called the expectations of the project.

If you and your customer or co-worker has a good relationship and similar values, you might not even be conscious of setting these ratios. Dr. Smith is fussy about the physical appearance of the reports he receives from you and prefers them short and sweet, while Dr. Jones does not care if they scribbled on the back of a napkin, as long as she gets the information, however incomplete, in an hour. Dr. Black wants a thorough investigation of the topic and is happy to wait a month for a couple of pounds of papers.

Dr. Blue and Dr. Green want it all, brilliant work completed instantly with no charges to their departments' budgets, which is why you end up tacitly choosing the ratio for them. You know you will do a very good job for them in the time given, and they will be happy. You don't try to argue that you could do a spectacular job with more time, because they will demand that you violate the time-space continuum and do a perfect job in minutes. Such demands lead to despair and early burnout.

Degreed professionals have to alert themselves to the dangers of perfectionism, which is the condition where they think there is only one bottom line: quality. Discussing the ratio of expectations frequently—before deadlines destroy good humor—is a big part of how successful managers coordinate contracts with customers. And in the case of Drs. Green and Blue, it means listening and giving them what you can. You may think it is C work, but usually they will see it as A work and be able to continue successfully in finishing their own projects.

Leadership Orientation

What about the third sets of skills? Leadership is about risk and the future. You look two years or more down the line, and invest in long-term relationships with the people who can help you when no one else can. A typical example is when you are assigned a project where you have the responsibility for collecting data from other departments in your institution, but no authority to require that people respond to your requests for information.

As your deadlines slither by, unfulfilled, you can feel angry and fearful. However, if you were doing your political homework, which is the most important part of leadership, you would have the personal influence to get the job done. And if you don't have the clout, you know whom you can call on: your champion.

The concept of using a champion to give your interdepartmental project (and yourself) credibility with busy people who are trying to ignore you has been part of the lore of better project practices for decades. You may not be able to get the work submitted in time on your own, but a phone call from the administrative offices provides you the leverage you need.

Many special librarians have a distaste for politics. But politics are just a code word for people. If you don't like human beings and still expect to accomplish your work, you have unrealistic expectations regarding what you need to be successful. You may be the only person in your office, but you are part of a larger enterprise, where the ability to negotiate with other people is the key to success.

Now, please look at the list you wrote at the beginning of this article. How many of the activities you wrote down as important deserve an M for management skills or an L for leadership skills?

If you wrote down mostly Ts for tasks, you might need to expand your abilities and your point of view to include more management and leadership skills. Otherwise, you will be stuck in the rut of the solo practitioner who is trying to succeed on sheer smarts and sweat, rather than building better working relationships throughout the organization.

Bibliography

My favorite books about project management are actually my favorite books about human communication and management, period. Solo special librarians need to think like managers and leaders to succeed. These authors can help.

Buckingham, Marcus and Coffman, Curt. *First, break all the rules: what the world's greatest managers do differently*. NY: Simon & Schuster, 2001, 1999. (0-684-86542-4, $26.00) A 25-year study of thousands of managers explains what the best managers do right: an instant classic.

Fisher, Roger and Ury, William. *Getting to yes: negotiating agreements without giving in*. (2nd ed., rev. enl.) NY: Houghton Mifflin, 1992, 1981. (0-395-63124-6, $30.00) The first in a groundbreaking series of books on negotiating: How to get beyond individual's positions in a conflict.

Gastil, John. *Democracy in small groups: participation, decision making & communication.* St. Paul, MN: New Society, 1993. (0-86571-274-3, $13.95 paperback) Great practical advice on how committees and collaborative-decision making groups can make better decisions.

Gross, Ronald. *Peak Learning: How to Create Your Own Lifelong Education Program for Personal Enlightenment and Professional Success*. J. P. Tarcher (1999), ISBN: 087477957X. $16.95. Audio download available at Amazon.com.

Gross, Ronald and Gelb, Michael J. *Socrates' way: seven master keys to using your mind to the utmost.* NY: Jeremy P. Tarcher/Putnam, 2002. (1-58542-192-8, $15.95 paperback) How to improve your ability to reason.

Hill, Linda Annette. *Becoming a manager: how new managers master the challenges of leadership.* (2nd ed.) Boston: Harvard Business School Pub. Corp., 2003, 1992. (1-59139-182-2, $19.95 paperback) What happens when you leave the "task" role and begin to learn management and leadership thinking.

*Linden, Anne. *Mindworks: unlock the promise within: NLP tools for building a better life.* NY: Berkley Books, 1998, 1997. (0-425-16624-4, OP) An elegant discourse on a popular version of cognitive psychology.

Magretta, Joan and Stone, Nan. *What management is: how it works and why it's everyone's business.* NY: Free Press, 2002. (0-7432-0318-6, $25.00) A recent classic on understanding management and leadership-level thinking.

Pryor, Karen. *Don't shoot the dog: the new art of teaching and training.* (Rev. ed.) NY: Bantam, 1999, 1984. (0-553-38039-7, $14.95 paperback) The best book we know on understanding and practicing positive reinforcement.

Online Resources

Basic Overview of Supervision—
www.managementhelp.org/suprvise/suprvise.htm

Tips for New Managers—
www.refresher.com/!aestipsformanagers.html

Management, Leadership and Supervision—
http://humanresources.about.com/od/managementandleadership/

Supervisory Development Planning—
http://208.42.83.77/supr_dev/supr_dev.htm

Managing Conflict—
http://conflict911.com/conflictarticles/in-managerconflict.htm

Eight Essential People Skills—
www.hopkins-business-communication-training.com/eight-essential-people-skills.html

A New Directory on Disability Resources

Interview with Marcia Young

Marcia Young is the owner of Books on Special Children and the publisher of The Comprehensive Directory of Disability Resources (CDDR), an online and print reference book for people with disabilities that has been in publication for 18 years. She only recently purchased Books on Special Children and is changing the reference book from a smaller, "opt-in"-type publication to one that is supported by a major publisher in printed and electronic forms. The process of developing a reference book of this size and breadth is a remarkable journey. Information professional and regular Information Outlook contributor Cybèle Elaine Werts recently chatted with Young about the project.

Werts: You recently purchased Books on Special Children (BOSC, www.boscbooks.com), a small business focusing on resources that are available to people with disabilities or different abilities. Is there a personal side to your story that attracted you to this business?

Young: In the process of relocation (from Minnesota to Massachusetts), I was also looking to move my career in a new direction. While in Minnesota, I worked as a project manager for a test publisher focusing on special education products. I also have two nephews and a stepson who have different degrees of special needs. Looking at the challenges that face parents who need resources for their children, I was amazed at how difficult it can be to find the right resource. It was at this point that I came across this business. It was being sold by the original owner, who had built the business in retirement and was ready for her second retirement.

Mrs. Slovak had developed and self-published the BOSC Directory of Resources for People with Disabilities for 18 years. The business took on an entirely different focus during the transition. The marketplace had changed significantly, and mail-order books were being overshadowed by Amazon and other online retailers. When it came time to revise the BOSC Directory (now The Comprehensive Directory of Disability Resources, CDDR), it developed into a more extensive project than I could have ever imagined. It turned out to be the most exciting and relevant product that I have ever worked on, much less been in charge of.

Werts: Your current and major project, The Complete Directory of Disability Resources, is a reference book for people with disabilities. Considering that the Internet is awash with resources of every kind, what does your book offer that is unique?

Young: This is a great question. My initial answer is that all of the information in the CDDR is presented in one place, and can be accessed electronically through the online version, or traditionally through the hard copy. It is important to note that not all of our target audience here is comfortable with the Internet, so a paper version is still very important. This product will be sold to libraries and schools, so there will also be built-in support systems (reference librarians) to help them navigate the resources, whichever form they use.

The CDDR is organized so that users will be able to access information by region, state, disability, or type of resource. This really expands what the user can find. For example, if I do an Internet search on autism, I will probably find the Organization for Autism Research, amongst other, very helpful organizations. The key here is that using this reference book will allow the user to drill down to exactly what he or she wants, in a much more efficient way. That is, the research and organization has already been done.

This begs the question of why we should be using reference books at all. The reason is that they take our research capabilities to the next level. The authors/editors have done the research work for us, so we can directly access the information we need. As an example, the other day I used the Encyclopedia of Associations to find library associations, and would not have gotten the same information by doing a keyword search online.

Werts: How would you describe the overall process of starting up a reference book and taking it to publication?

Young: Our path has been interesting, since Mrs. Slovak, the original editor, had already been self-publishing the product for 18 years when I bought and took over the directory. Of course, library-purchasing systems have changed tremendously over the years, and there are many more disability-related resources to organize and keep track of than when she started.

Mrs. Slovak used an opt-in survey method for developing and updating the directory. In contrast, we are approaching this from a broader perspective. We began by outlining and defining the intended content, and then deciding how we would be able to gather the resources for each area, and ensuring that the final product is as complete as possible. After all, the term "reference book" implies that we are offering a comprehensive look at what is available in any certain area, and that is our intention.

Werts: What are the differences in the process between taking that same book to press versus taking it to an electronic database situation? It seems like there can be problems with both. Books get outdated so quickly, but databases can be a trial for people who are not technologically adept.

Cybèle Elaine Werts is an information specialist for the Northeast Regional Resource Center. She can be reached at cwerts@wested.org.

Young: We are fortunate, because partnering with McFarland Publishing has proven to be very exciting in this regard. The CDDR is one of their first online products, and we are all excited about its rollout.

With libraries and other institutions being able to offer both platforms, the end user can't go wrong. From the perspective of development, the printed book is, of course, much less flexible. This can't be helped but it will have the most up-to-date information at the time of publication. As I understand it, McFarland will be bundling both versions, so customers such as libraries and institutions can offer both media to the end-user (family members, caregivers, or people with disabilities) at a practical cost. I am very excited about the flexibility of the online version, because we can offer ongoing updates per publication.

Moreover, any changes or additions can be added iteratively; that is, the customer won't have to wait 18 months for another print publication, but might simply receive an email invitation to download updates. This makes the product fluid, and constantly valid, versus offering two-year-old data until the very day that the new book is put on the shelf."

Werts: In addition to the traditional paper book, you're also offering a CD that will include automatic and free updates. Considering the ease of using a database on the Internet, I can't help but wonder why not just use the Internet exclusively. What was your thinking around this?

Young: While the idea of using the online platform exclusively is an intriguing prospect, the main issue with using the Internet exclusively for this product is that the target market isn't necessarily ready for that kind of business model. For example, we could go all the way to a shareware model online, offering all of the content for free and paying for development costs through advertisements placed on one part of the screen. Is that something with which libraries (and other institutions) are comfortable at this point? I'm not so sure. Beyond that, the accessibility of Internet connectivity to all populations is still problematic in some areas of the country, and with some populations that may need this product.

Werts: I'm interested in the method of developing a reference book and how you went about that process. For example, when you're researching new organizations to include, what are the parameters that you use to list them in your book? How do you distinguish between profit, non-profit, and commercial organizations? Does it even matter if they are selling something versus a government or state-run organization?

Young: My only concern in this area is that we do not want to give "press" to any particular businesses. We are including independent living programs and centers; federal agencies and organizations; national and state chapters of disability-related organizations and support groups; and public and private special education schools and institutions. While there are so many wonderful resources that are for-profit businesses, they fall outside of the parameters of the very grassroots resources with which I would like to connect people. For example, if you are moving to a particular part of the country and need to establish that essential web of connections for your blind child, you could get a solid start here. One search would turn up public and private schools, parent support groups, local chapters of national organizations, state agencies, amongst other organizations. Private consultants or companies that sell vision-related products would not be listed.

Werts: Your background is rather extensive in publishing for special populations, including developing computer adaptive testing for a Japanese publisher, research and production coordination for a television documentary, and editing various educational coursework materials. How has your knowledge informed the work you do now?

Young: I've always been interested in connecting resources with the needs of particular populations. One of my first jobs was to develop a resource library for families who were anticipating an overseas move. I've also worked to develop curriculum for educational programs within the auto industry, which addressed skilled trade workers. I then worked for an educational publisher in Japan, developing computer-adaptive testing for ESL learners. After moving back to the U.S., I worked for an educational publisher to develop clinical software for scoring and interpreting assessments. The end product was often a narrative or printouts of actual exercises that families could use to work on with their children who were experiencing developmental delays. It was a fulfilling experience to know that the products I was working on would help people as they tried to work with these special needs. This brings us up to The Comprehensive Directory of Disability Resources, which speaks to a wide, yet specific, audience of its own. I am stretching myself and using all of my project management skills and extensive consulting team to carefully consider each entry in the CDDR.

Werts: You have a rather gifted team working with you, which I presume, helps you make decisions about content and style. Please tell me a little bit about the team.

Young: As editor, I am the main driver behind content. I am always asking myself tough questions about how much local information we can focus on, what constitutes a disability versus a disease, and on and on. The CDDR will offer the most grassroots information possible, giving a "nod and pass" to product sales, publishing houses, assistive devices and the like. I want people who need information to find all of the major organizations, the essential contacts for their family member, client, or themselves, in the most efficient way, period.

Here are some descriptions of our staff:

Robin Wayne, our information manager, is responsible for organizing all of our data, and has helped us make great strides in standardization, search functions, parsing subsets of data, eliminating duplicates and identifying incomplete entries. She is a visiting professor of information management for Western New England College, and for the last 15 years, she has been co-owner of Ed-Tech, a computer-consulting firm (www.ed-tech.com) in Western Massachusetts.

Janet Hughes, compiler, has been instrumental since the database and input began. She set up the initial data file, and has done endless research and input. Janet's day job is as coordinator of the reserves/media department, for Du Bois Library at the University of Massachusetts, Amherst. She has also been coordinator of electronic reserves, taking it from a pilot program to a full library service, and has been a copy cataloger for the University of Massachusetts. She received her MLS from Southern Connecticut State University in New Haven, Ct. in 2005.

Dr. Marcy Andberg contributes to decision making with regard to scope issues, how to standardize the research and information-gathering process, and how to fulfill this project's demands overall. She is the head of a consulting firm (www.aamoth.com/andberg) which specializes in the design and development of assessments, training and intervention programs and automated systems that assist clinical professionals in performing, scoring, reporting, and interpreting assessments that suggest interventions and monitor progress. Her company has taken on many large-scale research and assessment projects for institutions and companies.

Dr. Michael Young has been my business (and life) partner in many projects. His specific knowledge area also happens to fall within the realm of this project. As director of institutional research and assessment at Bridgewater State College in Bridgewater, Massachusetts, he gives me input on content management and content extraction, as well as problem-solving advice and how to best use both personnel and technical resources. He has also been involved in deciding inclusion or exclusion of specific strands of content.

Theresa Alessandra Citro is the executive director of Learning Disabilities Worldwide, and has agreed to participate by reviewing content areas that fall into her area of expertise.

Werts: You're now working with McFarland Publishing (www.mcfarlandpub.com) for the publication of both a paper and electronic version of the product. What has this relationship given you in terms of value added for your product?

Young: Thanks to the relationship with McFarland Publishing, the CDDR will be a much more practical and functional product. Specifically, Rhonda Herman, the vice president, has made the resources available to guide us through the whole process and has been endlessly patient, as this product has gone through a gradual evolution from the form proposed in the original product proposal.

Werts: What do you enjoy most about publishing a reference book?

Young: Asking myself what would make this product most useful to our users and daring to consider almost any answer that comes up. I don't want to develop something that is "boiler plate" just because that is the way others have done it in the past. I am open to drastic and creative solutions.

Werts: What about challenges?

Young: The challenges and most enjoyable parts are the same! I take my job personally and am challenged daily as I make decisions about content. I want the CDDR to be the best resource available for people facing the challenge of providing care for their families. The CDDR is not just about professionals; it is about providing accessibility to resources for family members who are on the front lines of dealing with the needs of people with special needs.

Werts: What books do you see next down the line? Other books for people with disabilities, or other reference books entirely?

Young: Many ideas have come up throughout the course of our research and development. Some of them may be viable, and others may be too focused to warrant an independent reference product. As time allows, we will follow all of these ideas down the rabbit hole, and see where they take us. We've got a robust and well-rounded team now, and we would like to work together on future projects, as long as they are relevant and truly helpful to the end-user.

coming events

September 2006

Digital Resources in the Humanities and Arts
3-6 September 2006
Totnes, Devon, UK
http://www.ahds.ac.uk/drha2006/index.php?cf=5

I-KNOW: 6th International Conference on Knowledge Management
6-8 September 2006
Graz, Austria
http://i-know.know-center.tugraz.at/

10th European Conference of Medical and Health Libraries
European Association of Health Information and Libraries (EAHIL)
11-16 September 2006
Cluj-Napoca, Romania
http://www.eahilconfcluj.ro/

CLICK U Live!
Project Management for Solo Librarians – Part I
13 September 2006
www.sla.org/clickulive

Bringing Text Alive: The Future of Scholarship, Pedagogy, and Electronic Publication
Text Creation Partnership
14-17 September 2006
Ann Arbor, MI, USA
http://www.lib.umich.edu/tcp/conference

ALIA 2006 Biennial Conference Australian Library and Information Association
19-22 September 2006
Perth, Australia
http://conferences.alia.org.au/alia2006/

CLICK U Live!
Project Management for Solo Librarians – Part II
27 September 2006
www.sla.org/clickulive

October 2006

LIANZA Conference 2006
Library & Information Association of New Zealand Aotearoa
8-11 October 2006
Wellington, New Zealand
http://www.lianza.org.nz/events/conference2006/

Internet Librarian International
Information Today
16-17 October 2006
London, UK
http://www.internet-librarian.com/index.shtml/

Internet Librarian 2006
Information Today
23-25 October 2006
Monterey, CA, USA
http://www.infotoday.com/il2006

2006 actKM Conference
actKM Forum
25-26 October 2006
Canberra, Australia
http://www.actkm.org/actkm_2006_conference.php

Library Assessment Conference
ARL, UVa, University of Washington
25-27 October 2006
Charlottesville, VA, USA
http://www.arl.org/stats/laconf.html

International Conference on Multidisciplinary Information Sciences & Technologies
University of Extremedura and the Open Institute of Knowledge
25-28 October 2006
Mérida, Spain
http://www.instac.es/inscit2006

2006 LITA National Forum
Library & Information Technology Association
26-29 October 2006
Nashville, TN, USA
http://www.ala.org/ala/lita/litaevents/litanationalforum2006nashvilletn/06_Call.pdf

KMWorld & Intranets 2006
Information Today
31 October-2 November 2006
San Jose, CA, USA
http://www.kmworld.com/kmw06

November 2006

ASIS&T 2006 Annual Meeting
American Society of Information Science and Technology
3-9 November 2006
Austin, TX, USA
http://www.asis.org/Conferences/AM06/am06call.html

ECM West Conference & Expo
AIIM
6-8 November 2006
San Jose, CA, USA
http://ecmwest.com/ecmwest/v42/index.cvn?id=10000&p_navID=9

CLICK U Live!
Writing for Publication
7 November 2006
www.sla.org/clickulive

Sofia 2006
Various Universities
8-10 November 2006
Sofia, Bulgaria
http://slim.emporia.edu/globenet/Sofia2006

CLICK U Live!
The Value of Corporate Libraries
22 November 2006
www.sla.org/clickulive

Online Information 2006
28-30 November 2006
London, UK
http://www.online-information.co.uk

December 2006

New Librarians' Symposium 2006
Australian Library and Information Association (ALIA)
1-2 December 2006
Sydney, Australia
http://conferences.alia.org.au/newlibrarian2006/

Eighth International Conference on Grey Literature
4-5 December 2006
New Orleans, LA, USA
http://www.textrelease.com/pages/2/index.htm

International Conference on Digital Libraries (ICDL 2006)
The Energy and Resources Institute
5-8 December 2006
New Delhi, India
http://static.teriin.org/events/icdl/

50th Anniversary - Golden Relection & Directions
Military Librarians Workshop
Dec 4-8, 2006
http://www.sla.org/division/dmil/index.html

CLICK U Live!
Copyright for the Corporate Librarian: The Importance & Consequences of Copyright Issues in the Digital Environment
6 December 2006
www.sla.org/clickulive

1st International Conference on Digital Information Management
Digital Information Research Foundation and Christ College
6-8 December 2006
Bangalore, India
http://www.icdim.org

CLICK U Live!
Taxonomy Technologies and Successes: Techniques & Systems for Automated Classification
13 December 2006
www.sla.org/clickulive

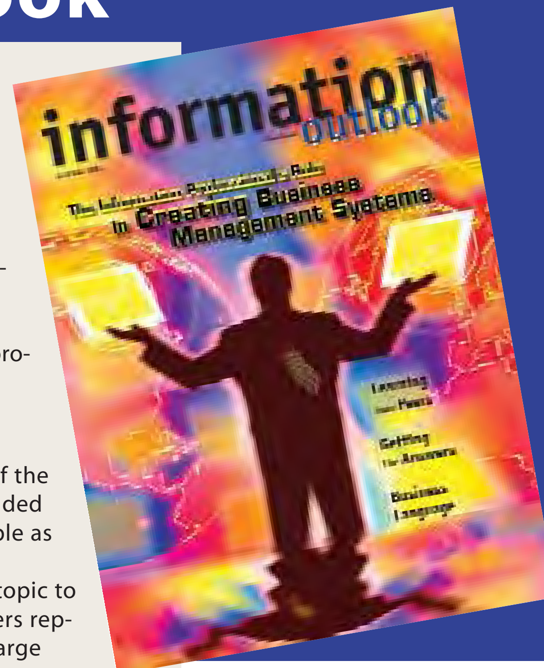
index of advertisers

How to Write for Information Outlook

SLA's monthly magazine is written primarily by and for information professionals. *INFORMATION OUTLOOK* interprets the news and covers trends and issues that affect information professionals in a global environment.

If you know of an interesting improvement in a special library or information center… If you've solved a difficult problem—or prevented one… If you or a colleague have done something extraordinary… If you want to give something back to the profession by sharing your experiences with others… We want to hear from you.

We welcome proposals for articles of interest to information professionals.



Topics

The editorial calendar is a guide for the editorial direction of the magazine. Each issue covers many more topics than those included in the calendar. "Cover article" topics for one issue will be suitable as features in another.

When you propose an article, make sure you can relate the topic to the specific needs of our readers. *INFORMATION OUTLOOK* readers represent companies of all sizes. They work in large libraries with large staffs and as solo librarians in small companies. Their experience ranges from senior professionals to beginners just out of school.

INFORMATION OUTLOOK readers want to read articles about new techniques, new ideas, new trends. They're interested in articles about search engines, knowledge management, international issues, copyright law, technology, innovation, the Internet. They're interested in articles on administration, organization, marketing, and operations.

INFORMATION OUTLOOK readers like case studies. They're interested in growing their organizations and in planning their careers. They want to know what works, and what doesn't work. They want success stories. They want to know how to confront problems and how to avoid them.

Articles should include something new, something different, something important. When the reader is finished, he or she should feel smarter than before.

A note to vendors and service providers

In many cases you may have the best and most current information on a topic. We invite you to share that expertise with our readers, to advance the body of knowledge of the profession. But—we'll insist that your articles do not promote your business or claim that your product or service is the only solution to a given problem. Expanded writers guidelines are at www.sla.org/content/Shop/Information/writingforio/index.cfm.

To submit a proposal…

If you have an idea for an article, please send a proposal to jadams@sla.org outlining the article and your qualifications for writing it. A paragraph or two and a few bullet points will suffice. We usually respond in a couple of weeks or less.

Editorial Calendar

Each issue of INFORMATION OUTLOOK includes articles on many more topics than the ones listed here. The calendar is only a general guide for editorial direction. "Cover article" topics for one issue will be suitable as features in another.

Please e-mail article queries and proposals to **jadams@sla.org**. If you are writing for a particular issue, your query should be early enough to allow for writing the article.

Issue	Cover Article	Deadline
October 2006	**Web searching** Possible topics: Meta directories, using online search engines, the best sites for various content areas.	Aug. 11, 2006
November 2006	**Copyright** Possible topics: Global considerations, permissions, new laws and regulations	Sept. 8, 2006
December 2006	**Managing** Possible topics: Planning, budgeting, supervising a staff, purchasing.	Oct. 6, 2006

Commissioned Works and Works for Hire: A Refresher

By Lesley Ellen Harris

The way domestic copyright laws deal with ownership in commissioned works, as well as works created during the course of employment, vary from country to country. With no international standard, one must look towards one's own copyright laws to determine what laws apply to your situation. Also, be aware that many copyright laws allow for a reversal of the ownership rules, if agreed to by both parties.

Being aware of ownership rules in other countries is also helpful if you are commissioning work from another country or vice versa, or working with a consultant from elsewhere (or providing consulting services elsewhere), both for cultural understanding of what your author or contracting company is thinking in terms of ownership, and the legal implications of their copyright laws.

Even different industries look at ownership in different manners. For instance, if you work in a corporate environment, you may automatically be asked to assign your copyrights as a precondition of employment. If you are in a more creative environment, you may only have to license your works to your employer and may still retain rights to use those works.

U.S. Work Made for Hire

In the U.S., copyright generally belongs to the author. However, in employment or what is referred to as "work made for hire" situations, the employer or other person for whom the work was prepared is considered the author and owner of the copyright. This is true unless the parties have expressly agreed otherwise in writing. A work made for hire is defined in the U.S. Copyright Act, Section 101 as:

(1) A work prepared by an employee within the scope of his or her employment; or

(2) A work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire. For the purpose of the foregoing sentence, a "supplementary work" is a work prepared for a publication as a secondary adjunct to a work by another author for the purpose of introducing, concluding, illustrating, explaining, revising, commenting upon, or assisting in the use of the other work, such as forewords, afterwords, pictorial illustrations, maps, charts, tables, editorial notes, musical arrangements, answer material for tests, bibliographies, appendixes, and indexes; and an "instructional text" is a literary, pictorial, or graphic work prepared for publication and with the purpose of use in systematic instructional activities.

Employee. To determine whether a work is made for hire, one must first determine whether the work was prepared by an employee or by an independent contractor. Certain factors will help determine whether an author is an employee, such as: direction over the creation of the work given by the employer, where the work was performed, on whose equipment the work was created, control of the employer over the employee's schedule, method of payment, and whether the employer withholds taxes from, and provides benefits to, the employee. This is not a precise method to determine an employee, and any determination is based on examining several factors.

Often, there are gray areas, and discussing them in advance and setting them out in a written agreement may prevent uncertainty in the future. As an example, a school teacher who prepares lessons for classes she teaches is likely working within her employment duties and her employer/educational institutional will likely own the copyright in those lessons. At the other extreme, if this same teacher writes a fiction book in the evenings, that is not part of her employment duties, she will own the copyright in that book. Less clear is where the teacher decides on her own to develop a software program, mostly in the evenings but occasionally during work hours, incorporating some of her lessons and also using original material. This latter situation is one that could clearly benefit from discussion and a written ownership agreement in advance.

Commissioned Work. A non-employee or commissioned work may also be a work made for hire if the work is one listed above in Section 101 **and** there is a written agreement between the parties specifying that the work is a work made for hire.

Significance of Work Made for Hire

If a work is made for hire, the employer or commissioner is the initial owner of the copyright in that work, unless there is a written agreement signed by both parties that states otherwise. Copyright endures in that work for 95 years from the date of publication or 120 years from the date of creation, whichever expires first.

Lesley Ellen Harris is a copyright lawyer/consultant who works on legal, business, and strategic issues in the publishing, content, entertainment, Internet, and information industries. She is the editor of the print newsletter, The Copyright and New Media Law Newsletter, in its 10th year of publication in 2006. If you would like a sample copy of this newsletter, e-mail: contact@copyrightlaws.com.

She also is a professor at SLA's Click University where she teaches a number of online courses on copyright, licensing, and managing copyright and digital content for SLA members. SLA members may register for the fall 2006 courses at: http://www.sla.org/content/learn/learnmore/distance/2006cul/index.cfm.

Sanctuary

…Ten thousand people, maybe more.
People talking without speaking,
People hearing without listening,
People writing songs that voices never share.
And no one dared,
Disturb the sound of silence
…
Hear my words that I might teach you.
Take my arms that I might reach you.
But my words, like silent raindrops fell
And echoed
In the wells of silence.
…
And the sign said, "The words of the prophets are written on the subway walls,
And tenement halls,
And whispered in the sounds of silence.
—Simon and Garfunkel

By Stephen Abram, MLS

Lee Rainie of the Pew Internet and American Life Project has told me that the average Millennial is a multi-tasker who can cram 8 hours and 33 minutes of time spent with media into 6 hours and 21 minutes. This covers TV, video, music, reading, radio, and using computers.

They practice "continuous partial attention." This is, of course, not the same as multi-tasking. To quote Lee, they also have "the need for sanctuary," and need "contemplative space," and maybe need an occasional "technology Sabbath."

Arrghhh!

Multi-tasking to the max combined with quiet time. Where do they find the time? Then again, while they may be listening to music, creating content and IM'ing their buddies all at once, their parents are working in situations where they are receiving Blackberry messages while they're in meetings, or checking e-mail while participating in conference calls (admit it – you do it!), or even writing their *Information Outlook* column at the cottage after checking and responding to e-mail and writing a future meeting agenda.

So here I find myself inspired to write a column on how (and why) to get away from it all. Don't worry; the irony isn't lost on me!

I sit here at the cottage thinking that I am in a place of great beauty. Lake Erie is looking lovely although smelling bad from the lake's algae. I've seen more birds this year than usual—orioles, swallows, finch, robins, woodpeckers, lake gulls, terns, vultures, hawks, owls, mourning doves, and more. We have a single-line telephone and dial-up Web access. No broadband and three out-of-range cell phones. The TV is on an antenna—an antenna! And we still get more channels than there were when I was a kid. I had almost forgotten what ghosts and static were like. Anyway, in my technocratic context, this feels like Neverland! Far from the madding crowds.

According to Sam Harrison, "Italians take 42 vacations days per year. The French take 37 days. Germans take 35. And Americans? Thirteen vacation days per year." We need to rest to think and invent. Workaday stress, fighting fires, and meeting deadlines is not the optimal environment to invent, dream, vision, and think differently about our challenges. We must take time to relax, but in our culture it's often frowned on when you take too much time!

To Think, Perchance to Invent

So how can the sounds of silence help?

There are great benefits to taking time to reflect. The new book *Ideaspotting* had a few suggestions that I'll add a few of my own to here (remembering that I am a rank amateur on this topic):

1. Underplan your vacation. Leave time for serendipity. Take that path not traveled or planned. Do the side trip that discovers the great waterfall, garden, or vista. How does it feel? Remember the feeling so you'll recognize it when it happens in your daily life. Then act on it.

2. Remember recess? Remember all those things you learned about games and human dynamics when no one was "teaching" you? Reconnect with those feelings and moments.

3. If you're stuck, move. You know that feeling when you realize you've been sitting trying to solve a problem for an hour and all you have to show for it is an hour wasted. Don't just keep at it. All you'll get is frustrated and that telltale stomach cramp. Move. Sometimes just standing up and taking a walk around the office can liberate that creative energy. Move outside. Go to a different coffee shop than your usual one. Stare at a garden, snow mound, or view. Take your mind away from the problem to discover the solution. Also, it counts as moving to try a different Web site, search engine or music service.

4. Change your environment. If you're feeling blocked, do something different. For instance, take a quick trip to an art gallery (it doesn't have to be a big one!). Museums, fine art stores, Chinatown, craft shows—anything that is out of your regular schedule can loosen the creative synapses.

5. Play. It's not hard to have a few toys in your office. I have an Etch-a-Sketch, assorted cartoon characters, Magic 8-Ball, Rubik's Cube, Slinky, Blocks, Kaleidoscope, and more on my desk. I've been known to travel with a few too. I find sitting still for 10 minutes and just

Stephen Abram, MLS is vice president, innovation, for SirsiDynix and the President–elect of SLA. He is an SLA Fellow and the past president of the Ontario Library Association and the immediate past president of the Canadian Library Association. In June 2003, he was awarded SLA's John Cotton Dana Award. This column contains his perspectives and does not necessarily represent the opinions or positions of SirsiDynix. He would love to hear from you at stephen.abram@sirsidynix.com.

playing a little unblocks my creativity quickly. Try it. Playing isn't just for kids. It's serious learning. There's something about short play periods that refreshes your brain and your energy.

6. A change is as good as a rest. All work and no play makes Jack (or Jill) a dull boy (or girl). Take a course in something outside of your normal path. For instance, I've taken many courses in ikebana (Japanese flower arranging) and stained glass art. Each broadened my thinking and each has an underlying philosophy. My insights grew because I spent time in another world using another part of my brain. It's so out-of-the-box that it inspires you. In this case, I developed an appreciation for the artistic side of life and have applied it with new respect for those Web designers who have an artistic talent.

"An average worker's functioning IQ falls 10 points when distracted by ringing telephones and incoming e-mails."
—From a Hewlett-Packard press release

7. And lastly, find sanctuary from your technology. Technology is a wonderful thing. Obviously, I think it's particularly great. However, librarians' real value-add isn't in the routine running of technology, blogs, search engines, and communication devices. It is in the creative ways we employ our brains and talents. It's in the small, daily creative acts of doing great research, in finding creative solutions to information problems, and in applying our personal humanity to the interpersonal situations we engage in every day. Will the world fall apart if you don't take your cell to lunch or on your break?

Summer Reading List…so far

So, where can you liberate your mind to think about things in a different way? Why reading of course! And reading that old dead-tree format surely helps. So far, I've found the following books great this summer. I read them at a leisurely pace and truly tried to absorb their ideas. You might find them interesting too.

Ideaspotting: How to Find your Next Great Idea, by Sam Harrison. (How Books 2006) Short read. Big impact.

Change the Way You See Everything: Through Asset-Based Thinking, by Kathryn D. Cramer. (Running Press Book Publishers 2006) This *book* is am amazing intervention on your thinking and attitudes.

Whatever you Think, Think the Opposite, by Paul Arden. (Portfolio Trade 2006) I actually bought this book for my daughter, too. I am hoping it helps her find new views in photography.

The Long Tail: Why the Future of Business is Selling Less of More, by Chris Anderson. (Hyperion 2006) You should also subscribe to his blog. This is one of the most important works of the year for libraries. Don't miss it.

Enjoy the rest of your summer. And try to practice sanctuary all year long. Listen to the sounds of silence.

Federer v. Italy

By John R. Latham

Unless you have been sunning yourself on a beach with no access to any communication tools, you cannot have failed to notice that two major sporting events were completed last month. Roger Federer won his fourth consecutive Wimbledon men's singles title in South West London, and Italy won the Football World Cup in Berlin. It was interesting to hear that both Federer and his fellow finalist, Raphael Nadal, had been keen and excellent footballers, but chose the individual sport over the team sport.

Football, of course, is a major team sport with individual performances sometimes having to be sacrificed for the greater good of the team. The expressions on the faces of those Italian footballers substituted during the final match indicated that they might not have been making their sacrifice to the greater good of the team so willingly.

Successful information managers do not have the luxury of deciding whether to be an individual or a team player. We have to be both.

In a recent article on information stewardship, the author posits that "the CIO or other top network executive needs to make clear to the business how information and business processes mesh together. This executive then champions the strategy but doesn't own the information."[1] Championing the strategy requires your individual skills of leadership, but not owning the information means that you recognize the necessity to step back to allow the team to make the strategies work. The author also states that CIOs "make for perfect information stewards because of their holistic and big-picture view of business and IT operations." How many times have you read in this column how well situated information professionals are to become senior managers because of just these abilities?

It does not matter whether you are a solo librarian or a solo consultant, you still have to work with your customers or clients, and for any long-term project this requires teamwork. SLA's 2005 Salary Survey and Workplace Study shows that 55 percent of information professionals work outside the library or information center.[2] This indicates that they are using their individual skills to the best advantage of the organization, while still working within an information services team.

An example of this is in the way that MITRE Corporation librarians are often physically located in other departments. David Shumaker of MITRE explains in the Knowledge Management supplement of June issue of The Information Advisor that designated librarians are now embedded with certain communities of practice, project groups, and teams where needed.[3] Shumaker goes on to explain that these librarians are "on loan" to the departments, and therefore are still responsible to the centralized information center.

(MITRE's Michael F. Moore, a senior information analyst, described his experiences as an embedded information professional in the May issue of *Information Outlook.*)

By keeping them in the information services team, there are many advantages, including better deployment of resources, collegiality for the librarians and enhancement of learning opportunities. This looks like allowing Federer to blossom on the tennis court, but keeping him in the Italian football team for the benefit of the organization as a whole.

When information professionals were asked, in SLA's recent member and non-member survey, the importance of current and emerging issues, the lack of awareness by management of the information professional's value to the organization was the highest on the list.

Moving physically into other departments is a great way to get known by your peers, and to get your value recognized. What a great way to learn first-hand about how the organization really ticks and have your diverse talents recognized. There is truly nothing better than "getting about a bit" to learn how best to serve your clients, and also to improve your management skills. Before I became managing partner of the accountancy firm in which I worked in England, I had stints in the audit, insolvency, consultancy, bookkeeping, tax (not for long, mercifully) and corporate development areas. There is no way that one becomes an expert in all these disciplines, but one does learn how each area works, its strengths and weaknesses, and most importantly, its fears. These experiences are invaluable when you are charged with making them all work together.

It is no different in information management. By working for, or in as many areas as possible, the chances of the value of your work being recognized throughout the organization will be increased.

It may well be totally impractical to actually work outside your library or information center, but this does not stop you making every effort to find some way of providing information services for as many departments or areas within your organization as possible. Get noticed.

John R. Latham is the director of the SLA Information Center. He can be reached at jlatham@sla.org.

[1] "The Importance of Information Stewardship," Newsfactor Magazine Online, July 3, 2006. http://www.newsfactor.com/story.xhtml?story_id=44238.

[2] "Information Pros Move Out of the Information Center," Information Outlook, 9 (11), November 2005. http://www.sla.org/content/resources/inforesour/kexcorner.cfm.

[3] "Embed Yourself and Enhance KM and Your Own Value." The Information Advisor, 10 (2), June 2006:1-4.