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Information Outlook, October 2000

Special Libraries Association

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the monthly magazine of the
special libraries association
vol. 4, no. 10
october 2000

inside this issue:

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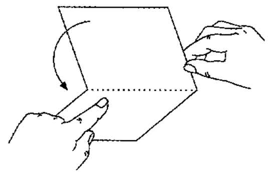

Other reports may have only half the information.

figure 2. Fold paper again

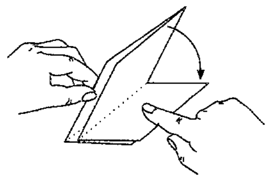

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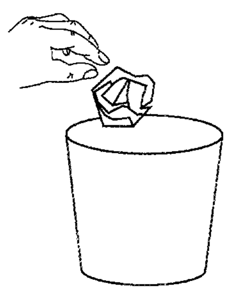
figure 3. Throw paper away



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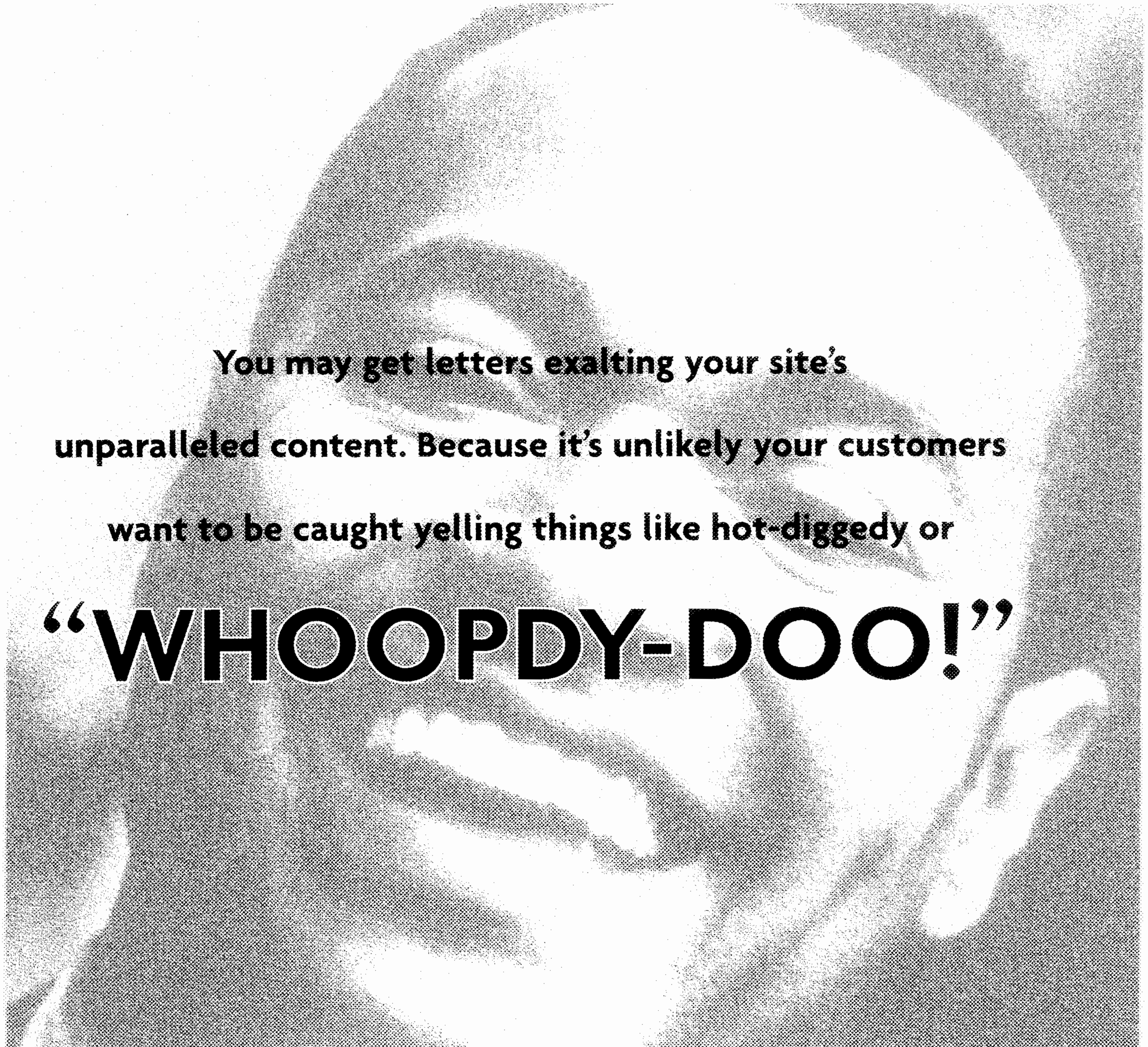
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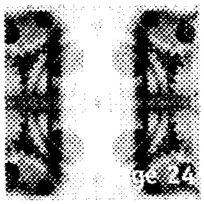

Features

Columns

Departments

market place

information outlook

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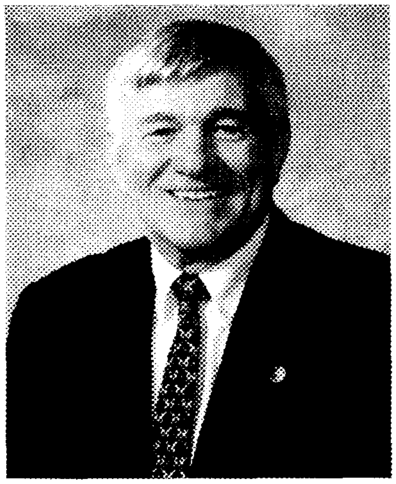

Knowledge and Accountability

Soren Kierkegaard, the nineteenth century existentialist philosopher, told a story of a man who was released from an insane asylum after many years. The man was desperate to be perceived as being normal by others. So he determined that he must say things in public that reflect the general beliefs of those around him. People believe that the world is round! So he put a rock in his pocket, one that is large enough to remind him to say this true thing every time it hits his thigh. The man walked merrily through town, acknowledging passersby and greeting them by saying, "The world is round" every time the rock hits his thigh. You can imagine the kind of response the man received.

Kierkegaard called this "objective madness," and it seems a logical connection to our efforts, as professionals and as a collective profession. Our efforts to share knowledge—any knowledge—have met with positive results. But the sharing of any knowledge—regardless of its value and application—will not be valued for very long. It stands to reason, then, that our reliance on outside information sources must be balanced with a keen eye toward the value of the information that we provide to our customers. Merely sharing information regardless of its value would be true madness!

Knowledge sharing is a matter of asking excellent questions, giving (or getting) great answers, and having great conversations that involve both.

Knowledge management is quite often explained as being the collection and dissemination of true (or accurate) and useful information. But this standard is far too low for us to use in the workplace. Having access to lots of great information with little practical value is important, but not in a proactive, knowledge sharing exercise. Knowledge sharing is a matter of asking excellent questions, giving (or getting) great answers, and having great conversations that involve both. This raises that bar on the nature and scope of the "knowledge" that is shared in organizations. Knowledge that communicates what works, what succeeds, what has passed the test of application meets the standard for sharing. What is generally perceived as being true does not.

How then, do we, as information professionals, facilitate the sharing of real knowledge? There are various and sundry ways, some that are "one size fits all," most that are not. But we must, for we should be held accountable for this kind of knowledge sharing. Providing opportunities for our colleagues to feel "connected," facilitating cross-departmental learning, celebrating lessons learned from mistakes, creating an online collaborative community—these are all opportunities for us to bring real value to knowledge management and to increase our visibility and value in the workplace.

To aid you in your thinking on your knowledge management practices, this issue of *Information Outlook* has some wonderful articles in store for you. Nigel Oxbrow of TFPL, Ltd. in London shares what skills you need to succeed in a knowledge economy. Doug Wesley of Changecraft Corporation explains how you can attract the best and brightest knowledge workers. And we have a special treat for you, as *Information Outlook* interviews Nancy Dixon, author of *Common Knowledge: How Companies Thrive by Sharing What They Know*. Dr. Dixon is a professor of Administrative Sciences at The George Washington University in Washington, DC, and was recently appointed as faculty director of SLA's Knowledge Champions Institute, to be held next April.

Read on and avoid the madness!

David R Bender

David R. Bender, Ph.D.
Executive Director

making news

member news

Anderson Initiates Endowment at the University of Illinois

Nancy Anderson retired from the University of Illinois last spring from the Mathematics Library. To commerate the occasion, she established a pledge of $50,000 to benefit the mathematics library. To further her pledge, she announced in January that she will give $5000 annually for the next ten years to initiate an endowment to assure the future effectiveness of the Mathematics Library. She encourages friends, faculty, alumni, and students to join her in this endeavor.

Anderson is an active member of the Special Libraries Association, and part of the Physics-Astronomy-Mathematics Division and the Illinois Chapter.

chapter &division news

South Carolina Chapter Celebrates Fifteenth Anniversary

The South Carolina Chapter celebrated its fifteenth anniversary with a special dinner at the historic Faculty Club located on the campus of the University of South Carolina. SLA's 1999-2000 President Susan DiMattia presented the 2000 Dean's Lecture "Synergies for Your Professional Future" at the USC College of Library and Information Science.

The 2000 R.V. Williams Founders Award was presented to David McQuillan, a map librarian at Thomas Coopet Library at USC. This award is the higest chapter honor given in recognition of distinguishing service to SLA and special librarianship. McQuillan has functioned as the director and international relations chair for the SC Chapter. He has fulfilled the role as chair and program planner for the SLA Geography and Map Division, and served multiple terms as chair of the Geography and Maps Section of IFLA.

Other 2000 awards include the President's Award to Thomas Hill of Upper Savannah AHEC Library in Greenwood. The Certificate of Service to Sherry Davis of Cryovac Sealed Air Corporation Library in Duncan, SC. Lastly, the Student Awards were presented to Jill Hausler and Valerie LaMotte.

Pharmaceutical & Health Technology Division Present Awards at Annual Conference

For the first time in history, two awards were presented to outstanding members of the Pharmaceutical and Health Technology Division at the Special Libraries Association annual meeting held in Philadelphia. The first award honored a division member for significant and lasting contributions and service to the division and the profession. Karen Kreizman-Reczeck of ACTS Testing Laboratories exhibited outstanding leadership qualities in the division, at meetings, and in committee work. She has held numerous positions in the Pharmaceutical & Health Technology Division including bulletin editor, chair, archivist, and a member of the Strategic Planning Committee.

She has been an active member in the Upstate New York chapter, Engineering Division, and the Biomedical and Life Sciences Division. She has also spoken at the recent SLA annual conferences and formulated such publication as a book titled *Establishing an Information Center: A Practical Guide* and an article "Using the Web to Find International Standards Information."

The Horizon award was bestowed to Eileen Moyer of Tufts University. This award honors a Pharmaceutical and Health Technology Division member of five years or fewer who has demonstrated promise of becoming an exceptional member of the profession. Moyer has serviced the Pharmaceutical & Health Technology Division significantly by participating in special projects since 1996. Originally, she acted as networking chair of the division in 1996 and then moved into the role as the owner of the divisional electronic discussion list.

Both of the award recipients accepted a certificate and a monetary gift in appreciation of their contributions.

C. Berger Group, Inc. Sponsors SLA, LMD Management Leadership Award

On June 12, 2000, during the SLA Annual Conference held in Philadelphia, C. Berger Group, Inc. (CBG), sponsored the Special Libraries Association's Library Management Division Management Leadership Award for the tenth year.

This award, instituted in 1988, recognizes a member's significant contributions to leadership in the profession of information management over a five-year period. CBG was honored to present the award to Marsha L. Fulton, director of the AskNetwork at Arthur Andersen LLP, in recognition of her outstanding achievements in leadership.

Unit Highlights from SLA's 91st Annual Conference

Library Management Division
by Renee Massoud

Library Management Division programming this year followed one idea—how to take a concept of a research deliverable into reality and implementation. A combination of lecture style presentations and case studies brought attendees a mix of experience and food for thought. Kicking off the sessions with Assessing Your Market and ending with Career Challenges for the twenty-first century gave a full view of the professional and research product life cycle.

R-Technologies as discussed by Stephen Arnold of Arnold Information Technology explored the next-generation of preferred and enabling technologies centered around "relationship" building.

Product Ideas to Deliverables by Marsha Fulton of Arthur Andersen walked attendees through how to take concepts and build them into real business. By using Andersen's own case study of KnowledgeSpace and their ASK Network, attendees could see the transformation, steps, and success of making skills of information professionals become extremely valuable and rewarding.

Recognizing the importance of negotiating skills in today's market, Library Management Division planned for the world-renowned Karrass instructors to teach the CE course, Effective Negotiating Skills. The full day program gave its student's skills to use in any situation to effectively complete a win-win situation almost every time. Although not specific to content or research negotiating, attendees said they could apply the techniques to all aspects of their careers, including job and salary negotiations.

Military Librarians Division
by Jane C. Butler

For the 2000 Conference in Philadelphia, the Division kicked things off with a member reception on Sunday evening sponsored by SIRSI & PTFS. That reception was crowded, boisterous, and lots of fun.

Networking continued at our three continental breakfasts on Monday, Tuesday, and Wednesday, sponsored by Baker & Taylor, The Gale Group and OAG respectively.

Monday's breakfast attracted forty-five people, Tuesdays' breakfast attracted forty-three people, out of the plus division members who registered for the conference. A lot of people chose to sleep in on Wednesday morning after a late night of vendor parties and other division hospitality events.

Members were treated to lunch for the Business Meeting on Tuesday sponsored by ISI.

Cream of broccoli soup, followed by a chicken dish, and a delightful chocolate dessert pleased everyone's palate. Vin Caraher, Vice President of ISI, spoke to us for a few minutes.

Committee Chairs and other members who worked hard for the division this year received MLD logo pins for their efforts. Officers received logo pins and medallion paperweights with either walnut or marble bases.

One hundred sixty-nine persons heard our Tuesday program, "Library Beyond: New Technologies to Enhance Services". Carol Cini, Associate Director of the Institute for Federal Printing and Electronic Publishing, presented current technologies and a look at the future. Patrick Jones, Library Division Director of PTFS, talked about the new digital arena available to libraries today, focusing on the technology that allows libraries to digitize special archival collections into web-based, full-text searchable databases. Jones gave us a checklist of questions to ask digitization vendors. David Pendlebury from the Institute for Scientific Information discussed visualization techniques that allow users to examine information differently and to see new relationships. Handouts for these program sessions will be available on the division web site within a few weeks.

We sponsored two programs on Wednesday. The morning program, "NTIS Update" was co- sponsored with the Petroleum and Energy Resources Division and the Science Technology Division. Speaker Wally Finch from NTIS talked about what NTIS is, why it's getting all the media attention, where it's been and what it's future may be.

The afternoon program, "Copyright and U.S. Government Works," featured speakers Mary Berghaus Levering of the U.S. Copyright Office, National Copyright Program, and Bonnie Klein of the Defense Technical Information Center. This program was co-sponsored by the Information Technology Division. Levering discussed copyright basics as they relate to the public's right to use Government Information published in print or on the web and the common misconception that everything published by the U.S. Government is in the public domain. Klein gave examples of excellent government web sites that included copyright rights on their home page. She also demonstrated a few government web sites that failed to acknowledge copyright use or permissions anywhere on their site.

Social Science Division
by Hetty Barthel

The breadth of social science programming extended from programs such as Census 2000, on the role of information in international conflict management to a well-attended "conversation" with PBS notable Jim Lehrer.

The International Reception and Tea is always one of the highlights for all conference attendees. Held in the Crystal Tearoom of the Wanamaker Building, the elegant affair was capped off by the presentation of the European Librarian of the Year Award to William Hann, managing editor of Freepint.com, "a community of 30,000 business information searchers around the world."

Among the fourteen programs offered at the Philadelphia conference were Meet the Social Science Division – member/panelists Linda Richer, Cybele Merrick, Suzanne Cole; Census 2000—

New Information for the New Millennium; Archives in the twenty-first century—not just a time capsule; From Dependence to Independence—Meeting the needs of the disabled; How Congress Really Works; International Conflict Resolution—Challenges and strategies; Making Connections—Information pro-viders and community economic development. Evening open houses were enjoyed with Education Division

Social Science Division sponsored three well-known authors. Kathleen Hall Jamieson, author of *Everything You Think You Know About Politics...And Why You're Wrong,* spoke on this timely topic at a lunch eon. A search-able CD-ROM of Presidential campaign speeches, ads and debates (1952-1966), compiled by The Annenberg School for Communication, is available for $10 (check to Social Science Division) from Mike Kolakowski, Congressional Research Service, Library of Congress, Washington, DC 20540-7470.

Jim Kunstler, author of *Geography from Nowhere* and other books, prominent lecturer on the New Urbanism, enthralled a large enthusiastic crowd. Jim Lehrer struck just the right balance between personal reminiscences, political commentary and life as a writer.

Two tours extended the scope of programs offered by Social Science Division. Jamie Pearlstein, coordinator of the public art program in Philadelphia, led a walking tour of the inner city public art sites. On Thursday, a bus full of librarians visited libraries at Winterhur and Brandywine River Museum.

Sports Caucus
by Peter Moon

There was an excellent turnout of more than thirty for this Tuesday event—although Tim Green was unable to present the "Football Is Murder" session as we originally planned; we had enough lead time to successfully invite Pat Walker, executive editor of the Bucks County Courier Times, one of the local newspaper to speak to us about newspaper reporting of sports. She rose through the journalism ranks from a cub reporter, and spent some time doing sports reporting. She shared with

us some of the issues involved with newspaper reporting and editing. She mentioned how a sports reporter often becomes so tied to the team being reported on, one can lose objectivity about the team. She also mentioned the "two-faced kitten" that was all the news sensation recently. That story began with their paper!

The door prizes were a big hit, again—four books authored by Tim Green, including his New York Times bestseller, The Dark Side of the Game: My life in the NFL. The beneficiaries of these door prizes were: Michael McCay; Michael Yared; Ellen Summers; and Patricia Bowron. Mary Johnson was the winner of the final grand door prize, offered by Marydee Ojala—a three medal set of the 2002 Winter Olympics to be held in her backyard—Utah! My thanks also go to Larry Guthrie, Chair of the Legal Division for sponsoring our event; Buzzy Basch, Basch Subscriptions for his financial support; and especially to Gloria Dinerman who has convened this caucus for the past three years!

Business & Finance Division Announce Awards

The Business and Finance Division announced the winners of two sets of awards at its annual 2000 business meeting held in Philadelphia, PA, this past June. The first set was for the grants and student stipend awards.

Each of the five winners of this award received $1,200. The winners were: Professional Grant: Helen Kula from University of Toronto's Joseph L. Rotman School of Management. Student Stipends: Mary S. Kilpatrick, University of Maryland; Genevieve Lemire, Universite de Montreal; Brian McGreevy, University of South Carolina, and Hillary A. Stevenson, University of Pittsburgh.

The second set of awards will be given to two B&F division members to attend the Global 2000 Worldwide Conference on Librarianship in Brighton, UK. The winners of this set of awards are: Anne-Marie Auger, Information Specialist, SECOR Conseil Inc. and Montreal, Canada and Mary Ann Swanson, Information Manager, Maxwell House & Post Division, Kraft Foods, in Tarrytown, NY. Each will receive $1,200.

strategic learning outlook

The Innovation Imperative

One hundred years from now, when the historians and commentators of that time opine on the driving forces of the stunning organizational success to which we have been witness in the late twentieth and early twenty-first centuries, I believe they will summarize their thinking with a single word: innovation. Innovation, viewed by many as just another management buzzword designed to sell books, is actually much more. It is a reflection of the emerging focus of today's organizations on constantly creating a more remarkable future. It is the manifestation of a fundamental belief in the collective capacity and vision of human beings. Most of all, it is an absolute imperative for individuals and organizations alike concerned with sustaining their success in the years ahead.

Innovation is a unifying concept for many of the core ideas that energize the New Economy: learning, knowledge, teams and communities, creativity, and change. Learning is a primary and critical activity of human existence. Through our learning, we open ourselves to a wide variety of original directions and fresh possibilities for our work. We generate critical insights and knowledge that, when capitalizing on the creative resources of our colleagues, we may be able to transform into new products, services and experiences for our customers. This is the essence of innovation.

As an information professional, you have an extraordinary opportunity and, indeed, a certain responsibility to participate in supporting innovation within your organization. Operating at the nexus of the idea flow and the information flow, information professionals can foster the emergence of what I call an "innovation ecosystem," a delicately balanced organic structure that encourages risk-taking, permits and learns from failure, embraces reflection and creativity, and invites leaders to look the organization's current work and capabilities through the lens of the future. Importantly, this role has little to do with formal position or authority. Rather, it can be supported in many small and subtle ways. Here are a few suggestions:

Embrace innovation in your own practice—Your credibility as an innovator will be measured by the degree to which you are willing to embrace innovation in your own work. Take a close look at the big picture of the products and services you provide to your customers and ask yourself this question, "Is what we're offering capable of making a meaningful difference in the way our customers think about or decide a critical issue?" If you are unhappy with your candid response, then it is probably a good time to bring together your colleagues and clients to think differently about how you do things today in order to create a different tomorrow.

Locate and connect with the communities of practice—Communities of practice are the informal learning groups inside organizations that help get real work done. Community members learn from one another, create new knowledge, and, in some cases, shepherd the development of important innovations. By surfacing the most important communities of practice within your organization, you can, at once, identify allies and become a key ally in fulfilling the innovation imperative. As you learn from community members about the strategic opportunities and challenges facing the organization, you will be better prepared to deliver to the community (as well as other customers) the value-added services that can influence innovation.

Initiate a pilot project—If you are slightly more daring, you might consider launching an informal innovation pilot project. For example, you may want to work with your community of practice collaborators to bring together an "innovation expeditionary group" composed of people and practices from across the organization. Remember that your pilot project can be an important first step, an initiative intended to help you and your colleagues explore how you can grow innovation into a purposeful activity within your organization.

As you strive to build an innovation ecosystem in your organization, you can be sure that your counterparts in other organizations will be trying to do the same. Innovation may not be a secret, but neither is it easily mastered. It requires a special commitment from all of us who wish to leave a legacy of achievement in our work. We hope you'll join in the effort and will let us know how you're making innovation a part of your work.

For more information,
contact Jeff De Cagna
(jeff@sla.org)

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Water, Water Everywhere, but Not a Drop to Drink

An organization can develop great ideas, but success will come only with effective leadership.

Most experts ignore the belief that leaders are born, not made. The common belief among leadership consultants is that, with the proper emphasis, leadership skills can be taught, developed, and honed. But according to a recent study, there is an alarming lack of leadership in the business world today.

A study by Development Dimensions International (DDI), a Pittsburgh, Pennsylvania-based global training and human resource firm, found that roughly three quarters of businesses have difficulty finding qualified leaders. (For details, see the executive summary of their study at http://www.ddiworld.com/pdf/cpgn53.pdf). It's difficult to say why there is a dearth of leaders today, but many experts agree that it is probably due to the fact that the skills required for leadership are different in our ever-changing and competitive global business environment. These skills are important in any organization, no matter the size, and they are needed at all levels of management—not just the top.

The DDI study surveyed three groups within a selected list of organizations: human resource professionals, leaders, and associates. The study found that less than half of all surveyed reflected high confidence in their leaders' ability. Only thirty-six percent of all associates surveyed had high confidence in their leaders.

DDI picked fourteen competencies that are important for current leadership positions, and asked all survey respondents to rate them (sorry, the fourteen skills are only available in the full study which you can order from DDI). About half of all leaders surveyed rated just seven of those skills as strengths. The associates' responses were more troubling: they believe their leaders lack strength in thirteen of the fourteen most important leadership competencies! Both groups identified three areas where leaders lack strength: coaching, strategic decision-making, and facilitating change.

Many experts believe that the recent focus on technical expertise has thrived at the expense of leadership skills, and the founders of many Internet businesses are learning this reality as they are pushed aside—or out the door.

Because of the constant rate of change in the business world, leadership positions in the future will likely require different competencies. Some core skills will surely continue to be important, like communication and team-building. Other skills, however, will become priorities whether we like it or not. The DDI study revealed that today's leaders are not strong in six of the ten competencies that will be important for future leaders. Those six are:

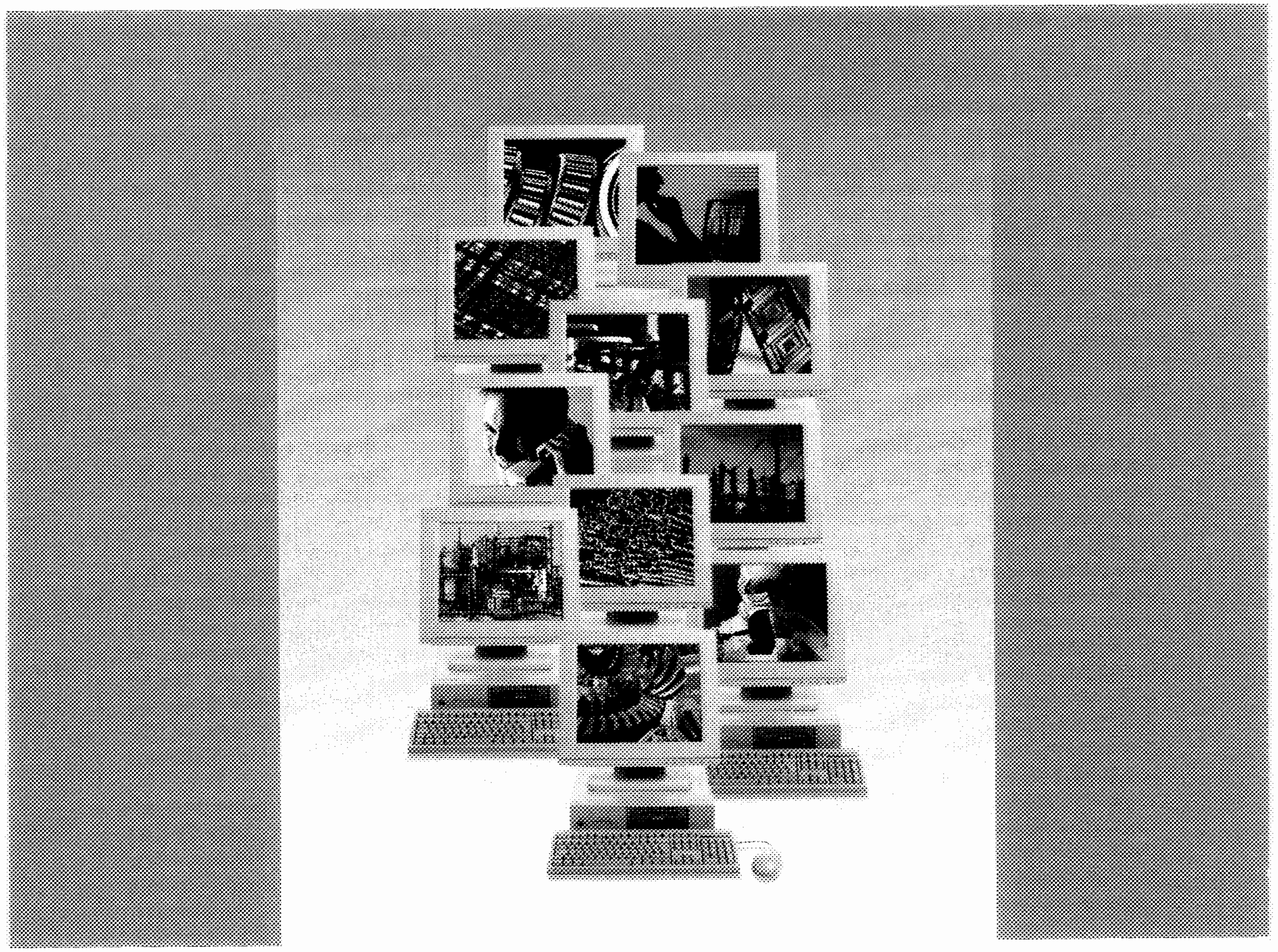
- Visionary Leadership (30%): where will you take your organization in the future?
- Strategic Decision-Making (25%): are you developing long-term strategies that will carry out your vision?
- Aligning Performance for Success (27%): are you able to set measurements and monitor others' progress toward goals against those measurements?
- Empowering Leadership (49% of leaders rating the competency a strength): are you capable of letting others make decisions or take on responsibility?
- Innovation (46%): can you recognize new ideas and encourage your staff to do so?
- Communication (44%): can you explain your ideas clearly?

According to DDI—and many leadership experts—the leadership shortage is a real concern. Development of leadership competencies is of paramount importance. Why? Nearly seventy-five percent of all leaders surveyed by DDI said they pursue development activities to make themselves more marketable for other jobs. Corporate downsizing and re-engineering have proven that organizations are not showing loyalty to their employees, so loyalty should not be expected in return. And relying solely on outside leadership talent will not be enough for an organization to survive. The focus for tomorrow must be on the management and retention of current staff as they move up the ranks.

The DDI study also suggests that leadership development might best be approached as a joint venture, where leaders take responsibility for their own development and organizations supporting them through the process. Training, mentorship, or even web-based learning will not always be the best solution. True leaders communicate their needs, and organizations should listen and respond.

For more information, contact John Crosby (john-c@sla.org)

Skills and Competencies to Succeed in a Knowledge Economy



by Nigel Oxbrow

Nigel Oxbrow is founder and chief executive of TFPL, Ltd., an international company providing recruitment, consultancy, training, and research services in the field of knowledge, information and content management. Oxbrow can be contacted by e-mail at nigel.oxbrow@tfpl.com.

THIS ARTICLE IS BASED ON A PRESENTATION GIVEN AT THE SPECIAL LIBRARIES **Association annual conference in Philadelphia in June 2000. The content is derived from the results of a major international research project and is supplemented by learnings from other TFPL research and client projects. The main research project was commissioned by the UK Government's Library and Information Commission and jointly funded by the Commission and TFPL. The international project explored what roles and skills were required for the effective implementation of knowledge management and involved in-depth case studies, expert interviews, and consultation with approximately 500 organizations actively involved in implementing knowledge management initiatives. The results were published by TFPL in December 1999 in the report "Skills for knowledge management"**

Knowledge management (KM) is an unfortunate, and in many respects unhelpful, term. Knowledge is in people's heads—and managing it is an impossible task. What you can do, and what knowledge management is all about, is stimulate and manage an environment in which knowledge is created, shared, harnessed, and used for the benefit of the organization, its people, and its customers. If an organization believes that creating such an environment is important then it needs to understand what new roles and what new skills are required within the organization to enable it to succeed. This article explores the need for new roles and starts to define the skills mix required by the people and teams which design, build, and nurture KM environments.

Why is KM important now?

There is a valid debate as to whether the 'knowledge economy' is a totally new era following on from the agricultural and industrial eras, or whether it is just the next phase of the industrial era. Some experts argue that the knowledge economy is totally different from the industrial economy (where wealth came from leveraging tangible assets such as machines, property and labor) and that it has totally different economic dynamic, where wealth is derived from the exploitation of intangible assets such as experience, know-how and knowledge. These experts quote companies such as Microsoft, CISCO and the dotcom companies as prime examples of the new era. Other experts argue that the knowledge economy is the next phase of the industrial era and that wealth is still derived from industrial processes but that competitive advantage comes through the exploitation of intangible assets.

Which argument is correct is not particularly important to the issues in this paper, but what is important is that there is a universally recognized shift in the value placed on intangible assets and the vital role that such assets play in the fast moving knowledge economy. To succeed in the knowledge economy, regions, nations, organizations, and individuals need to both accept and adapt to an environment where intangible assets are a key driver in the economy. They need to develop new processes, cultures, and behaviors that encourage the creation of new knowledge, the sharing of existing experience and know-how, and the efficient utilization of those assets for the benefit of all.

For all organizations there are many challenges to address in adapting to this shift. For example:

- The very essence of doing business is changing. Collaboration and cooperation become key—enabling organizations to share and utilize the knowledge and expertise of their partners, suppliers, and customers. Indeed some companies find themselves collaborating with another company in one market and fiercely competing with the same company in another market—a phenomenon becoming known as "co-opetition."
- Organizational structures need to change. Hierarchies need to be broken down and networked organizations developed. Successful organizations are flexible and able to adapt quickly. Group and team working—often cross functional, geographically displaced and changing frequently—stimulates creativity and innovation, enhances communication and knowledge sharing, and utilizes the best skills and experience on every task. But it challenges traditional lines of command.
- The values of the organization need to change to reflect the reliance on people, knowledge, and information. The value to the organization of creating, sharing, and utilizing knowledge and information has to be explicitly recognized. Motivation and reward systems need to be developed which give people 'permission to reflect'—time to assimilate information, to communicate with colleagues, brainstorm new ideas, make better decisions, and add value to the services and products offered to the customer.
- Modern information and communications technology needs to be harnessed—with a clear focus on improving knowledge and information flows. Far too much money has been wasted in recent years through the adoption of new technology (often labeled as knowledge management solutions) without the correct emphasis on the

required application and outcomes, and without the necessary change in values and culture. People will not contribute to and use a knowledge sharing database just because it is there.

- Speed. In a knowledge economy speed is also of the essence. The capability to reduce product or service time to market, to innovate, to make quick decisions, and to react fast to changes in the market, new technologies, and new competition are all key factors in ensuring success in the new economy. Creating an organization that has these capabilities is one of the main challenges—and the availability of, and access to, knowledge is fundamental.

For all organizations the ability to meet these and many other associated challenges is essential for success in the knowledge economy. They are fundamental changes and they require adjustments in values, culture and behaviors. These adjustments take time—often years—and require commitment from the top, clear focus, and persistent application within business units. In our research we found many organizations addressing the challenges—some under the banner of knowledge management but many using different terminology more acceptable to their culture. The majority, over ninety percent, recognized the need to change, but very few believed that they were anywhere near achieving the desired 'knowledge culture.'

The research revealed that, just as every organization is different, there is no template that can be applied to all—even companies in the same sector. There are different objectives and benefits, different strategies and approaches, different initiatives and projects. The research found that organizations were moving away from the corporate "big bang" approach towards a series of specific initiatives and activities—sponsored by corporate teams but embedded within the business units. The research also identified the need for new roles within the organization and new skills and competencies across the organization.

New roles

While the strategies and approaches to implementing KM varied between organizations it was possible to identify some generic roles that were being created to stimulate, design, and implement KM initiatives. Some of these roles were seen as permanent, others as temporary change management roles. Some were full time positions; some were just additional responsibilities for an existing role (this was particularly true in smaller organizations where the size didn't warrant full time positions).

CEO/Senior executives

It is universally accepted that to achieve the changes required—particularly the cultural and behavioral changes—the support and participation of the chief executive and senior executives is essential. If this is not achievable at the outset then one of the key objectives of the first few KM initiatives must be to convince the senior executives of the value and benefits of a knowledge culture—otherwise future initiatives will fail. Once committed these senior executives need to adapt their roles and develop business models and strategies that encourage the values and behaviors of a knowledge culture.

KM planning team

A team of senior managers who have had and support 'the vision' of a knowledge culture and the benefits it could bring. The common factor here is usually enthusiasm and the team can be drawn from a wide variety of positions within the organization. However it is valuable if some of the team are in positions of 'influence'—senior executives from corporate functions and from major business units—and it is also valuable if they come from functions where resources will be required as initiatives are developed and implemented, for example organization development, IT, HR, IM. These roles will be part time and once the initial planning has been done the roles may well change into advisory roles or disappear altogether.

Chief Knowledge Officer (CKO)

The KM planning team will usually appoint a full time leader to drive the development of a knowledge culture. There is a very wide range of job titles for this role but the generic title is the CKO. This role is seen as a catalyst role—a project management role—where the responsibility is to develop strategies, establish standards and procedures, stimulate change and new initiatives, and embed the desired culture, working practices, and behaviors into the organization. Once this is achieved the initial work of the CKO is complete—KM will no longer be an 'initiative'; it will just have become good management practice within that organization. In some organizations the CKO position will be retained but the role will change to become less strategic and more focused on continuing to improve and maintain the culture and the knowledge and information flows.

The CKO is usually an internal appointment at senior management level. This individual needs to really understand the business and often have a career path that has taken the indivudual through a number of different functions or divisions—rather than rising up the ranks in just one department. They have a passion for KM and an ability to interpret KM principles into initiatives that will deliver real business benefit to their organization. They are natural leaders with vision, energy, drive, and authority. They are determined, prepared to take risks, make mistakes, and survive! They have strong nurturing and coaching qualities to enable them to impart their vision, skills, and abilities into teams of people throughout the business.

KM implementation team

The CKO will draw together an implementation team to work with the CKO to develop the strategies into practical initiatives. Like the CKO, the roles in this team are catalyst and enabling roles—they are there to stimulate initiatives within business units and enable those initiatives to succeed. They will develop common platforms, standards, procedures, recognition and reward systems, and other mechanisms that encourage and facilitate the flow of knowledge and information across functional boundaries. They will help to develop skills within the organization that allow the efficient and effective creation, sharing, and use of knowledge and information. Specific roles might include:

KM consultants, who work with business units identifying knowledge initiatives and helping to develop and implement them.

Intranet manager, who develops common platforms and tools that enable business units to publish information in a format easily accessible by others in the organization.

HR consultants, who develop new ways of recognizing and rewarding people for KM behaviors and skills and embed them into job descriptions and appraisal systems.

Content manager, who brings in external information and helps to integrate it with internal information to add value to the knowledge resources.

Extranet manager, who facilitates the sharing of expertise and information with partners and clients without breaching contracts, agreements, and legal requirements.

Knowledge architect, who develops and advises on the structures for information resources, builds and implements a taxonomy to enable more accurate retrieval of information, and helps in the development of expertise databases to identify and connect experts.

Communities coordinator, who helps to identify and stimulate communities of interest and communities of practice across the organization and who provides training and coaching for members of the communities.

Members of the implementation team need many of the attributes required in the CKO together with particular skills for their role. Also like the CKO their roles may change as KM becomes embedded in the organization.

Business Units

This is where the real knowledge initiatives need to reside and where the real benefits will be gained. Most roles associated with KM initiatives within the business units will be part-roles—additional responsibilities added to an existing role. One of the skills of the implementation team is to be able to identify people in the business units who have a natural affinity with knowledge and information—who are intuitive sharers, make connections, think laterally, and are seen by their peers as a natural source of information. These people are invaluable as local knowledge leaders, navigators, and synthesizers—as community coordinators and as facilitators for important knowledge or information assets within the business unit encouraging participation and use by their colleagues. Business unit managers have the responsibility of stimulating and encouraging KM initiatives and a knowledge culture within their units added to their role. Others within the unit will have additional responsibilities for leading an initiative or being part of a team or community.

Everyone

Finally the research clearly demonstrated that everyone working in or with the organization needed to develop new skills, competencies and behaviors and that if an organization was going to thrive in the knowledge economy the role of everyone associated with the business needed to include their responsibility for contributing to the new way of working—the new knowledge culture. The research results started to define a common set of skills and competencies—"information literacy skills"—that needed to be embedded throughout the workforce. These are the skills associated with creating, sharing, finding, assessing, and using information and knowledge.

Skills

The research identified the core skills and competencies required in the KM roles and teams. These skills are summarized in the skills map shown as Diagram 1.

The role of the information profession in KM

The final part of the research was to look at the current and potential future role of the information profession in KM.

The involvement of the information profession at a strategic level—in the KM planning team or as the CKO—was found to be extremely rare. It was felt that they did not have the strategic understanding of the business, the breadth of experience required, or the business mindset needed. It was also felt that, in general, information professionals did not have the ambition necessary nor the risk-taking ability required. In addition knowledge strategies need to encompass all types of knowledge and information available—including tacit and explicit knowledge, information residing in production, research, marketing, and financial databases as well as many other information resources—whereas the information profession has traditionally limited itself to the acquisition and management of external information and to some extent the management of records and documents.

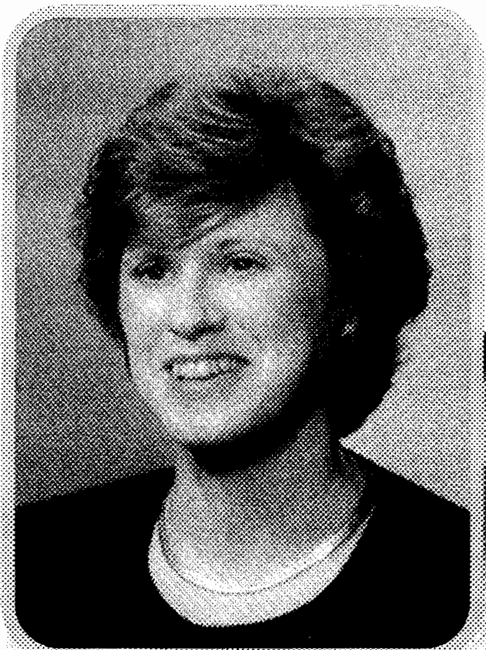
Within the implementation teams there was more involvement of the information profession. There appears to be two major reasons for this. First, some of the organizations that were early adopters of KM placed high value on external information and the need to integrate it into the knowledge resources being developed. Secondly, as organizations begin to address the practicalities of implementing KM they increasingly recognize that one of the core enablers is information management. The more an organization builds an infrastructure which enables people to share explicit knowledge—be that through databases, documents, e-mails, virtual discussion groups and meeting places, project files, presentations, or any of the myriad of mechanisms for storing and communicating information—the more they recognize a need for techniques which improve navigability and usability and prevent information overload. As they opt for leveraging information already in the organization, often through the creation of web interfaces and portals, so the skills of information mapping, needs identification, and content management become crucial.

In the future there is considerable potential for information professionals to become more involved and take more leadership roles in KM initiatives. This is particularly true as organizations move towards 'phase 2' of KM implementation—when they have addressed many of the challenges of changing the culture, values, and behaviors and start to focus more on knowledge and information flows and resources. These opportunities will only be realized if information professionals are prepared to broaden their horizons, change their mindsets, and stop feeling they are 'victims' (or worse still saying "We've been doing that for the last twenty years!").

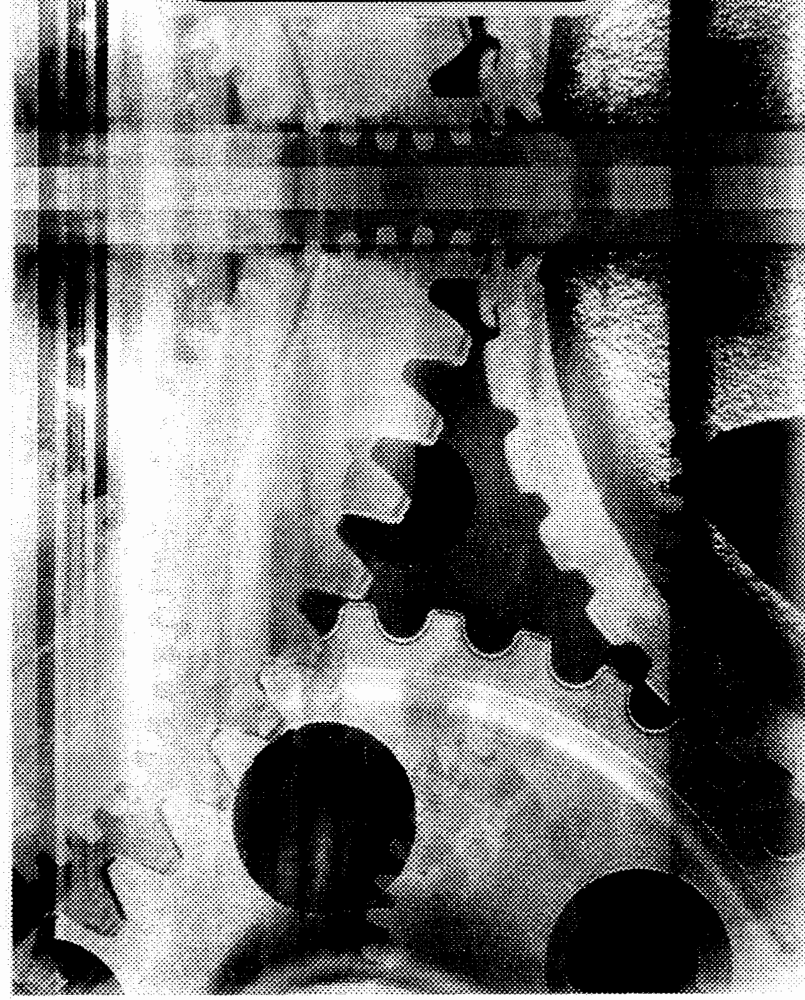
To thrive in a knowledge environment information professionals must:

- Start to value their own skills and have the confidence to apply them in new and unfamiliar situations.
- Understand their organization, its strategies, its challenges, and where knowledge and information can add value.
- Develop an understanding of the vast and complex array of knowledge and information within and available to their organization. (This is one of the biggest challenges that organizations face as they try to integrate sources and resources onto one platform or through portals—and nobody has really come to grips with it yet.)
- Develop the new skills required to play an effective part in a knowledge team.
- Acquire the attributes needed to succeed in a knowledge culture.

In the last few months the term "knowledge management" has started to disappear from the headlines and is being replaced by new buzzwords such as e-commerce and portals. Is this the end of KM? From discussions with knowledge leaders, clients, and colleagues the real work of implementing KM is only just beginning to gain momentum. Some of the change management hype has gone and has been replaced by the hard work of implementing successful KM strategies. The term KM may disappear but the principles behind it are required by the knowledge economy and will not disappear. Organizations that ignore the need to change and that don't acquire the new skills and competencies required will not succeed in the knowledge economy.



Exploring Common Knowledge: An Interview with Nancy Dixon



INTERVIEW

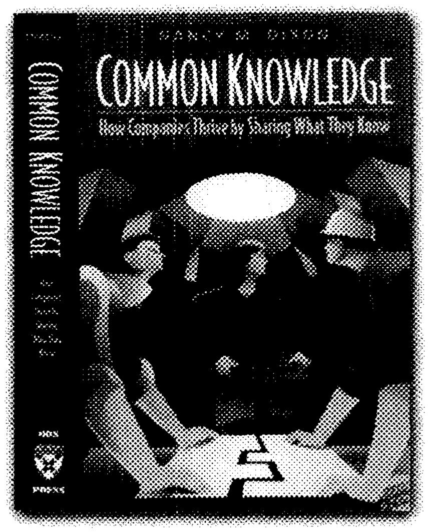
We've all heard and read about how important "knowledge" is in today's organizations? But what does that really mean? What does it take for organizations to create meaningful knowledge-sharing systems and how can information professionals play a role in creating them? To answer these and other important questions, *Information Outlook* chatted with Professor Nancy Dixon of The George Washington University, author of *Common Knowledge: How Companies Thrive by Sharing What They Know*, published this spring by Harvard Business School Press. *Common Knowledge* reveals groundbreaking insights into how organizational knowledge is created, how it can be shared, and why transfer systems work when they do. We're sure you'll find Dixon's perspective as valuable as we did.

by Jeff De Cagna, Ed.M.

Managing Director, Strategic Learning and Development

Special Libraries Association

INFORMATION OUTLOOK: What is common knowledge?



NANCY DIXON: Common knowledge is the organization's most important knowledge. It is the knowledge asset that makes it competitive in the marketplace. It is knowledge the organization creates from the experience of carrying out its own tasks and projects. It is unique to that organization, whereas much of the other knowledge an organization has is learned out of books, knowledge that its engineers learned in school, and so forth. But when people actually do a task, they learn what it takes, what equipment works best, where you run into problems, what can be done about those problems, and that knowledge is the "common knowledge" of the organization. It is knowledge gained from the experience of doing unique tasks.

IO: The question that immediately comes to mind-and your response will be of great interest to our members-is what is the difference between "information" and "knowledge"?

ND: The way I think about that distinction is that knowledge is actionable. Knowledge is something you can actually do something with, and that may mean that it is procedural in nature or that may mean that it is "how to" in nature, but it's of that kind.

I actually think that there may not be a huge distinction between the two ideas because, in some cases, what is knowledge to you may be just information to me and vice versa. In other words, if can take action on it I may view it as knowledge and, if as a result of your situation, you are unable to act on it, you will view it as information. So I don't think there is a huge distinction between the two in the sense that there is a clear line where you say, "Okay, information is here and knowledge is there," but it's helpful for me to think about knowledge as something on the basis of which it is possible to take action.

IO: If I may, I would like to explore that just a bit. [Leading knowledge management thinker and 1999 SLA Annual Conference keynote speaker] Laurence Prusak argues that if there is no difference between information and knowledge, then there is really nothing new in knowledge management. What is your reaction to that?

ND: Let me put it to you this way. I think that what is new in knowledge management is not necessarily the difference between information and knowledge or even being clear about that difference. I think what's new about the idea of knowledge management is our realization of the value of knowledge in helping organizations work more effectively. This is a new realization for many and it demands, therefore, that we think carefully about how to manage the knowledge resource.

...we often criticize people for having a "not invented here" mindset or for hoarding knowledge, like it is some kind of character fault. Well, I don't think it is a character fault. I think it is a phenomenon of the system...

Another thing I think is new is that, increasingly in organizations, what people do is create new knowledge or make use of knowledge. If we were to go back 50 years, 20 years, or even 15 years, what most people in the organization were doing was following someone else's instructions. From the time of Frederick W. Taylor

forward, they were following what someone else said. They didn't need to bring their brain to work. They didn't need to make judgments. They just needed to do what they were told, and that is such a switch today because people in fact do need to bring their minds to work. Most of our work is judgment work. It is work about which we have to be thinking and really using our minds all the time to find new ways to be successful.

There are many causes for this switch, including the speed of change and the pace of a global economy that pushes us to come up with many new ideas. Another force is the speed with which products are being put out on the market and with which we need to react to them. So there is a great deal happening in our world culturally and environmentally that has urged us to put our focus on knowledge.

So, for me, that's the difference. We have always had, I think, this idea of needing knowledge and needing information, but it has grown so much now that we just can't get away without focusing on it. So, for me, what is critical about knowledge management is the emphasis we are placing on it, and our quest to figure out how to do it better.

IO: How do you overcome what John Seely Brown and others refer to as the "stickiness" of knowledge, that is, the tendency of knowledge to attach itself to its context and the consequent challenge in moving it from one part of an organization to another?

ND: Yes, stickiness is a real phenomenon. Knowledge has to cross many boundaries in order to move throughout the organization. These boundaries are often hierarchical and, whether up or down, they are very difficult for knowledge to cross. There are also geographical boundaries, boundaries of profession, boundaries of language, and certainly boundaries of culture. As a result, I do not think there is a single way to eliminate stickiness. We really need to pull apart this challenge and find unique ways to address each unique thread.

There is something else important about stickiness that I think needs to be made explicit. When you think about it, the idea of stickiness actually removes some of the blame that we often place on people for failures of knowledge sharing. I mean, we often criticize people for having a "not invented here" mindset or for hoarding knowledge, like it is some kind of character fault. Well, I don't think it is a character fault. I think it is a phenomenon of the system, and what I like about the word "stickiness" is that it is not value-laden. It doesn't place blame on people, which I think gives us more opportunity to think systematically about how to reduce "stickiness."

I think what's new about the idea of knowledge management is our realization of the value of knowledge in helping organizations work more effectively.

IO: In *Common Knowledge*, you talk about five different kinds of knowledge transfer: serial, near, far, strategic, and expert transfer (Please see the box for definitions of each type of transfer.) What would you like our readers to understand about these different types of knowledge sharing?

ND: Well, I think the most important thing is that *Common Knowledge* tries to "unpack" our understanding of knowledge, instead of looking for principles that cut across all different kinds of knowledge. My argument is that you really need to look at the type of knowledge that you want to transfer, and then figure out which of the five processes matches the characteristics of that knowledge. This is a different approach, and I think it is an important

difference. Assessing the characteristics of a certain type of knowledge and then linking that knowledge with a preferred way of sharing it, I think advances our understanding of how best to accomplish knowledge transfer in organizations. Of course, we're only in the early stages of what must be an on-going effort.

IO: I'd like to dig a little deeper into some of the things you write about in the book. My first inquiry is around the "after-action review." What is it, how does it support "serial transfer," and what made it something that you wanted to include in your book?

ND: An after-action review is a learning process employed by a team at intervals throughout a project, as well as at the end of a project. It is designed to examine what was supposed to happen during the last action or event, a candid appraisal of what actually took place, and an assessment of what *might* account for any gap between expectations and performance. The goal is to use what has been learned right away in the team's next action or project.

We must keep in mind that it is not easy to learn from experience. You really have to reflect carefully on what has happened if you are going to develop valuable insights from your experience. When there is a team involved, this takes on added importance because what people know is embedded in their heads, and without the honest conversation, the probing and the challenging, that knowledge will not be accessible to everybody.

What the after-action review does incredibly well is make explicit everyone's tacit knowledge and, thus, it becomes publicly available to the entire team for use in the next action or project. Even though the team and at least part of the context will be the same the next time, the circumstances of the next action or project are likely to be quite different. This knowledge, now accessible to all, will be invaluable.

IO: "Near transfer" and "expert transfer" rely more on the use of technology than the other approaches presented in your book. What is your perspective on the appropriate role for technology in the sharing of knowledge within organizations?

Common Knowledge: Five Types of Transfer

In her book, *Common Knowledge*, Nancy Dixon presents five types of knowledge transfer. Below is a brief summary and example of each type.

Serial transfer—The knowledge a team has learned from doing its task in one setting that can be transferred to the next time that team does the task in a different setting. (*Example:* a power generator team replaces a generator in a chemical plant. The team uses that knowledge when replacing a generator in a refinery.

Near transfer—The explicit knowledge a team has learned from doing a frequent and repeated task that can be reused by other teams doing very similar work. (*Example:* a team in an Atlanta auto plant figures out how to install brakes in ten seconds. A team in Chicago uses that knowledge to reduce its time by fifteen seconds.)

Far transfer—The tacit knowledge a team has gained from doing a non-routine task that is made available to other teams doing similar work in another part of the organization. (*Example:* peers travel to assist a team dealing with a unique oil exploration site. The collaboration provides new approaches.)

Strategic transfer—The collective knowledge of the organization is needed to accomplish a strategic task that occurs infrequently but is critical to the whole organization. (*Example:* a company acquires ABC; six months later another team in a different location uses what was learned with ABC to acquire DFG.)

Expert transfer—A team facing a technical question beyond the scope of its own knowledge seeks the expertise of others in the organization. (*Example:* a technician e-mails the network asking how to increase the brightness on out-of-date monitors. Seven experts provide answers.)

Source: Common Knowledge: How Companies Thrive by Sharing What They Know by Nancy M. Dixon, Harvard Business School Press, 2000 (ISBN 0875849040).

ND: I think technology works very well when the knowledge can be written down in a procedural form. It is a quick answer to something, such as when I send out an e-mail to ask if anyone knows how to change the brightness of an old computer monitor, and someone knows the answer and e-mails me in return. It is with something that can be written down—very explicit, concrete and clear knowledge—that I think technology is most useful.

Of course, technology is also useful in helping us locate people who may have valuable knowledge in response to a new or different problem you may be facing. Texaco, for example, has a system it calls, "PeopleNet" where you can enter 3-4 different criteria to locate someone, such as someone who speaks Russian, has skills in Unix, and understands marketing. It is a wonderful tool for finding those people, even though you can't directly access their knowledge by using it. You can call or meet them, however, and have a longer, more in-depth conversation. Technology helps us overcome distance. It helps us cross over the geographical boundaries that, as we discussed earlier, are a part of the stickiness of knowledge.

IO: With all the work you have done recently in this field, what do you think is the most interesting thing going on in the world of KM today?

ND: Well, we hear a great deal about the need to change the culture of the organization in order to make knowledge sharing possible. But I see just the opposite happening, i.e., sharing knowledge beginning to change an organization's culture. One of the ways in which I think organizational culture is changing is a heightened respect for local knowledge, which is created in the task of doing one's job. Local knowledge always competes with "sanctioned knowledge," i.e., knowledge that the organization has declared as valid. Sanctioned knowledge may come from outside the organization, or it may come from internal experts or task forces.

Historically, managers have held very little regard for local knowledge, and instead gave prominence to knowledge created by individuals not directly engaged in the task. However, disregarding the knowledge garnered through work creates disrespect between management and employees. Employees see managers as removed from real work, while managers see employees as resistant to sanctioned answers.

Through knowledge management, however, organizations are now beginning to value the knowledge that individuals learn through their work experience. This cultural shift certainly is not something that knowledge management is bringing about all by itself, but it is exerting a strong influence. Most knowledge sharing is done between peers, and the organizational "sanction" for this kind of exchange, is an implicit recognition that local knowledge is important.

IO: Let me circle back just a little and ask you about something that I feel and that I have heard others say. It seems to me that the term "knowledge management" makes a fairly arrogant presumption, especially when you consider the various characteristics of knowledge that defy easy management. Do you have a thought on this issue?

ND: When I speak at conferences, I am going to guess that two out of three speakers say, "I don't like the term." Many people don't want to be associated with the term, but it is the term that is now in common usage.

I also don't like the term. I think it gives us the wrong analogy: managing. I much prefer the idea of mobilizing knowledge, moving it and so forth, but I think "knowledge management" is in our vocabulary. If you call it something else, then you have to explain it. We all recognize it really limits us in some ways. It is often a poor analogy for what we are doing. Right now, however, I think we have to live with it because it is there.

Now, I also think it is changing. You almost could say, well, organizational learning became knowledge management, and now we are hearing more about intellectual capital. Some people are now using that term interchangeably with "knowledge management." Other people will argue that intellectual capital is something quite different.

So I think we will continue to evolve the term, but for now, I think we are stuck with it, and we have to try

to get around the limitations of the "managing knowledge" analogy.

IO: Given what you know about information professionals, in what ways do you think they need to develop themselves in order to actively participate in knowledge-sharing initiatives within their organizations?

ND: There are a number of ways in which information professionals might develop themselves so that they can actively participate in knowledge-sharing activities. They can become knowledgeable about various methods for sharing knowledge, such as those discussed in *Common Knowledge,* so they can help match the best sharing process with the knowledge. I also think information professionals must build their own facilitation skills, so they can help draw knowledge out of teams engaged in important projects. These skills encompass both asking the right questions, and discerning themes and patterns in the responses.

I also think that information professionals should build their understanding of how communities of practice work, including how knowledge is grown and vested in these communities. Information professionals can be valued members of every community of practice, and help to connect people and ideas. Information professionals are good at helping clients find information in journals, books, and databases, but knowledge sharing will require them to move from the periphery to the center of communities. They can serve as the link among interested individuals, groups, and existing and emerging learning communities.

IO: How can information professionals interested in bringing some of the ideas that you talk about in *Common Knowledge* into their organizations get started? What do you suggest as a first step?

ND: I think information professionals need to connect with groups or teams that are interested in sharing knowledge. It takes less time and energy to go where there is already an inclination to act, rather than to try to convince people that knowledge sharing would be helpful. If a group has expressed a desire to share knowledge it is probably based on some current need or some pressing problem they are trying to solve. Understanding what the group is seeking, and blending it with an understanding of meaningful knowledge sharing, is a good first step on the road to becoming valued as a "knowledge champion" within the organization.

SLA partners with Nancy Dixon

SLA is pleased to be collaborating with Professor Nancy Dixon on two exciting learning experiences based on her invaluable insights into knowledge sharing in organizations!

On December 6, Dr. Dixon will facilitate the final session in the 2000 Virtual Seminar Series entitled, "Share and Share Alike: Creating Knowledge-Sharing Systems." In this seminar, Dr. Dixon will explore more deeply the challenges associated with sharing knowledge and offer advice and guidance on how you can develop a knowledge-sharing system that will work for your organization. ***Tuition for this session is $145 for SLA members, $195 for non-members.*** *(International participants may incur additional long distance and/or shipping charges.)* ***To register for this seminar, call KRM Information Services at 1-800-775-7654 and use seminar code SLA5779-0.*** *(International members may dial 1-715-833-5426 to register.)* ***Please have your SLA member number ready when you call to receive the discounted tuition!***

Dr. Dixon is also serving as faculty director for SLA's Knowledge Champions Institute, to be held April 18-22, 2001 at the Hyatt Regency Crystal City, outside Washington, DC. We all know that information professionals are well positioned to serve as the "knowledge champions" that today's organizations need to help create and support knowledge-sharing systems. KCI will prepare you for this critical role, and will help you link your knowledge initiatives to the strategic directions and business challenges of your organization.

To learn more about these and other Strategic Learning and Development Center experiences, please call the Strategic Learning Hotline at 1-202-939-3627 or contact us by e-mail at learning@sla.org.

Retaining Workers in the Knowledge Economy

by Doug Wesley

Doug Wesley is principal practitioner at ChangeCraft Corporation.

He may be reached via e- mail at: wesley@changecraft.com.

NOTE:THIS IS AN EXCERPT FROM THE ARTICLE "OPTIMIZING EMPLOYEE RETENTION **in the Era of Knowledge Capital" written by Doug Wesley, principal practitioner at ChangeCraft Corporation. The entire article can be viewed on their web site www.changecraft.com. The article also supports a presentation made by the author at the Special Libraries Association 91st Annual Conference on June 13, 2000. This segment of the article represents a new paradigm for organizations managers and employees in the information economy.**

Six Propositions For the NEXT Generation

ONE: People Circulate. Institutions Learn

TWO: It's All In the Connections

THREE: Managers Build Institutional Wealth

FOUR: Employees Are Engaged As Individuals

FIVE: Combine and Innovate

SIX: The Individual's Work is Essential

Why New Propositions? Is This Just Another Fad? During the Agricultural Age, the basis for wealth was land and natural resources. During the Industrial Age, the basis for wealth was capital and machinery. During the Information Age, the basis for wealth is knowledge. (Toffler, *PowerShift: Knowledge, Wealth, and Violence at the Edge of the 21st Century,* 1990) The most fundamental reality for economics was transformed when power shifted from wealth based on things made of atoms to bits of knowledge, which can move at the speed of light and have no physical reality. Unlike all previous bases of wealth—land, natural resources, money, machinery knowledge can be given away by a person who has it, but not lost to that person. The fact represents a revolution in the very nature of economics. (Negroponte, *Being Digital,* 1995)

We have moved from a zero-sum game (one in which a gain for one side always entails a loss for the other) to one in which we can share, but not lose. In the old economy, scarcity was assumed, and always increased a thing's value. In this new economy, abundance can be assumed. We have shifted from a worldview with a core proposition of *"either/or"* (either you have it or I have it) to one that accommodates a "both/and" possibility (both you and I can have the same thing... all of it, and more).

In the natural world, this may be akin to repealing the laws of gravity. If the natural law of gravity changed its basic properties, most of our machines would not work. As the economic laws of wealth transform, most of our organizations don't work. That's what's happening to us today.

Here are six propositions about work, organizations and people that were created based on these new realities.

ONE:People Circulate. Institutions Learn

This proposition stands in the place of the old maxim: "Personnel Turnover is BAD."

When losing an employee always meant losing knowledge capital (skills, experience, personal processes), we fought to keep the employee longer; we sought to increase retention and avoid turnover.

But what if, when an employee moves out of the company, we are able to keep that knowledge capital? And, what if, as we gained the person's knowledge capital, s/he lost nothing (maybe even *gained* something) in the process? Would personnel turnover be bad?

In the old economy, you either "have" the employee or you don't. What if you could have continual use of the person's contributions to the organization, even though you did not have the physical presence of the person in the job? When we begin to see great value in the person's knowledge, and when we apply the natural laws of the new economy, it is possible to lose the employee, but keep the value.

We can only expect to increase the wealth of the enterprise with personnel turnover if the *organization* is in the business of learning. Since the beginning of organizations, it has been assumed that the old-timers must teach the newcomers. That, only after this value is added to the newcomer, can that person make a useful contribution. The "master" has always had an obligation, not just to work, but to teach apprentices. How different life would be if the master had an obligation to *learn* from the apprentice as well. What if the apprentice came on board with an obligation to teach?

New information technologies enable our organizations to build systems that capture an individual's knowledge. If knowledge is wealth, we must become much more serious and much more capable about doing just that.

But, if knowledge is also power as people have been hearing since at least the times of Sir Francis Bacon then why would an individual employee agree to "give up" that power? Easy. What if the new proposition were this: "You teach us everything you know and, in return, you can have access to everything the entire organization knows."? Not a bad trade.

If the norm is for organizations to learn and for people to circulate among them, then we increase our personal value by the efficiency with which we learn from the organizations we serve. The new, more potent question for screening interviews is not "Where did you work (and for how long)?" but "What did you learn?".

We further increase our personal value if we develop a fine skill to integrate all we have learned - to make creative connections between all our disparate bits of knowledge - and to apply that knowledge in new and interesting ways.

If your organization were to become an increasingly efficient learning machine, it could profit greatly from a steady stream of newcomers who stay and work for a while, teaching and learning, then move on.

TWO: It's All In the Connections

This proposition is a slap in the face of "Everyone Should Be A Professional." (Professionals - who are dedicated to the depth of their expertise - *hate* the fact that some slackers get by on "connections.")

Some years ago, while working as a consultant to a large, staid insurance company, I sat in on a senior management meeting. The presenter put up a wall-sized organizational chart that showed every arm of the broad-reaching enterprise. She spared us what we thought would be several hours of defining the hundreds of boxes on the chart with a startling insight. She said that this company (which was known for investing millions in every new management fad and scheme) had spent literally decades arranging the myriad boxes on the chart and making sure that everything was working properly within each of them. Her team had discovered that, no matter how well things work inside a box, if the lines between the boxes *don't* work, the company doesn't work. That's what we mean by "the connections."

We can see the consequences of over-specialization and professionalism. Things continually "fall between the cracks." Businesses thwart fulfillment of customers' immediate needs because "It's not my job" or "You'll have to call another department." Deadly mistakes are made in hospitals because specialists are unaware of each other's treatments of a single patient. We have all learned to demand to speak with a manager when we encounter these problems because we know that most workers do not have the authority to solve unusual problems, or problems that cross organizational borders. And, how often do we then hear that the manager, too, is powerless?

People do not like to be powerless in their jobs. Most people would rather *solve* the problems they are offered than hand them off. Our organizations constantly embarrass us with their inabilities (and refusals) to solve the most straightforward problems. Our organizations constantly make us look stupid as we try to explain why problems can't be solved, or make us feel stupid with our lack of information about other parts of the business. These factors make us want to quit our jobs. It's not stupid people that repeatedly create these situations, it's those stupid systems and stupid jobs.

A small team of diverse people, given the authority to get results and access to needed information, can do what was thought impossible in traditional organizations. We've seen this time and time again, not with superstars or the company's brightest managers, but with people who are living at the top of the bell curve: regular, normal folks. And, they have *fun* in the process!

Business success now depends on close connections between paying customers and the company. The connection is best created and maintained by small teams of people who are responsible for the relationships, and who have full, quick access to the information and resources of the company to make things work. It's all in the connections.

THREE: Managers Build Institutional Wealth

This proposition stands in the place of the old maxim: "Managers Generate Efficiency and Profits."

With new organizational forms, information processing systems that automate much management work, an educated workforce, and a continuous process improvement capability, small self-managed teams no longer need supervisors and managers to achieve peak performance.

This offering does not advocate the abolition of managerial work, rather its reinvention, so that it can make a far more valuable contribution to the enterprise.

The new management work should be assuring the company's owners that the knowledge capital of the enterprise is:

1) **Inventoried:** known and accounted for,

2) **Utilized** and optimized in innovative ways across traditional lines

3) **Secured** within the company (outside of employees' heads), where it can be used by lots of people, and

4) **Growing**. If knowledge capital can, indeed, be leveraged into revenues and profit, then expanding that capital should be paramount. And managers are in the right place (with most of the skills) to do just that.

The above commission redeploys current skills that most capable managers now possess. But it takes the "boss" out of the role of managing. The skills required to grow a company's knowledge capital are more than just technical; they are social as well, and this work requires a real rapport with people. As is true with much traditional management work, the people responsible for doing the organization's real work each day may believe that the constant collection of knowledge capital does little more than interfere with their performance.

Some people in obsolete supervisory or managerial jobs are less interested in systemic work, and would find this proposed mission boring. For former managers who are more energized by working directly with people, there's another way to build the knowledge capital of the enterprise.

With all the magic and potential we've discovered in properly equipped, well-informed self-managed teams, our work at ChangeCraft has taught us that these teams tend to fall apart without a skilled and disciplined Team Coach. These coaches (who are not members of the team, but visit regularly) add focus, facilitate resolution of internal problems and work with team members to aggressively—and continually—develop each other's skills and capabilities. It is this last contribution that seems to mark the difference between high-performance work teams and committees (Katzenbach & Smith, *The Wisdom of Teams: Creating the High-Performance Organizaton,* 1993).

Here's a caveat, though. Experienced managers seem to have difficulty making the transition from being "boss" to being a servant and supporter of self-managed teams. The best coaches we have seen have been true peers who never worked as managers or supervisors.

FOUR: Employees Are Engaged As Individuals

This proposition is offered as a replacement for the old maxim: "Treat Employees Consistently."

Before we knew were moving into the Information Age, the consumerism movement in America forced a radical change on Industrial Age businesses. These enterprises had matured as the masters of supply, providing identical products to sheep-like mass markets. In the 1970's, emerging world markets gave consumers a true choice; we learned that quality did not necessarily cost more (maybe less) and that it was possible to get products as we wanted them, when we wanted them. American consumers began buying their cars and other products from other countries. The industrial enterprises that survived learned that they were servants to their customers and not masters. The ones that have thrived learned to customize —even custom make— products their customers wanted, and to make the experience of doing business with them a real pleasure. When 800 numbers and the Internet came along, the new way of doing business was sealed: customers were now freed from local suppliers and could buy just as easily anyplace in the world.

The End of the Age of Policy. In the previous era, a company in conflict with a customer could end most any dispute with: "It's our policy." That meant, "You should give up now because we treat all customers the same way. You have no choice." Customers no longer stand for that... they find new suppliers.

Only the most clever and aggressive new employers have come to understand that their employees (who learned the lesson as consumers) will no longer stand for "consistent" treatment,- even if it's policy - when it fails to meet their needs. They will find new employers.

Business enterprises are learning to engage customers as individuals. We're now just beginning to learn to treat employees the same way. It is this motive that drives some Information Age businesses to delight the people who work there with all those incredibly outrageous benefits.

We can no longer treat consumers as a mass market, whose desires and needs can be averaged and only *generally* addressed. Nor can we apply the old Industrial Age standards of treatment to the labor market. There is no mass labor market. Increasingly, employees are making independent, individual decisions about what they require from their employers. And, the very best of your knowledge workers can find employers who respond to their requirements. How? On the Internet, of course!

But, It's Against the Law! American employment law is hopelessly archaic. It requires employers to act as fair "masters," caring for the child-like, unsophisticated people who labor in their shops. The law was written for the mass labor market, which no longer exists.

Just as laws follow - rather than lead - real social change, businesses that only follow these antiquated, paternalistic employment laws will also follow their innovative competitors into the new millennium.

FIVE: Combine and Innovate

The old proposition of Divide and Control no longer creates competitive advantage. "Unity, Focus and Collaboration" are becoming the mantra of tomorrow's business leaders.

When the leverage to gain and hold market share was found in standardized machines and production systems, it made sense to force employees to comply with procedures, even though they thought they had a better idea about how to do their work. Everyone who has held a job knows what management does with most employee suggestions: nothing. In traditional organizations, new employees learned quickly to check their brains at the door when they arrived at work.

Today's - and tomorrow's - knowledge workers will not check their brains at the door. They will not be a cog in a machine. They will be heard. They will contribute their ideas and see them work. They will do it here, or they will do it in their next job. Actually, that's the *good* news.

Dilbert as a Failure Indicator. Every morning, millions of American employees get a sour laugh reading the Dilbert comic strip as it lambastes management for its stupidity and incompetence. Are managers generally stupid and incompetent? Of course not! It is impossible for the nearly 15 million Americans who hold executive and management jobs mostly to be stupid and incompetent. Then, why do so many people relate to Dilbert? Because the rules and processes of almost all management work are still rooted in the Industrial Age. The old corporate machine is the walking dead. And each day, Dilbert fans mock those who still try to run it.

If we are to earn the loyalty and the innovative contributions of our employees, we must abandon the systems they mock. And we must earn the innovative contributions of our employees. Just as global markets allow buyers and sellers to freely cross the economic boundaries between countries, we must emancipate employees to freely cross the departmental and divisional boundaries within our companies to combine their talents and invent new ways to succeed.

Global free markets mean businesses must constantly innovate, and businesses can no longer afford to squander the spirit, intelligence and inventiveness of rank-and-file employees. Innovation can no longer be the domain of the Research & Development department. It must come from everyone. Management cannot be allowed to decline employee suggestions for improvement; it must become the facilitator of every one of those suggestions, supporting the employee innovator in getting ideas implemented. Even "bad" ideas, because innovation is, by nature, experimental. And experiments, by nature, do not always succeed.

At ChangeCraft, we've learned ways to mobilize the vast, untapped resource of employee brainpower. Our clients implement a system that brings together small teams of employees with diverse backgrounds, and blindly pre-approve any change they implement to make the business work better for everyone who cares: customers, owners, employees, the community.

SIX: The Individual's Work is Essential

This proposition stands in the place of: "People Need Jobs." Sure, people need paychecks. But people increasingly need to make an important contribution in their work lives. What's more, business enterprises can no longer afford to employ only parts of the people they hire.

Henry Ford, the last century's wizard of industrial production, reflected in his autobiography about the more than 7,000 specialized jobs required to manufacture a Model T:

"949 required strong, able-bodied and practically physically perfect men. 3338 needed men of merely ordinary physical strength, most of the rest could be performed by women or older children, and we found that 670 could be filled by legless men, 2637 by one-legged men, two by armless men, 715 by one-armed men and 10 by blind men" (Ford, *My Life and Work*, 1923)

Following Ford's lead, we have institutionalized organizational designs that employ only parts of people. To reverse this pattern — to earn the right to the whole person -businesses must *deal* with the whole person. That means openly and effectively dealing with "messy" human issues like emotions, interpersonal issues, conflicting needs, family demands and obligations. For, if a person's work is essential, we must, in every way, deal with the person, herself, as essential.

If an organization is to move beyond the slogan, and truly honor each individual's work as essential, a new type of corporate culture is required. Command and control systems must be replaced with more open, flexible and responsive processes that provide natural checks and balances as individuals work with one another. The organization must not only be made up of self-managed people and teams, but the work of those teams must be self-correcting, so that when a person or a team gets off course, others quickly know it, and pressure it back into the flow.

Essential people must be allowed and encouraged to shape their own work, not just to do "jobs" that were structured sometime in history by unknown people. They must be afforded significant control over the tools and equipment they employ. They must be treated as the "owners" of their own work processes. They must have the authority to negotiate working agreements with anyone in the organization who affects their performance.

For employees to structure their work responsibly, each must develop and maintain an understanding of the nature and the strategy of the business. Each individual's responsibilities must be directly and tightly connected to a strategically essential end product and/or paying customer. Essential people shoulder essential responsibilities.

For employees to capably exercise the responsibilities that come with structuring their own work, they must have broad and general skills that were never required for specialized jobs. Much of the training that has been provided only to managers and supervisors over the past 50 years must be made available to self-managing employees and their teams.

Summary and Conclusion

This article was written to outline ways to master the challenge of retaining and building Knowledge Capital in this new era. In the old days, in simpler times, this may have meant, "How do you keep good employees from quitting their jobs and moving to another employer?" Today, and in the era we are just beginning, it means something entirely different.

To succeed in maintaining and growing the Knowledge Capital of an enterprise, old structures— like jobs and management -and the principles that support them must be reinvented and replaced. Some "new age" enterprises, which had the advantage of starting with appropriate structures and philosophies, are already better able to recruit employees and retain Knowledge Capital. If older institutions fail to do that, they won't be able to keep the valuable people whose contributions they need to stay in business.

Knowledge Capital is generally found in the heads of employees, but it can be collected in an organization's information systems. Thus, an organization can stand (even thrive on) higher turnover rates in employees.
If we are to replicate and capture the growing Knowledge Capital found in employees, the employees must cooperate and actively participate in the process. To earn that cooperation, organizations must create entirely new relationship structures with—and between—employees. Organizations must completely reassess their policies and approaches to knowledge in light of the new "natural laws" of the knowledge economy.

copyright corner

Unpublished Works

The copyright status of unpublished works has long plagued librarians. The status of such works has changed over the years, and today the Internet raises new questions about whether and at what stage works are published. Further, the fair use of unpublished works is somewhat more restricted because of the right of first publication.

The concept of publication was relatively clear and easy to understand in the analog world. Publication is defined in the Copyright Act as "the distribution of copies or phonorecords of a work to the public by sale or other transfer of ownership, or by rental, lease or lending." In other words, a copy of the work changed hands. In the digital environment, a copy does not actually change hands but it may still be distributed through transmission. The statutory definition continues, "The offering to distribute copies or phonorecords to a group of persons for purposes of further distribution, public performance, or display, constitutes publication." Does posting a work on a web site constitute publication for copyright purposes? Most experts would argue that it does.

In the United States, copyright attaches to any original work of authorship that is fixed in tangible medium of expression. Whether a work is published or not is immaterial for copyright protection today, but it does affect the term of copyright if the work is one of corporate authorship or is anonymous or pseudonymous. For those works, the term of copyright is 95 years after date of first publication or 120 years after creation, whichever comes first, as opposed to life of the author plus 70 years for works of personal authorship. Unpublished works have not always been protected by federal copyright, however.

Prior to the 1976 Copyright Act, unpublished works were not eligible for federal copyright; instead, they were protected under "common law copyright." Common law copyright gave the author the right of first publication of the work and some protection against tortious misappropriation of the work, but little else. Further, once the work was published, common law rights were divested and federal copyright protection was available only if the author met the statutory formalities such as including the notice of copyright on copies of the work, registering the work, etc. Some states offered limited protection for unpublished works, but protection was spotty at best.

The Copyright Revision Act of 1976 eliminated publication as the demarcation between federal and state law. Additionally, under Section 301 of the Act, state laws are preempted by the Act to the extent that they are equivalent to any of the exclusive rights within the general scope of copyright. Thus, there is little left for common law protection. The problem of unpublished works created before the effective date of the Act, January 1, 1978, continues, however. Archival collections all over the country are filled with unpublished works that continue to have some protection under common law copyright.

The 1976 Act established a date at which unpublished works would pass into the public domain that will thus end common law protection entirely. Unpublished works that existed as of January 1, 1978, and which remain unpublished through the end of the year 2002 will pass into the public domain 70 years after the author's death or at the end of 2002, whichever is later. Thus, a huge number of works will enter the public domain on January 1, 2003. Archival collections often hold the only copy of these unpublished works but most often do not hold the copyright in the work. Permission from the archives will not be needed to reproduce, distribute, adapt, perform, or display these public domain works after one gets access to the works.

On the other hand, an archives may decide to restrict access to the copy it holds and thus prevent anyone from using the work in any way or may seriously restrict its use. Such archival collections often sell the right to use manuscripts and images in their collections; after 2002, for those works that pass into the public domain, these collections can continue sell access but not the right to use the work. In other words, if in 2003 someone purchases a copy of an unpublished photograph from an archives and includes it on the web or in a printed publication, anyone may then reproduce that photograph from the web or publication without going back to seek permission from the archives. The public domain status of the work so dictates.

For unpublished works that existed as of January 1, 1978, but which are published between then and the end of 2002, they will pass into the public domain 70 years after the author's death or at the end of 2047, whichever is later. Thus, the public must deal with a different copyright status for totally unpublished works for a couple more years, and even longer for existing works that are published between 1978 and 2002.

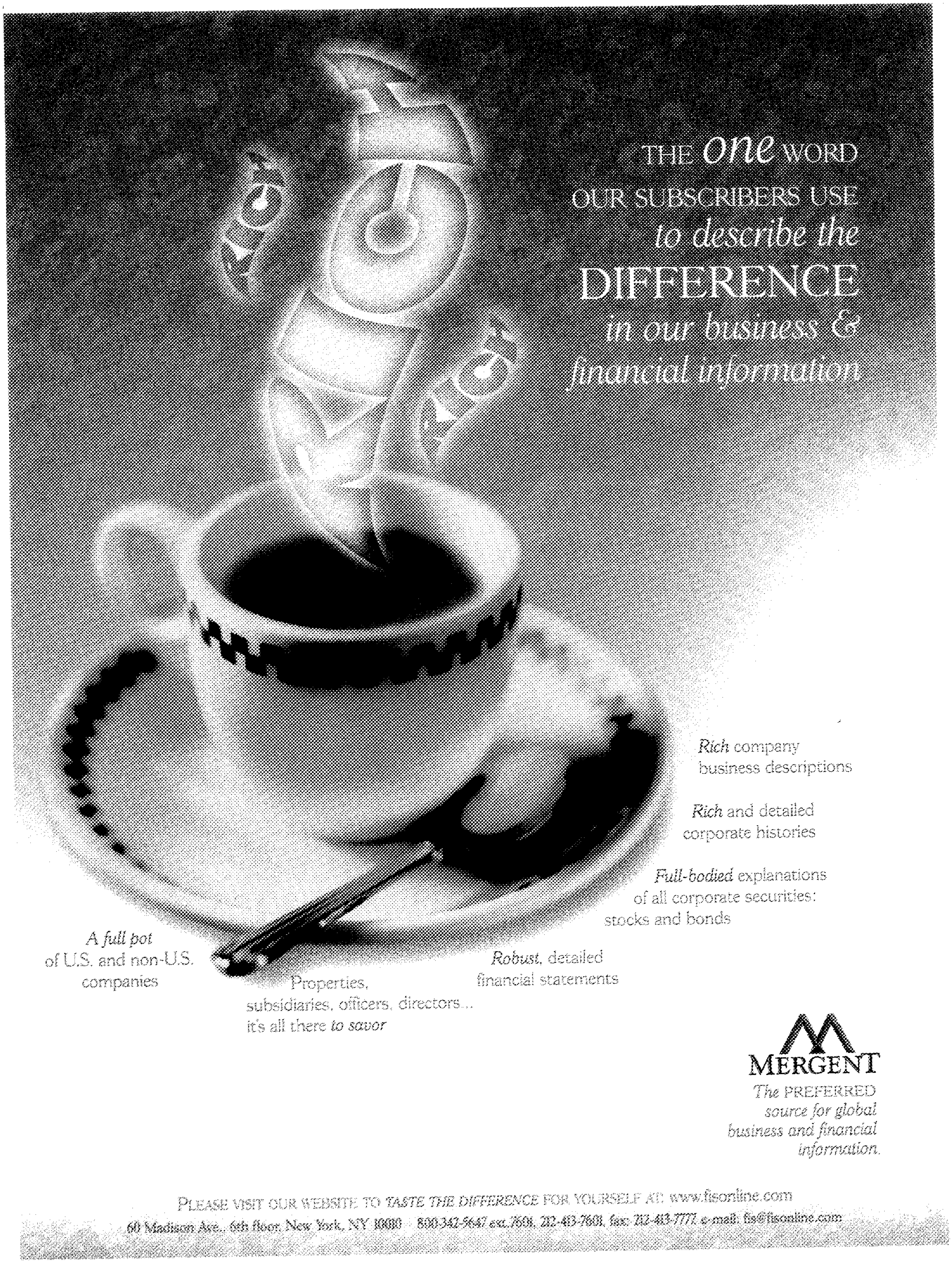
Continued, next page

A series of cases and ultimately a statutory amendment answered the question about fair use of unpublished works. The most important case arose when the reclusive author J.D. Salinger sued to stop publication of letters he had written. Recipients of the letters had donated them to university libraries where they were located by someone writing a biography of Salinger who wanted to use them as a first-hand account of Salinger's life. Under the law, the author of the letter retains the copyright unless he has transferred it to someone else. Here, the court held that Salinger owned the copyright and could refuse to let the biographer publish the letters. This was based on the common law concept of the right of first publication despite the biographer's claims of fair use. In other words, Salinger himself might decide to publish the letters and the law will ensure that right.

A series of other cases followed that danced around the right of first publication but also discussed the problems of the First Amendment and censorship. An author of a letter could claim the right of first publication in order to censor the publication while never intending to publish the material herself at all. Still, the unpublished status weighs heavily against a finding of fair use.

The fair use section of Copyright Act was amended in 1992 with the addition of a very important sentence. "The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of consideration of [the four fair use factors.]" Thus, a court may recognize that the right of first publication is more important than permitting a biographer or critic to include unpublished works by a writer in the biography or work of criticism that he is publishing. But the unpublished nature of the work is not in and of itself a bar to a finding of fair use.

For more information, contact Laura Gasaway (laura_gasaway@unc.edu)



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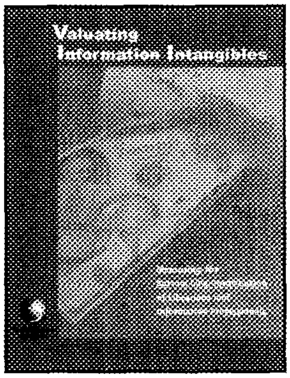

by Frank H. Portugal, Ph.D.

Method Two: Knowledge Value-Added

Introduction

Certain industries are driven by technological innovations and, as a result, require proportionally larger and more highly educated staffs to succeed. Health-care pharmaceutical and diagnostics manufacturers are one example of such an industry. Corporations operating in the health care field were one of the very few groups that even professed any interest during the course of this study in tracking the flow and cost of informed wealth through their organizations. Informed wealth is a term coined for this study that refers to the data, information, and knowledge held by an organization

One librarian interviewed at a health care company indicated that a high level initiative in the company had been issued by the finance and administrative division. The objective was to determine how to convert informed wealth into financial terms, such as the dollar value of time saved by input from the library or information center to a business unit. The downside to this approach, however, was the lack of cooperation from business units who feared cuts in their budgets if the library proved too successful in saving them time.

A manager for the regulatory affairs library at another health care company said, "I am serving on a global library task force for the company, which has involved mapping of processes from inception of an idea to a product. This is part of efforts initiated by the library to track the flow of information into products." The effort too appears to focus on time saved for users rather than the value added to a new product or service by the library or information center.

Reported approaches to track the flow of information into products, which can be termed knowledge value-added, are still in relatively early stages of development in the few companies that are exploring such methods. Hewlett-Packard is representative of one industry—office equipment and computers—that has also been exploring how to value knowledge embedded in its various processes and subprocesses.

The knowledge value-added methodology can be developed into a basic model for determining the value of core library and information center services—namely providing informed wealth—to corporations or other types of organizations. The modified knowledge value-added model proposed here will enable librarians and information professionals to make a rough estimate of the value of their primary services to their organizations.

Scope

Measurement of knowledge value-added as a tool, was developed by Dr. Valery Kanevsky of Agilent Technologies and Dr. Tom Housel at the University of Southern California, to help guide business process re-engineering efforts [8]. Business process re-engineering is a set of techniques by which organizations are re-inventing themselves through restructuring. The use of the knowledge value-added methodology helps managers focus on creating value, rather than just cutting costs. It does this by using a surrogate measure for intangible value to determine how much each subprocess contributes to the final product or service relative to all the other subprocesses. The methodology then determines value by assessing the cost of each subprocess relative to its overall contribution.

A methodology such as knowledge value-added that focuses on measuring and comparing intangible value is precisely the sort of methodology needed by librarians and information professionals to measure the value of their activities. The knowledge value-added methodology also should allow librarians and information professionals to compare the value of their activities with the value of other activities in the organization that lead to the development of the same product or service.

The basic idea behind knowledge value-added is to find some surrogate measure for determining how much of an intangible asset—knowledge—is embedded in each subprocess that leads to a specific product or service. A surrogate measure must bear a direct relationship to the intangible—knowledge—that it is charged with measuring. For example, salaries paid to employees carrying out each subprocess would probably not be a good surrogate measure because people are not always paid in proportion to how much knowledge they have about a specific area. Librarians, for example, despite their knowledge and training are, according to Prusak and Davenport, undervalued and underpaid [1]. In addition, many people would consider a Chief Executive Officer who is paid millions of dollars to run a company overpaid despite that person's knowledge.

Three surrogate measures that can each be used to estimate knowledge directly in a subprocess include the following:

1. Time required to learn the subprocess. The more time required the more there is to learn, i.e. the greater the knowledge content.
2. Number of words used to provide instructions for the subprocess. The more words required to explain the process, the more involved the process is, i.e. the more knowledge required to understand the subprocess.
3. Length of sequence of binary questions with Yes/No answers for describing the process. The more questions that have to be answered, the more complicated the process, i.e. the more knowledge needed to resolve the steps of the subprocess.

When compared to specialized accounting methods such as activity-based costing, an accounting method developed for allocating specific costs to products, the knowledge value-added methodology has proven superior [9]. One major automotive manufacturer experimented with activity-based costing but found it too involved for its industrial-based processes.

Assumption

The knowledge value-added methodology has generally been used to guide decisions about business process re-engineering. It has not, to the best of our knowledge, been applied to a determination of the intangible value of library or information center services. The knowledge value-added methodology seeks to track an intangible asset, knowledge, through the subprocesses that lead to the creation of a product or service. If one assumes that an important subprocess in the creative activity of an organization is the uncovering and furnishing of information and knowledge critical to the project, then knowledge value-added can be a means for also tracking the value the library or information center contributes to the organization.

One assumption, then, is that new products and services, in particular, arise from innovations whose development depends on the flow of informed wealth, in part, from the library to the organization. The informed wealth may, for example, be technical and directed toward the R&D department; alternatively, it may be competitive business information provided to marketing. Of course, there are many other types of informed wealth used by corporations and organizations and these need to be considered as well. The flow of this informed wealth is catalyzed through the users of the information.

To help with the critical evaluations of which subprocesses should be considered, analysts need to organize an ad hoc advisory committee within their corporation or organization. The committee should likely contain at least one representative each from senior management and the library or information center, legal, R&D, marketing, sales, financial, and personnel departments, as well as several relevant key users. Each innovative product or service must be broken down into the subprocesses that led to its development. One key subprocess is the informed wealth provided to organizations by librarians and information professionals.

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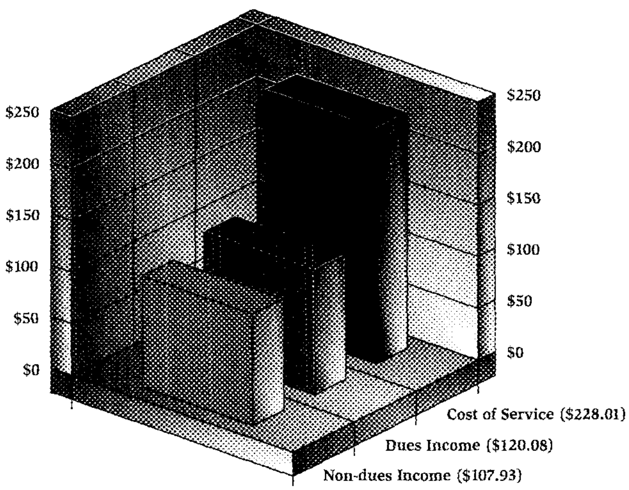
money matters

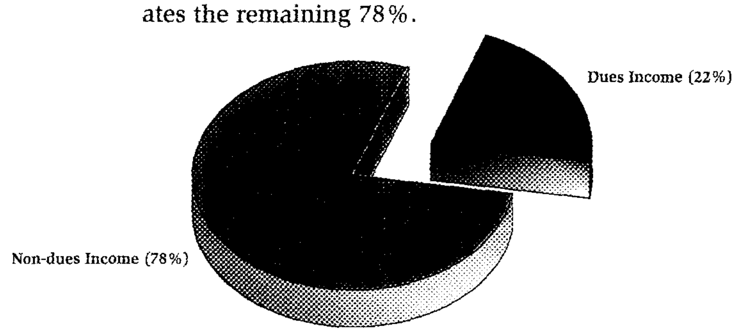
SLA at a Glance

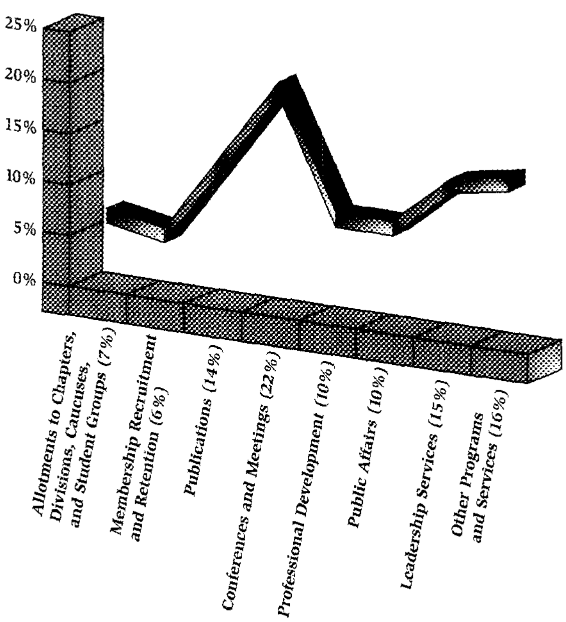
For more information, contact Richard Geiger, SLA Treasurer (geigerr@sfgate.com)

Graph 1: Income and Cost per Member
The net cost of providing SLA's programs and services to each member in 2000 is $228.01 per member. Each member contributes, on average, $120.08 of dues revenue. This means that $107.93 of net non-dues income must be generated for every member just to provide a balanced budget.

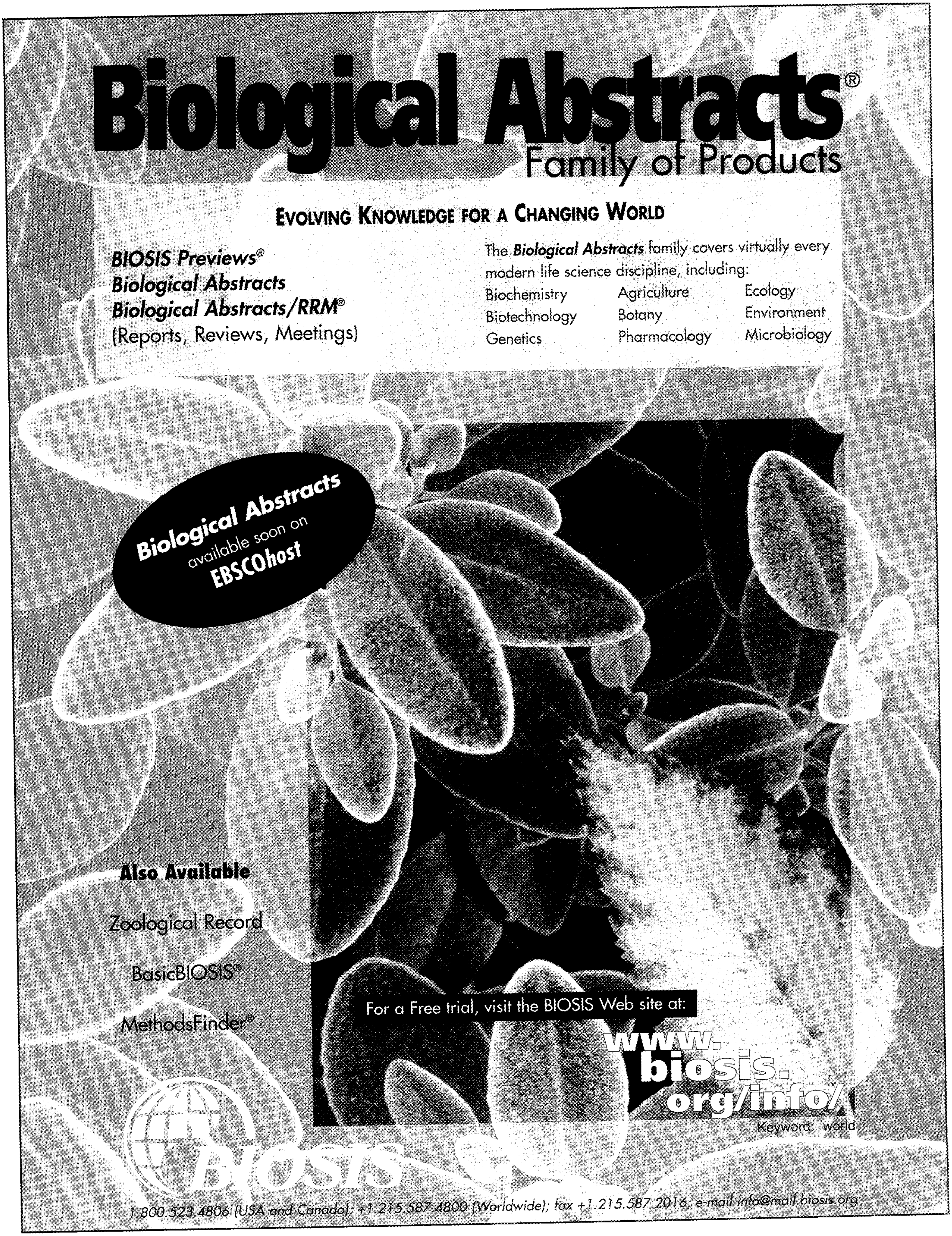


Graph 2: Dues vs. Non-Dues Income
Dues revenue represents 22% of the FY 2000 Draft Budget, while non-dues revenue generates the remaining 78%.





Graph 3: Service to the Membership
Allotments to Chapters, Divisions, Caucuses, and Student Groups 7%
Membership Recruitment and Retention 6%
Publications 14%
Conferences and Meetings 22%
Professional Development 10%
Public Affairs 10%
Leadership Services 15%
Other Programs and Services 16%



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research briefs

The 2000 Salary Survey Report is Coming Soon!

SLA's Salary Survey for the year 2000 is out of the field and we are in the process of getting it ready for publication. The salary report, which will be available from SLA in November, will include salary breakdown by industry, geographical region, budget size, primary responsibility, job title, years of experience, as well as summaries of average salary data. I'm very pleased to say that this year's survey had an overall response rate of nearly 52%, a dramatic increase over the response rate of recent salary surveys and a testament to SLA's members. We are grateful for your cooperation.

While there were only a few very minor changes to the questionnaire this year, there are a number of changes to the upcoming publication itself:

First, the data has been reorganized for ease-of-use, including:

- Separation of U.S. and Canadian data
- Introduction of "chapters" based on job descriptions, so that it is more likely all data relevant to an individual is gathered in one place
- Aggregation of demographic, job-related and institutional-related data into separate sections within each chapter
- Bulleted highlights of the most important data for each table.

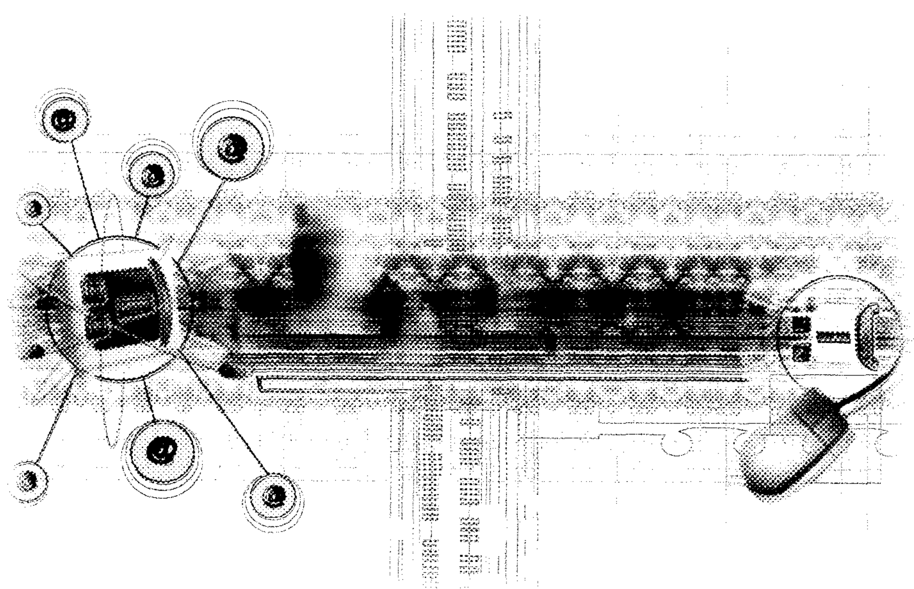
In addition to the printed version, SLA is exploring options for the online delivery of the Salary Survey data and the creation of an online "salary calculator." Although the final format is yet to be determined, the association hopes to have the data tables and text available directly from the Members Only area of SLA's web site for downloading or printing, so members can quickly and simply purchase the Salary Survey and instantly access the data that they need in a timely fashion.

While the salary calculator is also in the developmental stage, our hope is to create an online form that asks members for a few vital pieces of information (for example, geographic location, years of experience, job description, highest degree, etc.) and then analyze those responses using a sophisticated multiple-regression formula custom developed for SLA based on this year's data and back-tested using previous years' surveys. The user would then be shown the range of salaries they could reasonably expect based on the information they've provided.

The online information and salary calculator should be available late this year or early in 2001.

As in previous years, the Salary Survey publication will be available in November, with the prices remaining at $45.00 for members and $54.00 for non-members. Visit SLA'sVirtual Bookstore at www.sla.org or call the SLA publications department at 1-202-939-3673 for more information about the availability of the 2000 Salary Survey. Thank you again to everyone who completed the survey and for making the 2000 Salary Survey a valuable resource for all SLA members.

For more information, contact Rob Pitzer (rob@sla.org).



THE FREEDOM FORUM
FREE PRESS. FREE SPEECH. FREE SPIRIT.

Freedom Forum Sends Piggott to South Africa

Each year the Freedom Forum sends four librarians to developing countries. The program emphasizes helping these countries build and maintain their information infrastructure. Sylvia Piggott, an employee of the International Monetary Fund and former SLA President, spent two weeks in South Africa, during April and May of 1999, on the program.

The majority of her time was spent in Johannesburg at the Freedom Forum's Africa Center. There, she taught staff members how to use their current technology to create newsletters for members and brochures advertising the center and its function. Piggott also worked with the Center's staff to design a photographic exhibit of South African history. In addition she worked on the research team of a local newspaper looking into the IMF and the Gold Standard.

Piggott also spent one day in Pretoria, South Africa at the Worked Bank office teaching the staff how to do research on the internet using free resources. In Cape Town she worked at the *Cape Times* teaching a group of journalism students from Atlanta how to do research on the internet.

Before leaving on her trip Piggott prepared a research library on a diskette. The information included the URL's for every newspaper and school of journalism in South Africa. She then left a copy of the disk at each place she visited.

Piggott gives two reasons why others should participate in the program. First, she says it is a great opportunity to help fellow information professionals. Second, is learning a new culture first-hand.

Piggott says that she liked learning how a newsroom works. It was amazing to her to watch reporters operate under the dual pressures of meeting deadlines and having to corroborate their stories, often in a short period of time. She also enjoyed seeing the changes that freedom has brought to the country. For her seeing the human side of South Africa was moving.

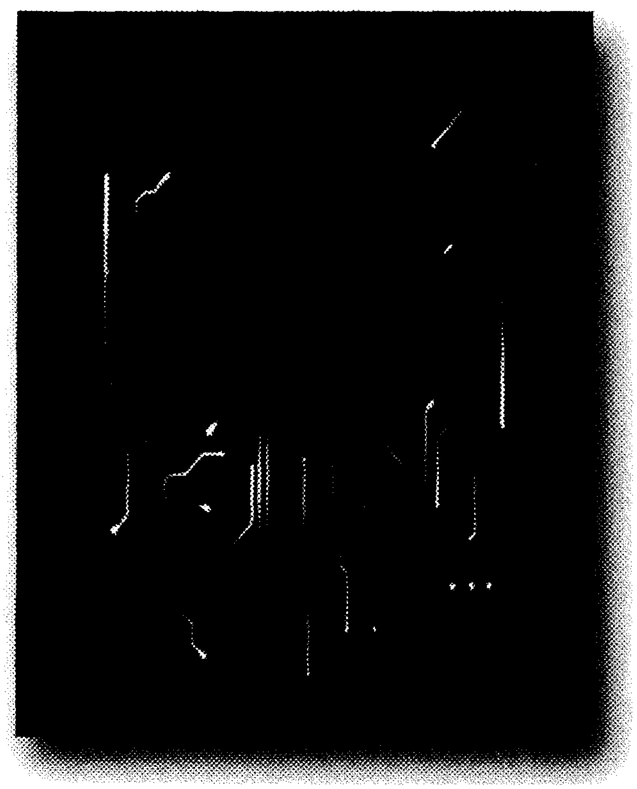
When asked, Piggott listed two specific highlights from her experience. First, is the sense of doing something. She enjoyed playing a part in "providing a home for disenfranchised journalists". As she describes it, journalists, who have fled from political persecution in other African countries, use the Freedom Forum's Africa Center as a home. They use the free access to the internet, word processing and telephones to file stories and stay in touch with their families.

The second highlight of the trip was visiting the home where Nelson and Winnie Mandela lived shortly after they were married. She says that the bullet holes in each room made a very powerful statement about what they went through to bring freedom to blacks in South Africa.

The application for the 2001 fellowships is in this issue of *Information Outlook.* All applicants must hold a Master's of Library Science degree from an accredited school, currently be an SLA member, and be proficient in using the internet as a research tool. It is also recommended that applicants have an interest in the news library environment. If you have any questions regarding the fellowships please contact Susan Bennett. The application deadline is November 30, 2000.

Since the program's inception in 1995 twenty people have visited the Freedom Forum's eleven international libraries in Europe, Asia and Africa.

Founded in 1991 as a successor to the Gannett Foundation, The Freedom Forum is an international, not-for-profit organization dedicated to advancing "free press, free speech and free spirit for all people".



THE FREEDOM FORUM
FREE PRESS. FREE SPEECH. FREE SPIRIT.

The Freedom Forum/Special Libraries Association International Library Program 2001

The Freedom Forum and Special Libraries Association are seeking applications from librarians for a two-week program providing opportunities for librarians to work abroad in an international Freedom Forum Library. Four librarians will be selected for 2001. Each librarian will work in one of the following regions: Europe, Asia, Latin America or Africa.

The librarians selected will conduct training programs on Internet use and research techniques for journalists, journalism students and other librarians in each region.

Applications for this program will be judged by a panel of representatives from the Special Libraries Association and The Freedom Forum.

QUALIFICATIONS:

- MLS from an accredited school.
- Proficiency with Internet as a research tool.
- Interest in the news library environment.
- Current member of Special Libraries Association.
- Proficiency in a foreign language, especially Spanish or French, would be beneficial.

TO APPLY:

In addition to completing the application form, you must supply the following information:

1. An essay outlining the training program you would develop, the training methods and materials you would use, the training activities you would organize and why you are uniquely qualified to execute this project.

2. Three references or letters of recommendation.

You may also include a current resume (optional and not in lieu of completed application form).

DEADLINE:

Your application must be postmarked by November 30, 2000, to qualify for the 2001 program. All materials, including recommendation letters and essay, should be submitted by the deadline.

Send the completed application to:

Susan Bennett
Director/Asian and European programs
The Freedom Forum
1101 Wilson Boulevard
Arlington, VA 22209
Phone: 703/284-3765
Fax: 703/528-3520
E-Mail: sbennett@freedomforum.org

EXPENSES:

The Freedom Forum will arrange and fund airfare, lodging, per diem for meals, shipping of materials, and a $1000 stipend for the successful candidate.

NOTIFICATION:

The successful candidate will be notified in writing by December 15, 2000.

Upon completion, the candidate is required to submit a report to The Freedom Forum detailing the activities and results of the project.

(FOR FREEDOM FORUM USE ONLY)

Name: ______________________

Checklist:
- ❑ **Completed Application**
- ❑ **References**
- ❑ **Essay**
- ❑ **Resume (optional)**

THE FREEDOM FORUM/SPECIAL LIBRARIES ASSOCIATION

APPLICATION FORM

Last Name: ______________________ First/Middle Name: ______________________

Permanent Address (where you can be reached by the Selection Committee):

Address: ____

City: ______________________ State/Province: ______________________

Country: ______________________ Zip/Postal Code: ______________________

Telephone (where you can be reached by the Selection Committee): ______________________

E-mail: ______________________

EDUCATION

Undergraduate College: ____

Degree: ______________________ Year Degree Granted: ______________________

Major: ______________________ Minor (if you had one): ______________________

Graduate College: ____

Degree: ______________________ Year Degree Granted: ______________________

EMPLOYMENT EXPERIENCE

Current Position: ______________________ From: ____________ To: ____________

Company: ____

Responsibilities: ____

____

Previous Position: ______________________ From: ____________ To: ____________

Company: ____

Responsibilities: ____

____

Previous Position: ______________________ From: ____________ To: ____________

Company: ____

Responsibilities: ____

____

Other Appropriate Experience: ____

____

Career Goals: ____

____

Applicant Signature: ______________________ Date: ______________________

irc notes

Web Statistics Reveal Usefulness of SLA Site

Over the past year, the total hits to IRC web pages increased from an average of 10,000 a month to more than 15,000 per month. This is particularly encouraging in that it hopefully indicates that the Virtual IRC is becoming a more useful resource for our members. The Information Resources Center home page is always first in the list of most requested IRC web pages, which is no great surprise, but the next few pages in the list have also remained surprisingly constant. The Knowledge Management Electronic Information Packet (EIP) and the list of other Library Joblines EIP have remained the next two most requested pages. IRC staff put a lot of effort into updating and creating new EIPs so it is encouraging to see they are increasing in popularity. We have been concerned of late that the Knowledge Management EIP is far too large, but this fact does not appear to have affected its usefulness.

The consistent inclusion of the EIPs of Library Joblines, Government Joblines, and Miscellaneous Internet Job Resources in the top fifteen most requested pages shows the importance that our users give to finding a job, or perhaps they are looking for the going rate for a job equivalent to theirs. We included an EIP on Salary Surveys in late 1999 and this page consistently features in the top ten. Statistics have to be treated cautiously as they can be interpreted to prove almost anything. However our aim is to provide relevant and timely resources in the most user-friendly format, so it is comforting to see that a new EIP, such as the one on Portals, is one of the most requested web pages prepared by the IRC.

Our monthly web statistics, prepared using Webtrends, present us with a mass of data in every which way. There are bar charts, pie charts, graphics, and tables in every conceivable color. They show bandwidth by indicating the volume of activity as Kbytes transferred. We have breakdowns by city, state, countries, organizations, by days of the week, and by hours of the day. I wonder what I should read into the fact that over the last three months the web site has been accessed between 19:00 hours (7 p.m.) and 20:00 (8 p.m.) almost twice as often as during other hours, and that prior to April the hourly access between 09:00 and 20:00 was fairly equal. On a more serious note it is interesting to see the average time viewed for each page. This does not appear to bear any correlation to the popularity of the site. Users spend more time on average looking at the Opinions and Perceptions of the Library Profession and Starting and Managing a Special Library EIPs than the more popularly visited Portals EIP. The most time is spent on the IRC Information Request Form, which probably proves that a revision of the form is well overdue.

Statistics have certainly proved the importance of accessibility for CONSULT Online, SLA's directory of member consultants. The monthly web statistics for CONSULT Online show that hits of fewer than forty in January were increased to an average of over 500 in the next four months after direct access was added to the SLA home page. We hope this will encourage the continued increase in the number of member profiles being added to the database, which now exceeds 220.

EIPs Go Members Only

On the revised SLA web site many member services have been added to the Members Only section. We have kept the purely reference type EIPs, such as lists of library related organizations or training organizations, on the public access pages but moved the value added resources of the EIPs on Careers, Intellectual Property, International Resources, Internet/Intranet, Knowledge Management, Management and Services, Marketing and Value, and Technology and Libraries to behind the Members Only firewall. Thanks to LEXIS-NEXIS's continued sponsorship of the IRC we are now offering a Latest Industry News feature using their Tell Me More service. Comments on this new resource would be gratefully received at irc@sla.org. We are always striving to improve our information resources so please don't hesitate to contact us with your suggestions.

For more information,
contact John Latham
(john@sla.org)

conference countdown

San Antonio's River Walk: Walking the Walk

Bring your walking and boating shoes to the 2001 SLA Annual Conference next June in San Antonio. The conference will be held in downtown San Antonio, near the famous River Walk or Paseo del Rio. Whether you decide to stroll or take a river tour boat, this is one attraction you won't want to miss.

San Antonio's River Walk is one of the city's most popular sites. It consists of roughly twenty-one blocks of interconnecting paths and bridges beside the San Antonio River. The Walk is approximately twenty feet below street level and can be reached by stairs, ramps, elevators—and boats. Although the street noise is dampened, the River Walk's shops, restaurants, bars, theaters, and boats provide a lively ambience all their own. Much has been done with the landscaping, which in the warm lush climate includes many kinds of lovingly maintained flora that create garden-like vistas and delight the eye. The Walk can be accessed from the Alamo Plaza, Rivercenter Mall, and many central downtown city streets and hotels. But the River Walk isn't just a way to get from one part of San Antonio to another; it is a destination in itself.

The Works Progress Administration (WPA) built the original River Walk in the 1930s. The project was designed by architect Robert Hugman. Like Frederick Law Olmsted, designer of New York City's Central Park, Hugman was a visionary. Both men successfully designed public spaces that are beautiful, relaxing, entertaining, and enduring. Prior to this project, the San Antonio River was so capricious and prone to flooding, the local Indians referred to it by a name meaning "drunken old man going home at night." The San Antonio River was successfully dammed, channeled, and tamed to create the River Walk. The original Walk included over two miles of walks, thirty-one stairways, and thirty-five bridges built throughout central downtown San Antonio. The Walk was extensively renovated for the 1968 World's Fair. Many changes and improvements have been made since then, meaning those SLA members who attended the 1991 Annual Conference held in San Antonio will find new reasons to visit and enjoy the River Walk.

Day and night, there are attractions to visit on the River Walk. San Antonio's vibrant Hispanic culture is on display with publicly performing mariachi musicians, numerous Mexican restaurants and shops, and the Fiesta Noche del Rio, a musical revue held during the summer nights at the Arneson Theater right on the Walk. The core downtown area of the Walk is well lit after sunset, making strolling or power-walking the perfect end or beginning to your day. There are various night spots for those who want to burn that midnight oil (think 'networking,' which is a work-related activity). River tour boats, barges, and taxis are available throughout the core downtown area of the Walk. And don't forget to do some people watching, which can be quite a spectacle, as everyone in San Antonio seems to walk the Walk.

The SLA Texas Chapter is honored to be hosting the 2001 Annual Conference. Preparations are well underway to make this an enjoyable and memorable event. San Antonio, the Fiesta (that's Spanish for "party") City, is a gracious town and should provide an entertaining backdrop for the conference events. For more information about San Antonio, including the River Walk, please check the Texas Chapter web site at http://www.txsla.org/2001/index.htm. Chapter members will be refreshing this information, so check back or bookmark this site for updates.

Ann Griffith works for Ernst & Young, is the SLA Texas Chapter Second Vice President Elect, and is a member of the Conference 2001 Public Relations Committee.

For more information on the conference go to www.sla.org/conf.

index of advertisers

coming events

October

The Ethics of Electronic Information in the 21st Century
http://www.memphis.edu/ethics21
University of Memphis
October 5-8, 2000
Memphis, TN, USA

* Global 2000
http://www.slaglobal2000.org/
The Information Age: Challenges and Opportunities
October 16-19, 2000
Brighton, England, UK

Medical Library Association-Mid-Atlantic Chapter
http://www.cbil.vcu.edu/mac/events/2000/meeting.html
MAC 2000: Reaching for the Stars
October 18-21, 2000
Falls Church, VA, USA

ARMA
http://www.arma.org/
ARMA International
October 23-26, 2000
Las Vegas, NV, USA

ALIA 2000
http://www.alia.org.au/conferences/2000.html
ALIA
October 24-26, 2000
Canberra, Australia

NAHSL 2000 - Portals to Partnership
http://nnlmner.uchc.edu/nahsl/nahsl2k/index.html
North Atlantic Health Sciences Libraries
October 22-24, 2000
Newport, RI

NABIC The North American Business Information Conference.
http://www.tfpl.com/bic/conferences_fr1.htm
TFPL Inc..
October 29-31, 2000
Mohonk Mountain House, New Paltz, New York

November

Internet Librarian 2000
Information Today
November 6-8, 2000
Monterey, CA, USA

* SLA's Spring Video Conference
Topic TBA
http://www.sla.org/professional/calendar.html
November 9, 2000
Anywhere in the U.S. or Canada!

ACM Symposium on Advanced GIS
http://www.users.cs.umn.edu/~siva/acmgis2000/index.html
ACM
November 10-11, 2000
Washington, DC, USA

ASIS 2000 Annual Conference
Knowledge Innovations: Celebrating Our Heritage, Designing Our Future
http://www.asis.org/
November 13-16, 2000
Chicago, Illinois, USA

December

Online Information 2000
Learned Information
December 5-7, 2000
London, England, UK

January 2001

* SLA Winter Meeting
http://www.sla.org/conf
January 25-27, 2001
Savannah, GA, USA

March

Computers in Libraries
http://www.infotoday.com/cil2001/default.htm
InformationToday
March 13-17, 2001
Washington, DC

Internet Librarian International 2001
http://www.internet-librarian.com/
Information Today
March 26-28, 2001
London, UK

EBIC 2001
http://www.tfpl.com/bic/conferences_fr1.htm
TFPL, inc.
March 2001
Rome, Italy

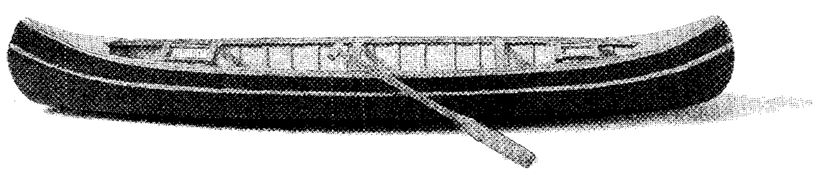
Looking Ahead

* June 2001
SLA 92nd Annual Conference
www.sla.org/conf
June 7-14, 2001
San Antonio, TX, USA

**Conferences at which SLA will be exhibiting*

The regulatory information is there.

We craft it into something useful.



Of course, you could gather regulatory information on your own... and spend hours poring over website after website. Instead, RegScan does the hunting and gathering for you. We provide extensive coverage of the most current state, federal, and international regulations available — then package it so you can instantly find what your company needs to stay in compliance. E-mails, summaries, and electronic newsletters keep you informed of changes before they take effect. And we can even put your manuals and data online for easy updating, comparisons, and distribution. So you'll have everything in one instantly accessible, continuously current format. Effortlessly. Contact RegScan at 1-800-734-7226 ext. 1415 or www.regscan.com, or e-mail info@regscan.com — and find out how useful we can be.

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