

The New Face of Value

2010 Best Practices for Government Libraries

Compiled and edited by

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LexisNexis



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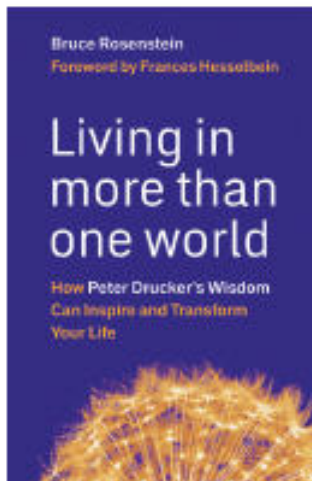
VALUE: DEVELOPING IT

7 Best Practices for Creating and Sustaining Value the Peter Drucker Way

By Bruce Rosenstein, Author, *Living in More Than One World: How Peter Drucker's Wisdom Can Inspire and Transform Your Life*

1. Keep your focus on **achievement** and leaving something behind of value. If you do that regularly, you will never be finished with worthwhile things to do.
2. Identify and cultivate your unique **strengths/core competencies**. How can these strengths make you a more valuable person at work and outside of work? How can they help make your organization more valuable?
3. Blend **reflection** and **action**. Consider what people in your organization, your personal network, friends and family find valuable. Peter Drucker engaged in focused reflection every summer, sizing up how the previous year played out against his expectations and making changes accordingly.
4. Practice **systematic abandonment**. You may have to give up things that you enjoy doing, or that your organization found to be useful in the past, in order to create new meaning and new value. Heed this Drucker question: "If we did not do this already, would we, knowing what we now know, go into it?"
5. Get **out of the office and into the world**. You can become a more valuable person, and recognize important opportunities for your organization, by developing meaningful leisure opportunities, taking or teaching classes, volunteering or becoming involved in the arts. You'll meet people who think and act differently from you, and who will broaden your personal and professional perspective. Drucker taught that the meaningful changes for an organization, those with the most impact, tended to come from outside its basic activities.
6. Think through Drucker's **self-assessment questions**, applicable for organizations and individuals: What is Our Mission? Who Is Our Customer? What Does the Customer Value? What Are Our Results? What is Our Plan?
7. Your **personal legacy** matters. What do you want to be remembered for? You don't know how long you will live, and time is rarely sufficient for all the things you would like to accomplish: decide what needs to be done today to make the world a better place in the future.

New book from Berrett-Koehler Publishers by Bruce Rosenstein—now available!



Bruce Rosenstein has written about business and management books for *USA Today's* Money section and worked as a librarian and researcher there for twenty-one years. He has studied Peter Drucker extensively, conducting one of the last interviews Drucker gave, five months before his death.

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Bruce Rosenstein
Foreword by Frances Hesselbein

Living in More Than One World

How Peter Drucker's Wisdom Can Inspire and Transform Your Life

- Millions revere Drucker as "the father of modern management"—this is the first book to share his reflections on *self-management*
- Based on Bruce Rosenstein's twenty-plus-year study of Drucker's life and thought
- Helps you construct a complete life plan through exercises, questions, and illustrative anecdotes and quotes

How can we have a rich and fulfilling life? For Peter Drucker, one of the most influential thinkers of modern times, the secret was "living in more than one world"—enjoying a diverse set of interests, activities, acquaintances, and pursuits. Drucker was able to do this despite extraordinary demands on his time; and now Bruce Rosenstein shows how the man who transformed organizational management can transform the way you manage your personal and professional life.

An enormously influential business author and consultant, Drucker also wrote extensively on personal development, but these writings are scattered throughout dozens of books and articles. For the first time, Rosenstein assembles these ideas into a straightforward framework that guides you in building a multifaceted life and career. It's the next best thing to being mentored by Drucker himself.

Rosenstein shares Drucker's advice for, first, honing your core competencies—developing your main talents, clarifying your values, and managing your time. With this firm foundation established, he uses Drucker as both source and example to show how to enrich your life by developing parallel and second careers, making a difference in the lives of others through voluntarism and service, and using teaching and lifelong learning as complementary ways of staying engaged and up to date.

By living in more than one world, you gain new insights, see your life from fresh perspectives, and access ever-changing sources of inspiration and stimulation. It is a way of life that can be lived by anybody willing to follow Peter Drucker's wise counsel and Bruce Rosenstein's practical guidance.

"Few people on earth know Peter Drucker and his work better than Bruce Rosenstein. This is a welcome, unique, and very personal addition to Drucker's incomparable legacy."
—**Bob Buford**, Chairman, The Drucker Institute, and author of *Halftime*

"Rosenstein has been able to highlight and focus on a unique and overlooked quality from Drucker's vast firmament of ideas: the centrality of human development and self-development. An enormously important book for all leaders—actually, for everybody!"
—**Warren Bennis**, Distinguished Professor of Business Administration, University of Southern California, and author of *On Becoming a Leader*



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Parsing Digital Value in an Academic Library

By Edwin B. Burgess, Director, Combined Arms Research Library, Fort Leavenworth, KS; Deborah E. B. Keller, Reference Librarian, U.S. Army Corps of Engineers, Annandale, VA

Value is a slippery term. What it means to one person is not necessarily what it means to another. While that is obvious, it contains the germs of what you need to establish to have a successful digitization program.

At the Combined Arms Research Library, we looked at what a digitization program would create for our stakeholders. Who would benefit? As time went on, and the environment changed, how did the value equation evolve? Who were really our stakeholders? How could we extend our reach? The answers, and the questions, changed as we moved forward.

First Concepts

Around the turn of the 21st century, the staff of the Combined Arms Research Library began wondering how to more effectively exploit the large and underutilized documents collection. Life was changing. The College was generating Master's theses annually, and still thinking in terms of paper, even though most of them were actually born digital. The theses had no visibility within the College or in the larger world. A lot of analysis by some smart people was being put on the shelf and forgotten. Something had to be done to make this research more meaningful. Many older documents were, and are, deteriorating. Preservation had become a priority.

The Combined Arms Research Library (CARL) is part of the U.S. Army Command and General Staff College at Fort Leavenworth. The CARL collects and preserves the research products of the College, offers research support to students, handles all copyright requests, and provides the expected library services for the Army's Intermediate Leader Education program, all services common to academic libraries. Our students are mostly majors in the U.S. Army, heavily salted with other military services, interagency students, and an annual contingent of international officers.

A typical student tends to be in the mid-thirties, reasonably fit, and has had three or four deployments before coming to CGSC.

The staff's first thought was to capture the new born-digital theses and provide a dedicated showplace for them. This would meet some strategic goals for both the Library and the College. The College was interested in wider exposure of its research products as well as providing content to its increasing investment in distance learning. The College leaders, mostly colonels and generals, were not well versed in the emerging digital age, but they recognized that it was coming. Building a digital repository would provide an entry path into the (clearly inevitable) digital future, and offer a test bed for future collections. It would also raise the profile and the prestige of CARL, not an insignificant goal. The CARL Archives department, at the time an entirely paper-based function, took the lead.

About a hundred students complete the Master's of Military Art and Science (MMAS) program, an accredited, one-year curriculum that essentially means taking the usual CGSC course plus writing a 50-100 page paper. A second program, the School of Advanced Military Art and Science (SAMS), offers selected CGSC graduates a second year at Fort Leavenworth, learning planning and higher-level staff skills. These students, currently 160 in number, write one or two shorter papers, typically thirty to fifty pages, and also earn a MMAS. Today, approximately 200 research papers are produced by these programs annually.

To make a long story short, this first step worked. In 2005, the Archives staff started loading digital theses along with metadata that describes them. By 2009, all SAMS and MMAS papers were mounted from the programs' beginnings in 1964 to the present. New ones are born digital, earlier ones have been scanned. Today, about 5000 such papers are in the CARL digital library, and they are downloaded frequently. Our own faculty and students now easily find, and use, relevant research done in the institution. Others, including thousands of researchers in the military world, can access material that has been largely overlooked in the past. Administrators now point with pride to the visible accomplishments of the educators and students.

Next Steps

As the Digital Library grew, it also changed character. We postulated that we could attract a clientele of historians who would be interested in original source documents. If we could expose the CARL's stunning, but little used, collection of 20th century source documents, we would bring more traffic to our digital library. We wanted to use the digital library to provide high-quality information to the true owners of the library, the American people. We'd also be preserving it. Those World War II era and earlier documents were deteriorating and very hard for researchers to access--two problems that digitization was invented to solve. We began by identifying a number of original documents, created by armies in the field, that illustrated planning and staff preparation at the division and corps level. These documents were selected because they are most relevant to the CGSC curriculum, are of great historical interest, and were in many cases fading due to age and inferior wartime paper. Because of technical and financial constraints, we first concentrated on documents that could be easily scanned—setting aside some with huge maps or odd page sizes, for instance.

Other historical collections followed. Fort Leavenworth History is mainly an image collection consisting of period photographs from the 19th and early 20th centuries. This collection allowed us to reach out to our immediate community, providing value to the installation where the library is located and the town of Leavenworth which it anchors. A sampling of pre-1923 military history books formed the core of another; most of them were scanned for preservation. Books published in the post-Civil War period tended to have high-acid paper that becomes yellow and brittle over time. We scanned books that were simply unusable because the act of turning a page would shatter it. Eight hundred student papers from the 1930's had somehow survived, providing an invaluable record of the thinking of officers who had experienced the Great War and were preparing for the next round. An archivist at CARL had cataloged these seventy-year-old papers in the late 1990's, listing them in the library's online catalog for the first time. We were gratified by the interlibrary loan traffic that generated. Putting the full-text of those papers into the digital library reduced our ILL traffic, but allowed the papers to be seen by far more users than ever before. This allowed CARL to reach beyond its immediate users

and community and provide information of value to the historical and library communities worldwide.

As our skills increased, so did storage and bandwidth. Larger documents could be loaded. Storage costs went down. Broadband became ubiquitous. Technology was doing what it does best: making things faster, cheaper, and easier. Improved technology enabled the librarians to use their skills to create products, and thereby value, for the host institution.

The CARL began to look for additional collections that would reinforce the value that its digital library was providing to the CGSC and Fort Leavenworth communities. The library already had a relationship with the Combat Studies Institute (CSI), an organization on Fort Leavenworth that does historical research and publishing. The CARL had been posting their publications on the CARL web site, and had been rewarded with a substantial level of traffic to these documents. When CSI started to record the Operational Leadership Experiences, essentially oral histories collected from soldiers recently returned from an active theater, this seemed like ideal content for the digital library. Strategically, this also represented a crucial turn in the library's thinking about the digital repository. First, it initiated the concept of partnerships with other bodies. OLE transcripts are created and input to the digital library by contractors at CSI, and are only minimally overseen by CARL personnel. Second, it began expanding our conceptual horizons beyond the College itself. Both tracks would bear fruit.

By this time, now several years into the project, the digital library concept had become widely accepted among the faculty and management of CGSC. The warlords generally supported the concept and found resources to keep it going. This was not a trivial commitment on the part of either the general officers involved or the resource managers. The CARL found support to hire two contract librarians and scan enough documents to build up a backlog. Faculty began coming to us and asking to post material. Strangers wrote to us, in some cases offering relevant material, and in other cases asking for more documents relevant to their favorites. The Archives business increased dramatically.

Segmentation

Value is not intrinsic. It exists in the eye of the beholder. We had identified several distinct groups who were being served by digitization and imputed value to our efforts. The many researchers who used the Master's-level papers were clearly our first target. Exposure of those documents clearly resulted in perceived value. Military historians welcomed visibility of the 15,000 WWII documents in our collection, most of which had never been seen by anyone outside the Fort. Our other collections gilded the lily. The value proposition, at base, reduces to this: if you build it, they will come. Fame, fortune, and overwork will inevitably follow. The value case is not, however, static. As we thought about the content we had available, and the different types of users that come to the CARL, we began to see that there were other segments of the audience that we could attract. Military schools, faculty in history programs around the world, Public Affairs Offices, and other targets appeared.

A specific case is illustrative. One of the early gifts we got came from a gentleman who was deeply involved in war gaming as a hobby. He had scanned a set of European WWII maps but had no place to mount them for his friends to access. They fit in well with our collections. We agreed to host them, and those files brought our entire digital library to the attention of the war gaming community. The maps were some of the library's most frequently accessed materials for several months. Even now, years later, they are still very popular. This success led to a further involvement in the world of war gaming.

Some CGSC faculty are deeply into the hobby, and one of them put us in touch with George Nafziger, who had a business creating and selling orders of battle. Orders of Battle are simply lists of the military units involved in a given conflict. If you want to replay Operation Market Garden in 1944, or the Battle of Gross-Beeren in 1813, you need to know how many trucks, horses, battalions, regiments, tanks, cavalry, or what have you, were on the field. Mr. Nafziger had some 15,000 Orders of Battle, and wanted to get out of the business. A CGSC faculty member talked him into donating this valuable trove to the CARL. It took more than a year, and a technical and contracting struggle, to get these documents loaded into the digital

library, but the Blogosphere resounded with applause. The reputation of the CARL and CGSC spread far more widely than before, and into a different, though allied, constituency. Viral marketing worked: word of mouth spread our news far better, and more precisely, than RSS or journal articles ever would.

Higher Management Perceptions

Throughout the years of development, a few threads have proved crucial. First, relevant, focused content is important. If the material you post isn't interesting to your target audience, why bother posting it? Content that supports the need of the host institution is the major constituent in the value argument. Second, if the parent organization perceives value in your project, it will support the effort. The bosses need not understand the details, and in fact do not want to hear about software, metadata, digital preservation, or in fact any of your problems.

Resource managers, for instance, want to know that the money is being spent on something worthwhile, and that you can be relied on to get the money obligated on time and within the organization's financial framework. Leaders and educators, in contrast to resource managers, are interested in the educational proposition--how these materials are going to help in educating military officers. They are also interested in the reputational proposition--how this digital library enhances the stature of the institution.

Making those value arguments is crucial to the kind of continuing support that is needed, and those arguments need to be constantly repeated. In the military, new leaders come into place with dismaying regularity. You educate one and he or she moves on. Of course, it helps to have a library with a reputation for providing outstanding research support to faculty, students, and their families. Repeated, continuing, active support from the faculty, administrative staff, and students helps build the trust and belief that generates resources to support new ideas such as digitization. CARL received external confirmation that its strategy was heading in the right direction by applying for, and receiving, the honor of Federal Library of the Year for 2007. This was important validation and resulted in significant visibility for the Library.

Expanding the Footprint

The CARL Digital Library continues to expand and change. It is now a consortium of organizations that work together to place content in the public eye. We now have as partners the Combat Studies Institute, the US Army Sergeants Major Academy Library, the Artillery School library, the Frontier Museum of Fort Leavenworth, the MANSCEN Library at Fort Leonard Wood, and the Center for Army Lessons Learned. The CARL will manage the software contract, provide training, assist in developing processes and best practices, and do some quality control. The partners will select and input their own documents. They will develop, with guidance, their own metadata schemas.

Since this process seems to be working, the plan is to continue it. A library is like the proverbial shark in that it must always be swimming, or it will die. Sustainment and growth are inseparable in the digital arena. If we are not continually adding content, we are stagnating. Traffic will drift down, managers will lose interest, stakeholders will move on.

We think we have identified a set of actions that will both promote the value of the CARL Digital Library and expand the content. CARL is becoming the repository for everything published at Fort Leavenworth that can be released to the public. A variety of organizations on the Fort may be contributors. Expansion of the consortium is also a priority. We believe that within the Federal bureaucracy, diversification and multiple sponsors is a path to stability and survival. We will rapidly, incrementally, improve our processes; continual improvements in workflow, technology, quality. We will expand from a largely text-based repository to video and audio. Speeches by notables at CGSC, if the speakers agree to it, may be featured as video and/or transcripts. We have integrated several discovery mechanisms (e.g. ILS, WorldCat, DTIC, Google, Yahoo) and we will continue to look for others. We will maintain the CARL brand, which stands for access to rich and diverse research materials, personalized services tailored to individual needs, and the right kinds of technology to reach out to needy customers.

Value is in the eye of the beholder. Libraries of whatever stamp must change to meet the needs of their core customers. The definition of "core customers"

becomes ever more elusive as the digital age progresses. It is a definition that changes and expands as libraries become virtual, reach out to an ever expanding and diverse group of customers. As with so many things in the library business, librarians do not have to have a perfect definition of good, but we know it when we see it. The job of the librarian, therefore, is to continue to listen to the customer, to understand what they find valuable, and to continue to adapt library services to meet or anticipate that. We need to market information that is intrinsically interesting to a group of customers who will be receptive to the message and find value in the product. Fortunately, that is something we are good at.

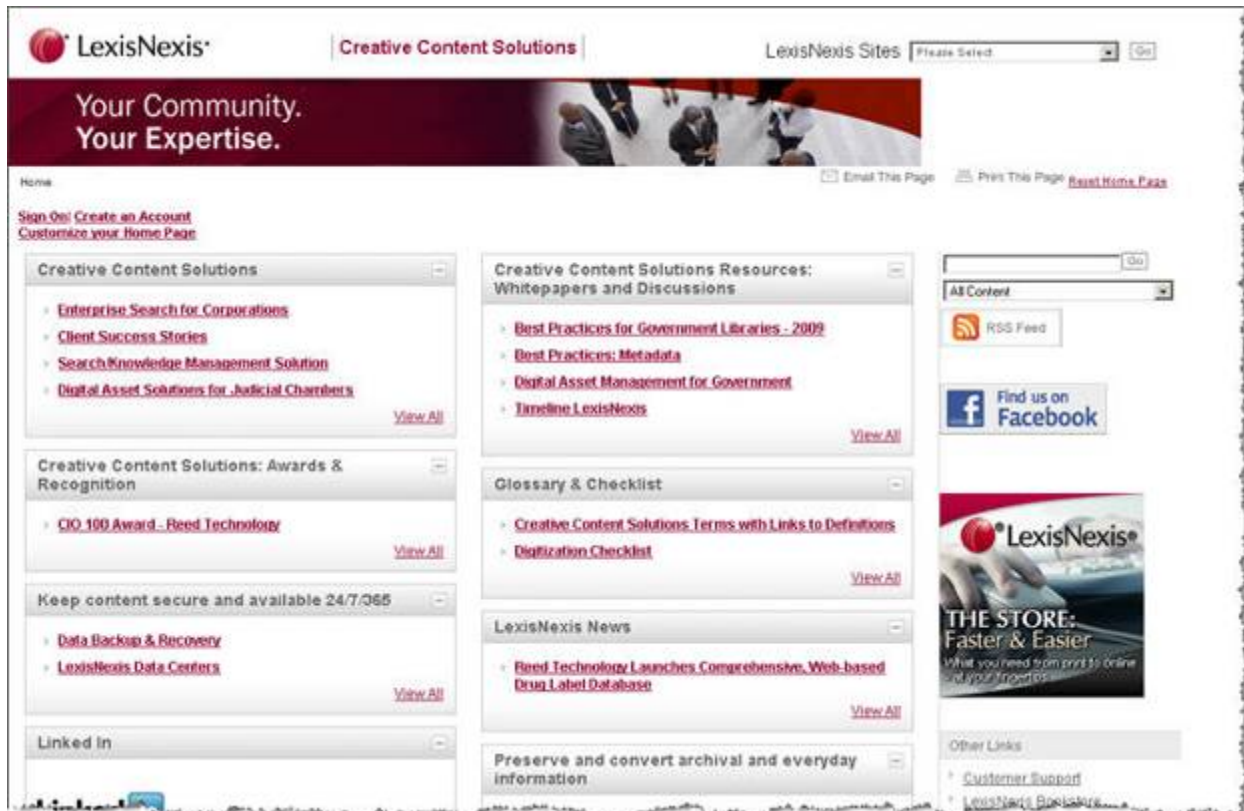
Government Info Pro Podcast Episode 11: Digital Asset Management

In this episode of the Government Info Pro Podcast Marie Kaddell, LexisNexis® Senior Information Professional Consultant, interviews Dave Darst, Director, Digital Asset Initiatives, LexisNexis® on the topic of digital asset management. Dave provides insights and tips on the topic, some real examples of digital asset management projects, and talks about a resource you can use to learn more about digital asset management: The [Digital Asset Management Community Page](#).

You can listen to the podcast in three ways:

- right from the embedded player in the archived post
- download the [MP3 File](#)
- subscribe to the *Government Info Pro Podcast* on iTunes

SHOW NOTES



The screenshot shows the LexisNexis Creative Content Solutions website homepage. The header includes the LexisNexis logo, the text "Creative Content Solutions", and a "LexisNexis Sites" dropdown menu. Below the header is a banner with the text "Your Community. Your Expertise." and a photo of people in a meeting. The main content area is divided into several sections:

- Creative Content Solutions:** A list of links including "Enterprise Search for Corporations", "Client Success Stories", "Search/Knowledge Management Solution", and "Digital Asset Solutions for Judicial Chambers".
- Creative Content Solutions Resources: Whitepapers and Discussions:** A list of links including "Best Practices for Government Libraries - 2009", "Best Practices: Metadata", "Digital Asset Management for Government", and "Timeline LexisNexis".
- Creative Content Solutions: Awards & Recognition:** A link to "CIO 100 Award - Reed Technology".
- Glossary & Checklist:** Links to "Creative Content Solutions Terms with Links to Definitions" and "Digitization Checklist".
- LexisNexis News:** A link to "Reed Technology Launches Comprehensive, Web-based Drug Label Database".
- Keep content secure and available 24/7/365:** Links to "Data Backup & Recovery" and "LexisNexis Data Centers".
- Preserve and convert archival and everyday information:** A link to "Preserve and convert archival and everyday information".
- Other Links:** Links to "Customer Support" and "LexisNexis Bookstore".

Additional features include a search bar, an RSS feed, a Facebook link, and a "THE STORE: Faster & Easier" advertisement.

The [Digital Asset Management Community Page](#) is a resource that provides a variety of resources on the topic of digital asset management including:

- White Papers
- Discussions
- Glossary
- Checklists
- Digital asset management news

If you want to share your knowledge and insights on the topic, you can join this professional community. Signing up to is easy and it's free.

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Originally posted by Marie Kaddell on September 08, 2009 | [Permalink](#) [ShareThis](#)

Building the Pandemic Influenza Digital Archive (PIDA) at the National Institutes of Health Library

By James King, Information Architect, National Institutes of Health Library, Office of Research Services, Bethesda, MD

Introduction

The National Institutes of Health Library and the National Institute of Allergy and Infectious Diseases (NIAID) Office of Communications and Government Relations (OCGR) are collaborating on the creation of a "Pandemic Influenza Digital Archives." This collaborative Web site will showcase Dr. David Morens' core collection of several thousand scholarly publications spanning the ninth century AD to the present on various aspects of all pandemics and large scale epidemics, especially the 1918 pandemic influenza. Using the open source software Drupal, we plan to create a world-class pandemic influenza digital archive, serving the needs of virologists and researchers around the world.

About the Collection

Over the past 30 years of his career, Dr. David Morens identified, collected, and compiled a core collection of research information focused on the epidemiology, etiology, diagnosis, and treatment of the 1918 pandemic influenza and influenza-related diseases. This collection presently serves his needs as a virologist with a special interest in pandemic influenzas. He and his colleagues have utilized data from these documents in dozens of publications on the history of influenza and its significance for the future.

Currently, Dr. Morens has a collection of more than 5,000 documents with more arriving daily. Acquired primarily through the NIH Library and NLM, they include journal articles, statistical data, email correspondence, books and book chapters, bibliographies, reviews, abstracts, etc.

The collection covers the following general topics:

Bacteriology	Clinical/Co	mplications
Enzootic Influenza		Epidemiology and Events
Etiologic Studies	Experi	mental Infection
World Region		Military Populations

Civilian Populations Morbidity and Mortality Data
Outbreaks (localized) Pathology
Pathogenesis Public Health Disease Control
Radiologic Findings Streptococcal Infections
Treatment Tuberculosis
Vaccinations

Chronologically, the current collection spans three broad periods:

- Pre-1889
- 1889 through 1935
- 1936 and beyond

In response to the health community's critical need for an accessible, centralized source for historical influenza data, this collection will serve as the starting point for a comprehensive and vital pandemic influenza digital archive. The goal is to facilitate the ability of scientists and researchers, both within and outside NIH, to explore and respond to current issues and ideas; and to acquire a deeper understanding of pandemic influenza.

Building the Digital Archive

The NIH Library is working to capture Dr. Morens' extensive Pandemic Flu collection through a series of activities:

1. Creating an initial database by searching historical document sources
2. Comparing the physical collection against this database
3. Enhancing the quality of database records for improved search and retrieval
4. Wrapping additional services around this collection:
 - a) Creating a Web site "home" for the archive
 - b) Adding full-text links to document (where available at NIH)
 - c) Providing the ability to rate and comment on each publication in collection
 - d) Enabling discussion forums on a variety of pandemic-related topics

- e) Supporting collaboration with other organizations with related documents
5. Expanding the collection by adding citations of interest from bibliographies, reference lists, user recommendations, etc.

Future services being considered for this Web site include the options to visually cluster search results by location on a world map, display by date on a dynamic timeline, translate foreign language titles into English to enhance searching, create custom sub-sets of tagged results for personal research, and locally load all publications to support full-text searching across the collection.

Tools Used

The NIH Library used the open source software called Drupal (drupal.com) to build this digital archive. Drupal is a database-driven Web architecture specifically designed to serve as a content management system and as a social publishing system. Built as a modular system, Drupal includes many "core" features including account creation, rights management, syndication feed (RSS) creation, blog/wiki administration, and support for classic or fully interactive and collaborative Web sites.

These core features can be expanded through the addition of modules created by organizations and individuals and made available at no charge. Additional modules being utilized in this instance include a module to support LDAP/Active Directory integration and a bibliography module to manage large lists of publications.

Several groups are building expanded core sets of Drupal to specifically address the unique needs of the science community, including a Science Collaboration Framework and Virtual Research Environments.

The NIH Library has partnered with Acquia (acquia.com), the commercial arm of the open source Drupal community, to obtain an expanded Drupal core, to have access to technical support, and to obtain integration services.

About the NIH Library

The NIH Library, centrally located on the Bethesda campus in Building 10, serves the information needs of NIH and selected HHS agencies through a comprehensive range of information resources, services, and knowledge.

This is accomplished by:

- providing desktop/workbench access to relevant journals, books, reference sources, and database/Internet resources;

- providing the services of more than 20 information professionals to assist with reference questions, perform expert literature searches, create custom databases or virtual research environments, or provide more specialized services like participating in patent rounds; and
- providing a quiet place to read, write, or study—including the option to check out a wireless laptop for in-library use, use the Writing Center, or enjoy the new Green Terrace.

About NIAID

The National Institute of Allergy and Infectious Diseases (NIAID) conducts and supports basic and applied research to better understand, treat, and ultimately prevent infectious, immunologic, and allergic diseases. For more than 60 years, NIAID research has led to new therapies, vaccines, diagnostic tests, and other technologies that have improved the health of millions of people in the United States and around the world.

There is still much to discover about many infectious and immune-mediated diseases, and how best to diagnose, treat, and prevent them. However, with a strong research base, talented investigators in the United States and abroad, and the availability of powerful new research tools, NIAID fully expects that their basic and applied research programs will provide the essential elements to enhance our defenses against those who would attempt to harm us with bioterrorism, to develop new tools in the fights against HIV/AIDS and other infectious diseases, and to improve therapies and management of immune-mediated diseases.

Note: The information in this article does not necessarily reflect the opinions of the National Institutes of Health. Any mention of a product or company name is for clarification and does not constitute an endorsement by NIH or the NIH Library.

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Image: *Yearbook of the United States Department of Agriculture* Apr. 2, 1900, Serial Set 3996 H.doc.588

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1. Select task: Find a legislative history by number [Search]

2. Search on:
 Excluded Bill Number: [111] [H.R.] []
e.g. 107 H.R. 1727
 Public Law Number: [111] [PL] []
e.g. 90-279
 Statute at Large: [] Stat []
e.g. 98 Stat 1331

Congressional Publications
Basic Search | Advanced Search | **Search By Number** | Congressional Record Only

1. Select task: Find Congressional publications related to a bill or law [Search]

2. Search on:
 Bill Number: [111] [H.R.] []
e.g. 107 H.R. 1727
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e.g. 107 PL 13
 Statute at Large*: [] Stat []
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190 NARA TENTH SEMI-ANNUAL REPORT TO CONGRESS

TABLE 2.—Status of appropriations as of December 31, 1963
(In thousands)

Appropriation	Obligations	Disbursements
Administrative Operations		
Research and development:		
Gemini	\$228,822	\$107,996
Apollo	892,496	709,423
Advanced missions	2,452	4,302
Completed missions	230	9,743
Geophysics and astrometry	48,237	45,204
Lunar and planetary exploration	110,207	95,237
Sustaining university program	6,841	3,873
Launch vehicle development	44,077	61,020
Bioastronautics	6,292	5,936
Meteorological satellites	18,607	27,336
Communication satellites	9,032	14,398
Advanced technological satellites	848	343
Unmanned vehicle program	51,990	53,075
Basic research	6,788	8,978
Space vehicle systems	14,322	19,800

10th Semiannual Report by National Aeronautics and Space Administration, July 1-Dec. 31, 1963, Serial Set 12651 H.doc.355, August 21, 1964

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We talked to the State Department about it; the Near East Division of the Department of State was very thoroughly informed on these matters, because the head of that division, Mr. Murray, was responsible, as a matter of fact, for Americans getting into oil in the Middle East in the first place, into I.P.C., and Paul Ailing, the Assistant Chief of that Division also knew the history of American oil over there thoroughly, as did Gordon Marion and Barry Valer, and the rest of the men in that Division, so we had no trouble in interesting them in our affairs.

Image: Petroleum Arrangements with Saudi Arabia. Volume 7, Hearing HRG-1947-NDP-0004, Oct. 27, 1947

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The Value of a Library Advisory Board in a Research Library

By Rosa Liu, Group Leader, Research Library and Information Group, National Institute of Standards and Technology

Background

Academic, research, and public libraries often have library advisory boards consisting of user communities that advise them on resources, services, and priorities. The National Institute of Standards and Technology (NIST) library's Research Library Advisory Board (RLAB) is an example of this. The RLAB was established in 2002 nearly one hundred years after the library was originally founded. The Research Library is one of three groups within the Information Services Division (ISD) — along with the Electronic Information and Publications Group and the Museum and History Program— that support the research efforts of the 3,000 scientists and engineers at the NIST campus located in Gaithersburg, Maryland.

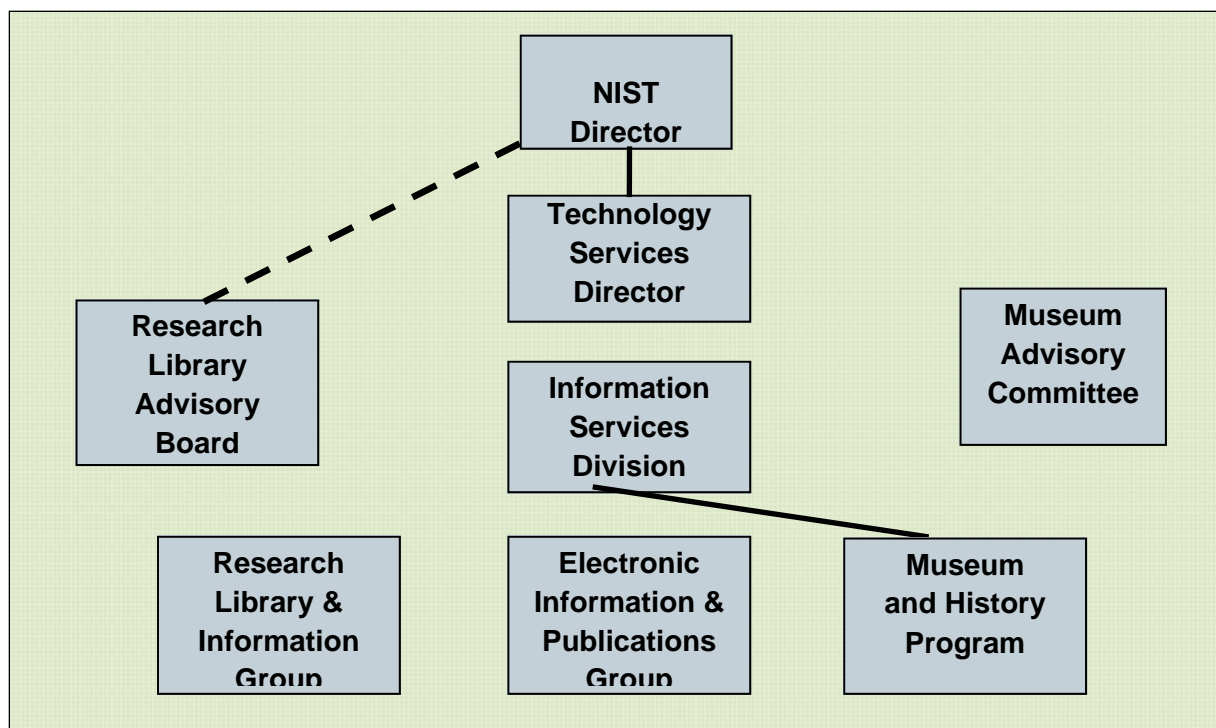


Figure 1. Organizational Chart depicting ISD's Relationships/Governance

How the Advisory Board was formed

The RLAB was formed at the recommendation of the NIST Research Advisory Committee (RAC), in its 2000 annual report to the NIST Director. During that time, the increase in journal prices, databases, and e-resources caused the Research Library to significantly reduce subscriptions to stay within budget. The RAC made two recommendations. First, that the Research Library be given an annual fiscal

adjustment to base (ATB) to keep up with inflation. Second, that ISD investigate the establishment of a Research Library Advisory Board consisting of bench scientists to provide more systematic involvement and feedback regarding ISD [NIST Research Library] resource issues.”

Although the RLAB’s concern that continued cuts in the Research Library’s collections were having a negative impact on NIST research, “as a premier research institute in the U.S”, their recommendation to increase annual Library funding by an automatic ATB was not approved. The recommendation to establish the Research Library Advisory Board was formally adopted in 2002, when the RLAB was designated an official NIST Standing Committee by the NIST Director.

“The RLAB would create a partnership dedicated to providing NIST researchers with the most accurate, high quality, and timely information products available. The role of the RLAB is to communicate customers’ needs to Library management, recommend directions for the Library’s collection and services, communicate about library products and services to the NIST community, and provide Library management feedback and advice.”

Since its formation, the RLAB has developed into the Research Library’s strong advocate, listening post, advisor, and chief communicator between the Library and the NIST Laboratories that perform the research. Each year the RLAB’s impact on the Library grows stronger as librarians and scientists learn to work together for a common goal – a vibrant and proactive Library to support NIST research.

How the Board works

The Director of each of the 12 NIST Labs nominates two bench scientists (one regular and one alternate) to the RLAB. Board members serve a 3-year, renewable term. The RLAB Chairperson and Chairperson Elect are elected by a majority vote by all members present at the time of election. The RLAB Chair is required to submit an annual report to the NIST Director at the end of each Fiscal Year. The Research Library provides administrative support to the RLAB, scheduling the monthly meetings, transcribing meeting minutes, and maintaining the RLAB website, which includes archival access to all meeting minutes and annual reports to the NIST Director.

“Frequently Asked Questions” are posted on the RLAB website to bring new members up to speed on the top 10 FAQ’s posed by previous new members, such as:

- How is the Library funded?
- How are materials chosen for the Research Library collection?
- How do you decide which journal titles to add or cancel?

Each meeting agenda is planned jointly by the Library and the Board. The Library brings items to the Board that require input for collection development, including

resources to support new research priorities, identifying subject specialists¹, feedback on journal cuts (the Library provides usage data), and new services. The RLAB meeting is also a knowledge sharing opportunity. Each Board member takes a turn giving a presentation on their information needs – some presentations involve complex customer surveys and interviews of colleagues resulting in a better understanding of what the Lab is doing and their information gaps. The presentations also have the serendipitous benefit of connecting the bench scientists from the different Labs. While there are collaborations between Labs, in some areas they still operate as separate silos. The Library's Lab Liaisons² also attend the Board meetings to gain insight on their Lab and respond to queries that come up during the meetings.

Value of a Library Board

It would appear that some of the value of a Board is intrinsic, but this is not always the case. The value is dependent on several factors: establishment of the Board member's role to his Lab; relationship of library staff and Board members, and all the entities that function to make the Library useful to NIST.

Since the RLAB was instituted in the last eight years, measuring its value before and after its formation is difficult as changes and results were not instantaneous or immediately obvious. Below are examples of successes that would not have been possible before the Board's formation.

- While the original purpose for the RLAB was to offer guidance primarily on collection development issues, they have proved invaluable on a variety of other issues of importance to the Library. For example, the RLAB has recently helped the Library obtain resources to support NIST's new research priorities. It is a challenge to maintain a research library collection to support NIST's core research activities given the continuously rising costs of scientific and technical literature; it is even more of a challenge to ensure that the collection can also support an organization's new and emerging research priorities. In addition the RLAB has provided input on ways to assess the impact of the Research Library's services on the NIST researchers.
Value and impact: The Library benefits from inputs provided by the user community and the user community in turn gains from making the library more responsive and relevant to their research needs. The Library has changed its course of action after consulting with the Board, for example in delaying the introduction of its e-books program.

¹ A Subject Specialist is a representative from a NIST Lab Division (appointed by the Division Chief) to the Library. The major role of the Subject Specialist is to recommend book titles to be purchased by the Library.

² The laboratory liaison program facilitates communication between the labs/program offices and the Information Services Division/Research Library. Liaisons work collaboratively with NIST researchers and laboratories and support their information needs. A liaison is assigned to each NIST Laboratory.

- A Board can also facilitate entrée into meetings and arrange demonstrations such as presentations by Lab Liaison Librarian at their Director's management meetings. This is a big breakthrough for us as we had been trying to get our foot in the door at the Lab management level. We did not make much progress until the Chair of the RLAB urged the members to create an opportunity and make the appointment for their Librarian Liaison. Value and impact: This assists in providing higher visibility of the ISD's expertise and resources. Labs Management sometimes does not use the Library personally and are not aware of services that could be provided by the Library. Usage of the Lab Liaison program increased after the presentations.
- In 2007, the RLAB, in collaboration with the RAC, rallied the NIST Fellows³ (30 Fellows including 3 Nobel Prize Physicists) to unanimously write to the NIST Director requesting that special funding be made available for a one time purchase of back years of ISI Web of Science. This was something that the Library really needed, but did not have the funds to purchase. The Director immediately made the funds available because of the persuasiveness of the letter that stressed the importance of the resource to NIST research. Value and impact: The Board can serve as a champion for support needed by the Library without the Library serving as the instigator.
- In 2009, the RLAB was, again, instrumental in obtaining Institutional Support Funding for the Library that permitted the Library to renew its subscriptions, unscathed, as well as add new journal titles and databases that were needed in new research priority areas. The Board submitted a strong case for funding to stabilize journal subscriptions in its *Annual Report to the NIST Director*; concurrently, the RLAB Chair submitted an Institute Support Funding request for the Library through his own Lab. ISD, through its own management chain, also submitted a funding request. The unified, persuasive, and consistent requests from three fronts gave the Library the largest adjustment to base that it has ever received in its existence. Value and impact: Requests for library resources are best made by groups outside the Library that can better articulate the impact to the agency from firsthand experience. The advocacy group can present a more objective benefit analysis to upper management but it is the Library's responsibility to help the Board understand the cost benefit analysis.

Conclusion

A Library Advisory Board can be a very valuable voice to have on your side to advocate for your cause and give you a reality check of what your customers really

³Authorized under 5 USC 3104 for scientific and professional positions for carrying out research and development functions which require the services of specially qualified personnel. NIST has 30 Fellow positions.

want. It can also be your best marketing tool for resources and your expertise. Although it is hard work to engage some of the NIST scientists to collaborate, as some did not volunteer, but were nominated by their Director to serve on the Board, it is worth the extra effort. If you don't have a Library Advisory Board in your agency, I strongly recommend you consider forming one. The benefits in building relationships and having a venue to collaborate as colleagues on a variety of information services requirements, is rewarding for both librarians and their customers.

Strategic Planning and the Value of Libraries

By Ellen Ensel, Director of Knowledge Management and Library Services, U. S. Institute of Peace

When librarians plan for the future, we make certain assumptions about our role in the larger entity, whether that entity is a county government; a school system or university; a corporate, non-profit or government organization. We assume that libraries provide important services and we are there to facilitate getting those services to the people who need them. We envision how we can continue to do what we do, only better. Dedicated to public service, we do our jobs well, and keep our customers happy and coming back for more. What more do we need?

Strategic Planning

I've recently worked through the strategic planning process, writing a Library mission statement and goals aligned with those of my organization and a detailed description of how the Library will achieve those goals. The plan was written to educate executive leadership on what we do, why it is important, and what we need for the future. It includes a:

1. work plan, including services the Library might reduce, maintain, and grow based on funding
2. transition plan for moving forward with other organizational initiatives
3. job and skills audit for existing staff and for additional, requested positions
4. budget history, comparing funding for the Library with funding for the organization over time
5. spreadsheet of usage statistics with key metrics such as:
 - a. circulation
 - b. reference requests
 - c. electronic databases
 - d. facilities usage
6. spreadsheet that compares our Library with other similar libraries in town, based on:
 - a. size of the organization
 - b. number and composition of the library staff
 - c. square footage
 - d. size of Library's print collection
 - e. services offered

I worked with an outside consultant to develop this plan, and tried to find ways to convey the value libraries bring to an organization, using words like “expert guidance” and “resource partners.” The idea was to cast the Library in the context of a professional consulting service and not just a support function, because support can always be cut. The consultant—not a librarian—provided an outsider’s corporate viewpoint, and thought the plan was strong.

Value Is in the Eye of the Beholder

Having a strong plan, however, is no guarantee of success. The executive leadership, facing demands from all corners of the organization, adopted some parts of the plan, but not others. The Library will have to adapt to changing circumstances and come out on the other side transformed. But had I successfully made the case for the value of the Library? I had aligned the Library’s mission and goals with those of the organization and showed how the Library supports the organization’s work, but was that enough? A more complete answer would note that demonstrating value can’t be accomplished in one document or one mission statement. It’s an ongoing process of forging relationships with partners, identifying stakeholders, discovering what they think is valuable, and then tailoring services and resources to meet those needs.

Librarians as a whole are not very good at identifying value, demonstrating value, and measuring value. We think the intrinsic worth of libraries should be obvious; they are centers of learning, repositories of knowledge providing essential services. How could anyone think otherwise? We as a profession must understand—and act upon the knowledge—that, like all entities consuming resources (budget, personnel, space, etc.), libraries are not exempt from demonstrating value for those resources. Librarians work hard at providing good service, but value to customers or users and value to the organization as a whole is not always the same thing. Much depends on elements within the organization whose voices are most prominent and whose opinion counts.

Dollars and Sense

Our profession uses statistics to show how library resources, facilities and information are used, to track trends and to assist in budgeting resources, but these numbers need context to be meaningful to our decision makers. What does it mean to have 20% of the print collection circulate each year? Is that good or bad, and how does it compare with other libraries? Interlibrary loan requests increase each year, but how do you know when you need another staff member to handle them, or if you should manage the increase through other means, such as technology, outsourcing, or limiting requests? If more people request information virtually, but fewer people come into the library, is that a reason to reduce staff and

space allocation? We need meaningful benchmarks and consistent standards for measuring our successes to demonstrate value to our stakeholders. We often assume we know what our customers need or want, so we budget accordingly when purchasing resources and providing services and access. Then, we fail to market those services and resources effectively to our users and wonder why these resources appear underutilized.

My Lessons Learned

It may be stating the obvious, but here are my top ten tips boiling down what I learned during the strategic planning process:

1. Identify your stakeholders and decision makers and develop an ongoing partnership with them. Do this before you need to produce a strategic plan or include it as part of your strategic planning.
2. Find out what your stakeholders and decision makers think is important, such as:
 - a. Saving money
 - b. Saving time
 - c. Becoming more efficient
 - d. Making an impact
 - e. Having influence
 - f. Beating or besting the competition
 - g. All or some of the above
3. Develop value measurements for the Library that reflect the interests and value judgments of your decision makers.
4. Understand your corporate or organizational culture; this will shape how you communicate with your decision makers, stakeholders, and users.
5. Words matter. As "information specialists" with the necessary skills, we provide "expert guidance" to our "stakeholders." We can work in a library or "information center" or "resource center".
6. Market your services and resources, but find the best way to communicate with your users. Don't assume everyone knows what you have to offer.
7. Re-think how you do things and why you do them; don't pour new wine into old bottles.

8. Understand what you can control, what you can manage, and what you just need to accept.
9. Be flexible.
10. Take nothing for granted.

If we don't write our own strategic plans, someone else will do it for us and we will have lost the opportunity to impart our view and have our expert opinion on the record. In establishing value, librarians can take action to shape their and their library's future, recognizing that once we submit our plan to our decision makers, the final decision may be out of our hands.

Creators of the Future

By Suzanne Morrison, Branch Librarian, U.S. Courts Library 8th Circuit

For centuries librarians provided value to the world. They decided what knowledge to organize, which approach to use in the organization process, and who had the ultimate access to this knowledge. The world acknowledged us as “Keeper of the Keys” and worshipped the granite monuments that we inhabited. But then, the Internet exploded on the scene and demolished these safe venues. The value for our institutions was threatened. Change shook our foundations. Some of us floundered, and some flourished. What made the difference? Our customers!

Gather around, and let me tell you about our customers. Some love print; some love blogs; and some love wikis. Some love eBooks; some love newspapers; and some love email. Successful librarians (and libraries) mirror their customers’ values, needs, and wants. Take time to have a conversation with them and to listen closely to what they are saying. What is it they want? Listen to them. Value them. As librarians we are descendants of our past, but we are also the creators of our future.

Let’s get practical. How can we involve our customers? Ask them what they want. Invite them to play a role creating services. Get them to identify with the library as a valued customer. Generate a passion about the library and hook them. How can we do this? Actively listen to their problems and allow them to drive the outcome of services. Remember to always, always follow through.

The following list of Best Practices evolved in our library by listening to our customers.

- **Use a struggling customer as a learning opportunity.** Our law clerks experienced problems finding specific areas of the law. We listened and began a service of sending out tips.

Examples:

- Having problems finding Native American treaties? Check out these sites.
 - Do you find sentencing guidelines confusing? Let the experts help you.
- **Turn a negative into a positive.** A judge complained about an interface that a court computer program used. We found out what she wanted and

called the clerk's office with her suggestion. Once it was implemented, we showed the judge and made a friend for life.

- **Be visible during a transition.** During a building move we offered to help "clean out" unneeded chambers material and draw up shelf plans for the new area. We were onsite during the move to make sure all went smoothly.
- **Make your customers look good.** Our judges often participate in lectures and speeches. We do displays for them to take to these events.
- **Look for new connections.** Our judges facilitate Naturalization ceremonies. Local organizations participate, welcome, and give the new citizens gifts. We designed a bookmark with the judge's picture on it, placed a select quote or two on the back, and now they have a gift to give, too.
- **Be part of your customers' experience from the beginning.** We send out a welcome packet to law clerks before they come onboard. It not only includes library services but also materials about their new city.
- **Step forward and train the new employees.** Law clerks and summer interns need training. During coffee we do introductions, chat about issues of confidentiality and the dos and don'ts of the courts. We do a tour and introduce them to the building—including those mysterious back staircases. Don't forget to take pictures of the law clerks and collect a short bio from them for your newsletter.
- **Get out into the community.** Arrange a tour to the local jail for new law clerks and court employees. We do this annually to give them a full perspective of the courts.
- **Help facilitate a change.** When a law clerk or judge is upset with Lexis/Westlaw and a particular database, call the company direct. Let them know what the problem is and ask if it can be rectified. Be sure to follow through with your customer to let them know what was done or why nothing could be done.
- **Collaborate with local groups.** We developed a relationship with the local bar association and together we coordinate Law Week events every spring.
- **Explore the needs of the customers who are not library users.** Probation officers were working on standardizing the language in their reports and updating their grammar. Together we designed a Style Guide addressing these specifics, included sample reports at the end, and taught a workshop for their annual meeting. The Guide is in its third edition.
- **Don't neglect your silent users.** The judicial assistants run the chamber offices. We designed a Just for JAs handbook that is available in print and on

our website. It includes valuable information for running an office within the courts. The handbook is in its fourth edition.

Who holds the power of deciding what is valuable in this new era of information? Our customers do, but we can still jingle the keychain. Our job is to be proactive and bring it home to them. Create the future by embracing the unknown.

Who are you?: Creating A Value Proposition For Librarians In A Tough Economy

By Jennifer Klang, Head of Reference Services and Deputy Project Manager of the Department of the Interior Library

In a recent article, Carol Tenopir offers some suggestions for how libraries can provide evidence of value to their organizations. ("The Value Gap" [Library Journal](#), July 15, 2009) Her article focuses on the collection and use of metrics as a method for demonstrating the value of library services. She states the importance of "measure[ing] collection use fully and better [to] evaluate the value of the library to its constituencies." She cites a recent report from Ithaka that suggests that users no longer view the library as the primary starting place for information. "Looked at historically, the increase in spending versus the decrease in perceived value has created what can be called a value gap...Improving perceptions is often mostly an exercise in sound marketing and public relations..." Tenopir also makes a great argument for gathering data that can provide evidence of ROI (return on investment).

Who could disagree about the importance of data in providing hard evidence of the value of our institutions? In such difficult economic times every dollar is hard-won, and no library is immune from the challenges of tighter budgets. My institution, the DOI Library, recently began collecting customer service data through a web survey tool. At the DOI Library, every e-mail from the reference staff now contains a link to a brief questionnaire where patrons can discuss their customer service experiences. Ratings received by our library have consistently shown a high degree of satisfaction with the service provided by staff to both employees and the public. We also gather feedback from our many training courses and programs. These questionnaires are used to compile additional data on customer experience that helps us improve our programs and courses. By opening our courses up to the library community, we have been able to provide a service to librarians and researchers, beyond simply our vast print collection. We have also been able to provide publicity and increased relevance of the library in difficult economic times. These have been important steps in demonstrating our value to our institution.

However, there is a second component to the value of our institutions. A library is more than its collection, (whether print or electronic) its services, and its usage. It is also a collection of trained professionals with a particular set of skills. Perhaps it is time for a closer examination of best practices of librarians, rather than libraries. What is the value of a librarian or a library paraprofessional? What are the skills and traits that our profession has (or should nurture) to further demonstrate our

value to our institutions? When users visit a library, they are greeted by both an institution and an individual. Difficult times are a good time to re-examine and re-focus. It's time to reflect on what drew librarians to their profession in the first place. Librarians that find ways to demonstrate the seemingly intangible value of their personalities, attributes and experience can show their institutions that a librarian is more than a human catalogue record that points to books.

Life-long love of learning

Many librarians enter the profession with a love of learning and research. The very best librarians think of their career as continuing education and are always on the hunt for learning opportunities that improve their skills and provide an opportunity to help their institutions. They enjoy the research process and develop and fine-tune their skills through time and experience. They develop an intuition for finding just the right resource to answer each question. They regularly demonstrate the value that librarians bring to the research process with their ability to suggest the best search methodologies and resources for specific questions. They save their patrons time (and their institutions money!).

Desire to provide access and to serve

The traditional role of librarians as gatekeepers of information is changing but librarians still provide access to resources. The role of the librarian is shifting from assistance with the card catalog to use of databases. Librarians provide value to their institutions and their communities in many ways. They are trained in making the connection between user and resource. They know how to ask the right questions to get their users to the answers they need. In many organizations, librarians also plan and negotiate subscription contracts for important print and electronic resources for their users. These individuals provide invaluable knowledge that saves their institutions money! They not only know what resources their users need, they know the right questions to ask when negotiating contracts. A librarian knows what to ask a vendor...

- Will we have permanent access to backfiles of electronic resources?
- What is the scope and coverage of this database?
- How much full-text is available?
- Can we afford to provide access to all users for this resource, or just specific group? What about offsite locations?

Ability to instruct

A large component of the reference librarian's job is traditionally known as bibliographic instruction. A well-trained reference librarian seeks not only to find the answer for a patron, they also provide instruction in the process. Nothing makes this reference librarian feel more satisfaction than a patron leaving the library (or about to hang up the phone) who says "I'm so glad I called you guys. You're always so helpful and I always learn something new when I talk to you." The ability to instruct patrons in the use of resources is a skill that is growing ever more important. As patrons rely more heavily on costly electronic resources than ever before, they need more instruction in how to use those resources effectively. It's hard to put a monetary value on the long-term benefit of twenty minutes of one-on-one database instruction. This short lesson might save users hundreds of hours over the long run, and yield far better results. More times than not, our patrons are really surprised at the scope of materials in our databases.

Broad-scope knowledge of resources

Librarians are skilled in knowing how to locate an answer, and where to look. They are familiar with the resources they are providing to their users, and they know how to use them effectively. Librarians provide value to their organizations every time they share their knowledge of resources with their users. They provide patrons with the best resources to solve a problem or answer a question. They also know what additional resources are available for purchase. Their knowledge and experience allows them to make suggestions to their organization. As funding becomes available, librarians can suggest where that money can be most effectively utilized in a resource plan. Organizations can also benefit greatly from librarians that develop a long-term plan for both resources and information organization within their institution.

Knowledge of intellectual property issues

In today's digital world, corporations and institutions benefit greatly from the intellectual property background provided to librarians as part of a professional education. Increasingly, patrons are provided with desktop access to electronic materials that are subject to copyright restrictions. The assumption seems to be, for many users, that once they have a copy of an item they can freely distribute the material. Users might pass along articles or copyrighted materials to their clients or individuals outside the organization without consideration of usage contracts. Recipients of electronic materials might even post these items on a website or blog available to the public. This can result in negative implications for the organization in the form of fines or higher costs from vendors down the road when working through contracts.

Networked!

Librarians can also provide value in other, less obvious, ways. Librarians who remain active in professional associations provide a benefit both to their organizations and to themselves. By interacting with others in the profession, librarians can find individuals who have worked through similar issues or difficulties. Librarians have particular value to their organizations when they save money by utilizing the best practices of other libraries and information institutions. They can benefit from the knowledge and experience of others in the profession when struggling with particularly challenging issues such as budget cuts, library moves and digitization projects. Institutions also benefit from their networked librarians by having access to the many subject specialists within the community. These professionals can provide much-needed help with particularly challenging research questions or projects outside the normal scope of the organization.

Librarians provide value to their organizations in a number of ways, but often have difficulty showing the tangible benefit to their institutions. That is why an advocate (or two, or three!) within an organization is key. A library advocate provides an outside resource to lend a voice on behalf of the library, as well as an objective point of view for both librarians and organizational leaders. However, this is often easier said than done. The struggle to gain the attention of users who might become promoters is hard work for libraries. Users are inundated with information and communications of all kinds. Libraries are forced to do more with less, while trying to offer consistent and even improved services. No doubt, challenges lie ahead for our profession but we can work to find creative ways to show how (and why) we are valuable to our organizations. A recent business journal article suggested "5 ways to show you are invaluable to your organization." Number 3 read "Sing your praises, but not too loudly." Good advice, especially in a profession that suffers from stereotypes of shushing old ladies in long plaid skirts. You already know your library's value to your organization, so get out there and spread the word!

Jennifer Klang is the Head of Reference Services and Deputy Project Manager of the Department of the Interior Library. She is a contractor with Lockheed-Martin.

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8:30 - 11:00 a.m.
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Mr. Rosenstein, who interviewed and wrote about Peter Drucker

Guest speaker: Bruce Rosenstein

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Value and Targeted Education: Some Suggestions on Key Learning Areas for the Modern Librarian

By Laura Soto-Barra, Senior Librarian, National Public Radio

Knowing everything I know today, if I were studying to be a librarian or information professional, I would take courses on search engine optimization (SEO), digital asset management systems (DAMS), taxonomies, and strategic planning. I would take all the traditional core courses but I would try to be a systems librarian, an internet savvy marketer, and as a manager, a valuable executive team member who can speak the language of the technologists and be the partner of the CEO.

SEO understanding would give me the inside knowledge to comprehend the impact of web traffic, how to improve internet search and retrieval, and how it relates to indexing and taxonomies and asset management systems. Traditional courses in cataloging and indexing taught me how to organize and categorize information but a SEO class would teach me how to take risks when creating tags to make data more usable and more marketable. I think our traditional education in information schools is too rigid and does not include ways to sell information. In these days of economic difficulties, any professional who can help generate revenues is a welcome addition to any team.

Once I learn all that, I would want to understand the semantic web to be ready for Web 3.0. We know how databases work, we know how to index and how to search, we use classifications schemas; however, today, databases should work and connect to each other so they give meaning to information. Information with meaning is knowledge and I want to be the facilitator who shares that knowledge with my users for free or for a fee. I wouldn't want to be a programmer or a code writer, but I do want to make sure I speak coherently with my digital media and IS colleagues.

Digital asset management systems knowledge would allow me to facilitate data flow, and storage and integration of systems in my organization. This understanding would let me work together with the CIO and the CFO to negotiate costs to make smart purchases to get a system with the best features required for my organization's workflow and needs.

Learning taxonomies would complement SEO and DAMS understanding. For decades librarians and archivists have used taxonomies but I would prefer to learn how to design and build taxonomies manually or by using digital tools. That would allow me to clearly see that taxonomy is the DNA of an organization and as such, my job as information professional is to maintain a taxonomy scheme to make sure data is consistently used across the different departments and divisions in my organization. A well defined taxonomy would save time to categorize information to be findable, usable and profitable.

Finally, I would take a course on strategic planning, one long-term in school, learning how to think strategically, and keep building that knowledge beyond the classroom. This knowledge would help me to articulate what we do, why we do it and how my organization benefits from my work. I would understand how to align my information center's goals to the goals of my organization and I would be clearer in explaining how I can help to gain competitive advantages in today's information society. My library would be relevant because it would be embedded in the essence of the organization, helping its executives draft the strategic planning and the roadmap for the future. My users would depend on me to use the information they need.

I won't be back to library school. Today, after so many years working as a library manager, I know a little bit of all these topics I have indicated here; I have learned by reading, talking to people, and experimenting for a long time. I'm not sure what we'll need to know five years from now but this is what I would be studying today if I were a student.

Develop, Deliver and Demonstrate...but Listen First

By Jacob Parcell, Federal Information Specialist, Office of Citizen Services and Communications, U.S. General Services Administration

As information specialists, our focus should always be on the question asked of us by the patron, citizen, constituent, customer—whatever term you want to use. Our initiatives and projects should be based on the needs of our audience. Before we develop, deliver and demonstrate we should first lend an ear to our users. That's what we have done in my organization with citizen questions and it has really paid off!

I help manage the U.S. General Services Administration's National Contact Center where more than 60 information specialists answer phone, email, and web chats about the government. If you have ever dialed 1 (800) FED INFO, e-mailed, or chatted on the USA.gov website, you have interacted with one of our information specialists. Our goal is to answer every one of the thousands of questions we get every day. We have found that the best way to keep up with the questions is to simply listen.

Like any contact center we started to simply file frequently asked questions together to save our information specialists time. Eventually, we created a more formal knowledge base that our specialists could search and created a team to change the content based on what our specialists said citizens were asking. Eventually we put our knowledgebase online for the public and called it the [USA.gov Frequently Asked Questions \(FAQs\)](#). We gave people the ability to search, rank and comment on these FAQs. Like they do with our information specialists, the knowledge base team reviews public comments and tweaks content based on that feedback.

Today we have about 2500 answers for the public on many different topics. If you need to renew your passport? [We've got that.](#)

Are you looking for information about the new health care law? [Here you go.](#)

Want to know who the last Super Bowl MVP was? [Drew Brees](#). ---people do indeed ask the government about sports during championship time. By listening to public questions over the years, we have built a special resource that other parts of our organization have started to find valuable.

Recently, our colleagues at USA.gov started to use the FAQ database in a way that we had not thought about: they took individual FAQs and sent them out as RSS

feeds and also included the FAQs in the public results on USA.gov search. Now, we're going a step further. We are pointing the FAQs towards big search engines like Google and Bing and we're learning how to optimize the answers so they're more attractive to those search engines. We figure this way more people will have access to the FAQ's and more feedback will come our way so we can continue to improve them.

We can't claim to be the first government information specialists to listen, and we're certainly not the last—see the [Open Government Blog](#) or any federal agencies [open.gov page](#). We did go from being reactive to becoming a valuable resource in our organization just by listening to what our callers, emailers, and web chatters told us. You may not have a contact center with thousands of questions coming in every day but if you continue to listen to your audience, and channel the information you learn out to different parts of your organization, you'll be pleasantly surprised at how valuable the voice of your customers, will become!

Government Info Pro Podcast Episode 9: Interview with Gov Gab Bloggers

In this episode of the *Government Info Pro Podcast*, Marie Kaddell, LexisNexis® Senior Information Professional Consultant, interviews the [government bloggers at GSA](#) who post on [Gov Gab](#). Here's a little description of the goal of the *Gov Gab* bloggers:

We are federal employees who work in the Office of Citizen Services and Communications at the U.S. General Services Administration. In our daily jobs, we encounter a staggering amount of U.S. government information and services that can benefit your life. From saving money and visiting National Parks to finding out about government auctions and the latest recalls, we want to bring these resources to you in a new way—through our blog. [[Gov Gab, Who Are the Bloggers?](#)]

Prior Gov Info Pro Posts Highlighting Gov Gab

- [Blogging About Government Information: Gov Gab](#)
- *Gov Gab* has its first birthday: [Happy Birthday to Gov Gab](#)
- Guest post by *Gov Gab* blogger, Jake: [A Now a Word with Gov Gab](#)

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SHOW NOTES

The *Gov Gab* bloggers join me for a lively interview in the latest episode of the *Government Info Pro Podcast*. We discuss launching *Gov Gab*, reaching new audiences through Web 2.0, putting a face on the government through a resource like *the Gov Gab* blog, and strategies for using social media to get your message out.

Links to resources and websites mentioned during the podcast:

- [Consumer Action Website](#)
- [Federal Citizen's Info Center](#)
- [RSS feeds from USA.gov and Pueblo](#)
- [Sister site in Spanish to USA.gov](#)
- [USA.gov](#)

Originally posted by Marie Kaddell on January 27, 2009 | [Permalink](#) [ShareThis](#)

The Value of Lessons Learned

By Nancy M. Dixon, Principal Researcher, Common Knowledge Associates

In common usage the term LL means, something I learned through an experience I've had that will cause me to act differently in the future. We learn lessons in obvious ways, for example, we ask someone for help, to which they agree, and then find they don't come through – lesson: "I won't ask her for help again." And in more subtle ways, as when over time we feel we've finally mastered how to produce the quality of report that a demanding editor or boss wants - lesson: "Okay, now I see what I need to do."

In our own minds we usually frame lessons learned as instructions to ourselves that are both action oriented and future oriented – they are not just descriptions of what happened but guidance for our future. Lessons learned are in fact one of the most important ways we learn, grow and change. We greatly value those lessons of experience and they become a part of our sense of self.

The US Army took this valuable every day behavior to a new level when, in the 1970's, it formalized it into the After Action Review (AAR). In each AAR session the army drew out three levels of lessons:

1. Lessons for the platoon (or battalion or company) that would lead it to take more effective action the next time it was engaged in a similar maneuver - typically a facilitator wrote these lessons on a flip chart for everyone to see
2. Individual lessons that each soldier learned, that would lead him/her to act more effectively the next time that soldier was involved in a similar maneuver - each soldier carried a pocket notebook to write these lessons down during the group meeting
3. Lessons that could be generalized for the use of others – a subset of what was learned in the meeting was sent to the Center for Army Lessons Learned (CALL) to be made available to other platoons.

Formalizing lessons learned, as the Army did, is useful because, let's face it, we don't often take the time to pause and think through, "Now what did I learn out of that experience?" "What would I do differently next time?" Consequently we frequently find ourselves making the same mistakes over and over again – and kicking ourselves for not having learned the first time.

Even for individuals, the reflection process is more effective when it is formalized, for example, keeping a journal or a holding a regularly scheduled conversation with

Experience is inevitable;

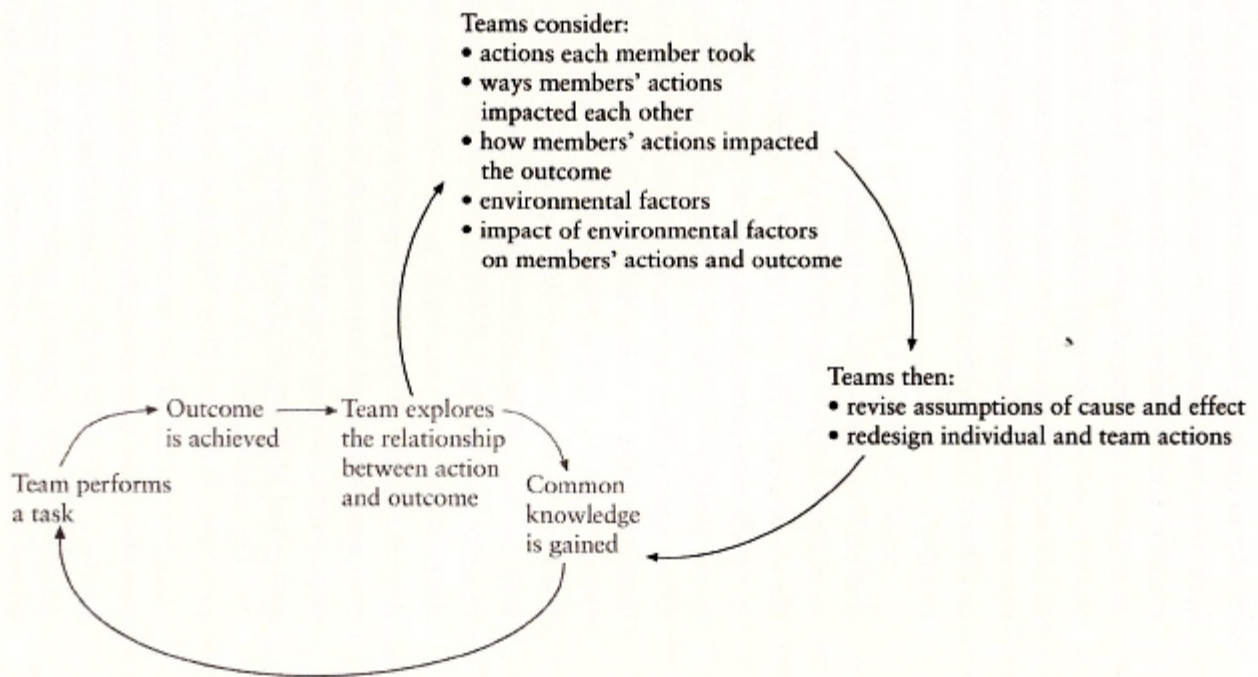
learning is not.

a colleague or mentor who can help the individual think through the lessons. [We learn when we talk](#) applies to understanding what we have gained out of an experience. As the saying goes, "Experience is inevitable, learning is not." Turning experience into learning involves an intentional, reflective process.

If it is a group that has conducted a project or team effort, formalizing the lessons learned process is critical. Individual reflection is not enough for a group to improve. After all, in a team or group project it is not just the actions of each individual team member that makes it work, it is also the interaction – how one person's action impacts (delays or facilitates) another. The interplay between team members in a basketball game is a useful analogy – the star can't make the goal without the help of teammates that get the ball to him at the right time.

The relationship between cause and effect is always complex. Most of the outcomes of a team's actions have multiple causes and it takes the thinking of the whole team to tease those cause and effect relationships out. A group discussion moves the knowledge each individual holds into a group or public space where it can then be integrated and made sense of by the whole team. The team then draws on the shared knowledge the next time it takes action.

This diagram borrowed from my book *Common Knowledge* (p.36), illustrates this concept.



Different organizations have given different names to the process they use to learn from experience. The Army term is After Action Review (AAR). NASA uses Pause and Learn (PAL). The Emergency Preparedness Community term is Hot Wash. Regardless of the name, each has guidelines in place to make such meetings more effective than just having a group of people tossing out ideas. All of us have experienced debriefs or postmortems that were a great waste of time. Here are some general guidelines that help lessons learned meetings be more effective:

- * Meetings to construct lessons are held as soon as possible after the outcome because memory fades quickly
- * If the project is lengthy, lessons learned meetings are held at milestones along the way
- * Meetings focus only on the team/project lessons learned, not on other issues the group may be facing
- * Meetings are brief – it is not a meeting to solve a problem only to tease out what was learned
- * They focus on what went well as well as what could have been improved.
- * Everyone involved in the action is there to contribute to the lessons – no one is too junior or too senior to participate
- * It is framed as a meeting to learn, not to judge – so no recriminations
- * Meetings have a structure and a standard set of questions the group will address
- * There is a facilitator to keep the group focused. Often it is a team member who has had some training in that organization's lessons learned methodology. Typically the group's leader participates but does not facilitate.

When KM began to gain prominence in the early 90's organizations borrowed the idea from the Army and lessons learned became one of the early KM practices. Over time lessons learned became so focused on transferring knowledge to others that organizations tended to ignore the greatest value, what the individuals and teams had learned for themselves.

The transfer part is very tricky. What organizations found is what we already knew as individuals: that although lessons, that are learned first hand, are incredibly impactful, it is very hard to transfer those lessons to someone else. From our own experience as parents, trying to share our lessons from the past with our children, we know how difficult it is to make that transfer. As our children tell us, "But Mom, things are different now than when you were growing up."

So all those repositories of lessons learned that we built in the early days of KM just didn't work very well and lessons learned took on a bad name within organizations. In an up coming blog post I'll talk about ways to make lessons learned transfer more effective.

But it is critical that we not overlook the most important way lessons learned are useful, which is for the group that has achieved an outcome, successful or not, to really come to understand how that happened. In the end, unless the originating group has gained a thorough understanding for themselves, anything they transfer to others will be inaccurate.

The greatest value of lessons learned is for those who took the action.

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Learning on Twitter

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis

[Twitter](#) as a real time education tool? That's one of the reasons that I use it. In fact, Twitter is where I came across this article on [Mashable](#) highlighting the value of Twitter as a tool for keeping yourself educated: [Twitter Professors: 18 People to Follow for a Real Time Education](#) by Lon S. Cohen.

Twitter is one of the tools that I use to keep informed, to share, to keep in tune with what friends and colleagues are thinking, doing, and learning. I also use it to follow a wide spectrum of associations, businesses, government agencies, publications, non-profits, and individuals who have something to say that I believe will be of interest to me. You can also be entertained or be entertaining on Twitter. Occasionally, a tweet just provides that moment of levity that is so important in life. For instance, upon making an impulsive purchase earlier this year, I figured a little lighthearted tweet was in order. I summed up the impact of my purchase in this tweet:

Me to husband: Good News-you don't have to buy me chocolate for Valentine's Day. Bad News- there's a 5 ft tall etagere in the car. [2:29 PM Feb 8th](#) from web

Aside from being a source for occasional amusement, Twitter gives you the opportunity to expand your network and your channels of learning by following a total customized list of individuals and entities that make sense to you. You can make it all personal and just follow friends if you prefer. Or, you can keep it all business and follow an amalgam of professional community leaders, publications, and organizations that are talking about matters important to you from a career perspective.

I prefer a mix of both. I think it keeps things more lively and makes it easier to draw across the different areas of life that interest you (personal, professional, the greater world, or your dearest avocations) and be informed about them all in one fell swoop.

Are you thinking about starting on Twitter but just don't know where to start? Well, it's very easy to set up a [Twitter](#) account and it's free.

Need some ground rules? Check out [The Twitter Guidebook](#) over on [Mashable](#).

And here's my Twitter pet peeve: no image or bio provided on your profile. If people are going to follow you, it only makes sense that they will want to know a little about you. Take a few minutes to add these two things to your profile right from the start.

Trying to figure out who to follow? One easy way to start is to follow a few people you know and take a look at who they follow. You can follow me on [Twitter](#) at: [libraryfocus](#).

One big difference between a social media site like Facebook or LinkedIn, and Twitter is that you don't have to feel like you have as much of a personal or professional connection to follow someone. In fact, you don't have to have any connection at all, just an interest in what they have to say. And because they are saying it in 140 characters or less, it's easier to absorb it all without suffering from information overload (or at least you'll be dealing with a more manageable amount of information overload).

And what should you say? Well, think 140 characters (that's not so hard) and look at it as a way to share some of the interesting things you learn every day as an information professional and an individual with your own interests and special areas of knowledge. You do have something to say.

For those of you already on Twitter: Who do you like to follow?

[Email this](#) • [Add to del.icio.us](#)

Originally posted by Marie Kaddell on June 25, 2009 | [Permalink](#) [ShareThis](#)

Right on Target

By Elizabeth Cavendish, Librarian Relations Consultant, LexisNexis

Recently I met with a colleague at a conference and over a cup of coffee we discussed the challenges of attending meetings when you are not part of the “target audience.” I realized this distinction was why I was not finding that conference as interesting as I had expected. I have participated in numerous conferences and association meetings aimed at librarians and lawyers where I was part of the target audience, but this one was not aimed at me. I had to actively resolve to make the most of my time at the conference.

We have all attended sessions at conferences that were so different from what was advertised that we surreptitiously check the door to see if we are in the right place. Although finishing a crossword puzzle or making a to-do list on those convenient hotel note pads may feel like an accomplishment at the time, it really is not why we signed up for the session. Then there are meetings where we do not feel we have anything to contribute and should not be there so it becomes a self-fulfilling prophecy that we walk away unsatisfied. I have even been to meetings where I spent most of my time pondering if either my invitation was a fluke or if the person who invited me had any idea what I do if she thought that this was a productive way for me to spend my time.

If you actively attend a meeting, you can learn more than just what is covered on the agenda. I use these situations to improve my presentation skills and promote myself while networking with other attendees.

First, hearing other public speakers is always a good time to think about speaking techniques. I attended a session in which the speaker conducted a graduate-level seminar on keeping his audience involved and excited. He used PowerPoint® powerfully, but did not rely on it as a crutch; he wove-in fun video clips to make boring points more interesting; and although the subject matter was dry, he managed to have attendees shouting out for attention when he asked questions ranging from pop culture to Congressional testimony to the Federal Rules of Civil Procedure. I have never seen such enthusiasm for the Federal Rules, even during an impassioned trial objection. As someone who often speaks in public, I was most impressed by his ability to keep the audience in the palm of his hand right after lunch, and not zoning out and dozing off.

On the flip side, I later listened to a speaker who seemed to have little interest in his topic, was hard to hear and his body language screamed that he would rather be giving this lecture out by the pool. His presentation skills were so distracting that not only did his audience have difficulty paying attention but even he had problems staying on topic.

Between these two speakers I took almost as many notes on their styles as I did on the information presented. This exercise was a good way for me to analyze what made the first speaker so special and to discover what errors to avoid that the second speaker made. Emulating a good speaker is a great way to hone presentation skills and build your own style.

Next, I planned to sit in the back of the room and observe a group participation exercise but the moderator included me and my colleagues in the session. Of all the teams, our blended one had the most imaginative solutions to the problem presented (even if I say so myself as a proud "Table 3'er!"). We viewed the question from completely different sides and my colleagues brought out the best in our tablemates and they brought out the best in us. By having open minds, we created a comprehensive answer set that none of us would have come up with on our own.

From that session I realized how successful a program can be if the moderator takes a risk, as ours did, by inviting unknown entities to participate and share in the cross-pollination of ideas. I was also able to promote myself and my profession. I built relationships with others whom I can call upon for their expertise and they are invited to do the same. Also, once again, the "quiet librarian" stereotype was shattered as Table 3 was the most spirited in the room!

These types of opportunities are not limited to external meetings but also can come from attending meetings within our own organizations. As librarians, we can share our knowledge of available sources and solutions to answer problems for other departments or teams. At a meeting with the marketing department, we may discover that we are doing duplicative work. Or, if we attend a practice team meeting, they may find out that the source they are looking for is already available in the library.

Finally, coffee with my colleague not only helped me develop a topic for this article but it reminded me of how supportive and adaptive our profession really is. Even when we are not the target audience we still find a way to learn from the opportunities presented to us.

Originally published as a [LexisNexis Librarian Relations Group Monthly Column](#).

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VALUE: DELIVERING IT

Authenticity, Authority, Accuracy and Accessibility

By Roberta I. Shaffer, Law Librarian of Congress, Library of Congress*

**All opinions expressed in this essay are those of the author, and should not be ascribed to her employer, the Library of Congress.*

In our age, when anything and everything can be used as a weapon of mass destruction, it is often difficult for librarians to imagine such could be the case for information. Yet just as technology enables the ever-faster and ever-freer flow of information, which can bring so many good things to society, it can also be drafted as a soldier of destruction. While it is not a new challenge to consider how misinformation can be used as a negative force, we need to “arm” ourselves with the tools to ensure that the resources we manage are authentic, authoritative, accurate, and accessible. I call these the four pillars of information and they form many of the core values of the information professions.

Driven by the expectations of information impatient populations, there are often pressures on information producers and information stewards to compromise our standards when it comes to the four pillars.

Many times, government information producers are asked to defend practices that on their surface seem at odds with the “public’s right to know”-- a pillar, in its own right, of a truly democratic form of government. Yet, public institutions must resist the call to disseminate information when the four pillars of information are not present.

I have done a great deal of soul-searching on the question of authenticity, and in particular when information is sought for distribution in “bulk.” My niche of librarianship is law and for legal information, authenticity is critical. It relates not only to being able to assure the end-user that a particular document is authentic, but also relates to our ability to have confidence in an entire legal system or framework. Therefore because anarchy would be an alternative we, as information professionals, must encourage research in the technology that will find a way to ensure information is authentic at the point that it becomes accessible. And I have hopes that technology will also find a way to guarantee that every “byte” of information will carry its authenticated pedigree with it, no matter how finely it may be parsed down the distribution chain.

As our clienteles become more focused on having direct access to data and as the large containers of information (like a journal article or book) become more

"microtized," we will have to find new ways, as well, within our information expertise to authenticate information.

At the Library of Congress, the Government Printing Office and at a number of states, the authentication issue is receiving a great deal of scrutiny. Authentication is at the very heart of two large products that the Law Library of Congress manages on behalf of everyone from curious and concerned citizens to the information connoisseur. One product, THOMAS, is THE public resource for authentic, authoritative, accurate, and accessible work product of the Congress of the United States. The other, the Global Legal Information Network (GLIN), functions as a network for the collective input of primary source legal information from about 50 nations of the world.

In addition, the Law Library also has a vision of creating a portal with the working name "One World Law Library" or OWLL. OWLL will be a "cybrary" where anyone will be able to come to find legal information from the smallest jurisdiction to multinational entities. Through OWLL's authentic, authoritative, accurate and accessible information, individuals will be able to find answers to specific questions. Commercial entities will be able to use OWLL's basic resources to build their own information-enriched or value-added products. The Law Library is planning to construct OWLL using THOMAS and GLIN as the foundations of its proof of the OWLL concept. And then will move on in a very deliberate way to other collections of legal information that will help prove competence and provide experience engaging with a wide variety of legal information creators, owners, consumers, formats, and languages.

This audacious vision will take many years to realize, and along the way the Law Library will welcome and look forward to advice and guidance from colleagues and constituents.

A Lean (and Possibly Mean) Definition of Value

By Deborah E. B. Keller, Reference Librarian, Humphreys Engineer Center Support Activity Library, U.S. Army Corps of Engineers

I recently took a Lean Six Sigma Class. Developed based on the manufacturing practices of Toyota and Motorola, Lean Six Sigma (LSS) is an analytical methodology that can be used to streamline processes and measure their efficiency. It was originally applied to manufacturing processes of all kinds, but in the last ten years, has been applied in nearly all industries, including to work that involves people-oriented processes.

There were a lot of LSS concepts that I can apply to the work in my library, but one of the most interesting ones is the definition of value. In LSS projects, the only steps in a process that contribute value are those that accomplish something that a customer wants. All of the other steps in the process, whether required or not, are considered to be non-value added. To determine what I do that is valuable, then, I need to ask my customers.

Capturing the Voice of the Customer

The Voice of the Customer (VOC) in LSS projects can be captured in a number of ways. Some project managers use surveys or focus groups to gather feedback from large groups of customers. I find it more valuable to talk to my customers directly. I find this approach more appropriate because my customer group is relatively small. I could, potentially, talk to all of them individually, but even talking with many of them gives me very rich data to work with. This method also allows me to ask follow-up questions and clarify exactly what it is that the customer finds valuable about working with me or my library.

Jerry is a new customer who has recently come to the Corps of Engineers from Europe. He has a strong interest in international relations and is used to reading newspapers from many European countries in their native language every day. In order to do this here, he would have to bookmark dozens of newspaper websites and take time to visit each one every morning in order to read the articles that interest him. I helped him to create an iGoogle portal page and to subscribe to RSS feeds for the international politics sections of several of his favorite newspapers. Now, news headlines are pushed to a single starting page where he can skim the headlines. With a single click, he can read news articles from a wide range of sources. He was thrilled to learn that many of the magazines and journals that he reads regularly can also be added to his portal page the same way. What Jerry values about this technological solution is that it satisfies his information needs while saving his time every day.

Jim is also a new customer. He recently came into our library looking for a book to

take along on a work-related trip. Because he hadn't had any interaction with our library prior to visiting us, he didn't know what he would find. Not only did we locate the specific book title that he had requested, within a few minutes, we had registered him for a library card and explained how he could also access our online databases using his library card while he was traveling. He left, telling us that we had exceeded his expectations. What Jim valued about this interaction was that the library had anticipated his information needs. We had already ordered the book that he wanted to read and assumed that he may also want to access additional library resources, whether he was in his office or traveling.

Cheryl works in one of our Districts that does not have its own local library. She reached out to me for help finding resources to use in a leadership training program that she is developing. She wants to develop an online collection of readings about different aspects of leadership that can be used as a basis for common understanding and a launching point for discussion. Without her own local library, she did not know where to start looking for appropriate readings. She also realized that it was important to get copyright permission to use whatever she found, but did not know how to go about requesting this permission. Cheryl clearly values the expertise of a librarian to locate subject-specific information. Although the distance involved may not be ideal, she values my willingness to help her even though she is outside the boundaries of my regular customer group.

Juan is one of the busiest people that I know. His role at our Headquarters requires regular travel, but in his "spare time," he is also working toward a PhD. He is in constant need of scholarly information to use in research papers for his classes as well as material for his dissertation. He loves online databases that he can access from home and really appreciates the assistance that a librarian can provide him by identifying potentially useful research and forwarding the citations to him. What Juan values most, however, are tools that save his time. He has become our library's most enthusiastic users of RefWorks, an online citation manager that allows him to collect all of his research citations, full-text articles, and even notes in a single place that he can access from anywhere. He also really values having an ongoing relationship with me, his personal librarian. I have been assisting him with his research for more than a year now. Understanding the focus of his research and following it from the general theory to the specific details helps me to interpret each new request within an existing context and provide him an increasingly relevant and targeted group of results with each new request he gives me.

John is an engineer at our Headquarters, but he spends the majority of his time working on knowledge management activities. He has been a huge supporter of the library program for many years, not because he needs library research to support his job, but rather because he sees the importance of libraries as sources of both providing and preserving information for the organization. John isn't really my customer, but my partner in learning. We work together on a team that is evaluating our organization's Communities of Practice. What he values is my willingness to share information with him, a foundational behavior to Communities of Practice and knowledge management activities, and our collaboration to convince

others in our organization that information sharing behavior is essential for maintaining technical expertise and succession planning.

The Customer Speaks with Many Voices

What you will probably notice from these stories is that no two are alike. In fact, no two customers want the same thing or value the same library service. This is certainly true based on the small sampling of customer voices that I've presented here. However, if I spoke to each of my hundreds of customers, I suspect that patterns would emerge. Some of these would certainly indicate the subject areas where my customers need information. Other trends might indicate what information they are not able to find on their own, how comfortable they are with technology, and what preconceived assumptions they have about libraries.

Many librarians use feedback from customers directly to help them select resources or design new services for their libraries. While this is certainly a good idea, few customers are able to clearly articulate what they want or what is valuable to them. Consider the way that many customers ask questions of librarians. They may say that they are looking for an article from the newspaper yesterday that was about the economy. The customer may provide the point of view of the article or describe the photographs or other articles that were located around it. However, when the librarian actually locates the article that most closely matches the customer's description, it is from a week ago, not yesterday. The customer's recollection of the article turns out to be accurate, but the surrounding news was not at all what they described.

My experience tells me that most customers can give specific examples of information that they need, but they are not able to anticipate their future information needs nor see the patterns or trends in their information use. This is the job of the librarian. By talking to them, however, you will learn what is important to your customers. When I think about even the small group of customers whose feedback I've captured above, two trends jump out at me. First, their time is limited. Services that optimize or save their time provide high value to them. Second, many of my customers have strong interests in a single subject area. Their information needs often build on one another. Having a long-standing relationship with a librarian is valuable to them because their interests and ongoing information needs can be supported without repeated explanations. Once I understand what my customers consider valuable, I can offer services that strive to provide that.

Even though I can identify two things that my customers value—saving time and establishing a long-standing relationship—the services that provide these differ from customer to customer. To save time, Jerry, Jim, and Juan used three different technological solutions. Listening to them to determine specifically how each one of them needed to save time was essential to matching the appropriate library service to each individual's needs. Similarly, Cheryl, John, and Juan all value having a long-standing relationship with a librarian, but what each gains from that

relationship is different. While it seems obvious not to treat your library customers as numbers, it is essential to treat them as individuals and listen to them to figure out the best way to meet or exceed their needs.

Librarian as Process Consultants

As librarians, we are conditioned to be service providers. We wait for customers to come to us with a question. We scurry off, searching for the answer, comparing and contrasting multiple sources until we are confident that we have found the most authoritative and most correct information. Then, we return to our customer, reporting not only the facts that we located but also the sources that we consulted. While I applaud librarians' attention to detail and commitment to high quality work, this process is inefficient, at least as seen by Lean Six Sigma analysis.

You will remember that LSS defines value as only those steps in a process which a customer considers valuable. Similarly, efficiency is defined as the percentage of a process that provides value out of the entire process. The steps that save time are valuable to the customer, but those that double-check the information and provide detail about sources that the customer did not ask for simply add time and decrease the efficiency of the research process. While I do not want to suggest that librarians lower their quality standards—these are as important in LSS analysis as they are to me personally—I do believe that there is quite a bit that we can do to make our library processes more efficient. In simple terms, maximize your value.

Instead of waiting for customers to come to you, try to anticipate their needs. I believe that this is the principle behind traditional aspects of librarianship such as collection development. Librarians try to understand the research needs of their customer group and purchase in advance books, journals, and databases they will want to access. By establishing long-standing relationships with individual customers and learning about their personal interests and work-related projects, librarians may be able to anticipate the information needs of these customers. Perhaps the easiest way to accomplish this is to remember, or record, customer's interests and share relevant information with them as it crosses your desk. This could be as simple as an e-mail mentioning a new book, a featured article in this month's journal, or a quick note mentioning a contact or another customer with whom that they might want to connect. In my experience providing this personalized service, the customers are pleasantly surprised that I remembered their interests and flattered that I took my time to send them information that they did not specifically request.

Consider your library users partners, not customers. There is much for librarians to gain by partnering with other parts of their organization. If they work embedded with a team, librarians have the opportunity to develop subject matter expertise in new fields. I have learned a tremendous amount working collaboratively with John and others in our Headquarters where I am partially embedded. Not only does this give me a different perspective of how our organization works—information that is valuable when I bring it back to my library—but I get personal satisfaction from

seeing initiatives started by teams that I have been involved in get recognition at the highest levels of our organization. Partnerships can also be established between the library and other offices to accomplish a common goal. Digitization is providing common ground for our library to establish partnerships, both with other libraries in the Corps of Engineers and with other offices who have valuable content that they want to have digitized. When we stop thinking about these exchanges as one-sided—with the customer asking a question and the librarian or library providing an answer—we realize that a partnership provides value to both parties involved. This is inherently a more desirable situation than only one of the parties getting any value from the exchange.

Finally, stretch yourself. Go beyond your job description and do what it takes to satisfy, or even exceed your customers' needs. Don't effective companies do this? They develop new products constantly. At first, the new product is cool, edgy, or desirable and you want to try it mostly because of its novelty. Then, a few of your friends have it, so you want one too, mostly because you are envious. After a while, the company has convinced you that you need the product. It is no longer new. Instead, it becomes a requirement that you, their customer, now expects from them, and even expects that they will improve upon with a newer product sometime in the future. The most effective libraries think like these companies, developing new services that respond to customer preferences, anticipating and driving needs whenever they can. Shouldn't librarians, then, constantly work expand their skill sets and push their personal limits in order to increase the value that they provide to their customers?

The value that you provide to your library users is not a number, a rating, or even a single response. Only your customers can tell you how valuable your library, and you, are to them. Are you brave enough to ask?

Expanding Library Service

By Ned Wolff, Supervisory Librarian, Patrick Henry Library; Janet Oberla, Law Librarian and Webmaster; Derek Jones, Reference Librarian; Paul Cantwell, Systems Librarian; U.S. Department of Justice

The Department of Justice Library staff is committed to reaching out to the broadest spectrum of the DOJ Community. So recently, when a situation arose where a library patron who uses assistive technology was unable to access a librarian's research results from an Outlook email, we were determined to rectify the problem. The usual format that we use in Outlook is Rich Text Format (RTF), whereas the library patron needed to have emails sent in Hyper Text Markup Language (HTML) format. Our Systems Librarian and JCON Helpdesk worked together and were able to develop a simple workflow process to address and resolve this issue. Our patron was then able to access the information by voice recognition software.

Resolving this particular problem subsequently brought up more questions. What other technology transference issues are out there that we should know about? How can we better assist our special needs patrons in accessing the information they need to do their jobs? Conversations with the patron provided us with a true user's perspective of our Virtual Library and the technologies used to access the information we provide. Following the documented rules about designing compatible online documents can get you only so far. It is only through the experiences of a user that we can truly understand and appreciate his or her requirements.

Our Webmaster sat down with the patron to review our Virtual Library. The reaction was, overall, very positive. Our patron observed a few potential issues, but was enthusiastic in praising our overall attention and efforts. As a whole, our special needs patron reported that much of the site works well, but the length of some pages and number of links are problematic for the tools that "read" the information. The experience of seeing a website used in this way makes it much clearer which areas function properly and which ones need improvement. We came away with a better understanding of how we could very easily improve our site.

In our meetings with the patron, we discussed the specifics of the available assistive technologies and how we can help provide access to them through our facilities. With the security required on our various DOJ Networks, assistive technologies may not always be fully functional. The Library recently introduced a program to set-up and use off-DOJ Network PCs with DSL connections at select locations to access interactive training and conferencing capabilities. With the added flexibility allowed by these computers, we are planning to develop an

Assistive Technology Kiosk where patrons with special requirements will be able to take full advantage of the technologies available.

The Department of Justice Library Staff looks forward to providing expanded information access to our diverse DOJ Community.

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SharePoint as a Library Management Information System

By Lorette S.J. Weldon, Research Director, Weldon Researchers

A survey conducted on the usage of SharePoint in government libraries and special collections had shown that the project management environment and the library management environment needed to merge into one understanding to manage the information that would be acquired daily from projects and assignments (L. Weldon, How are you using SharePoint in your library survey 2010). SharePoint, when taken out of the box, is a project management tool that seemed to have no bearing on library science principles. The survey defined the needs of the information professional through the results pointing to a larger need for a library management system (LMIS) that had four components to help with information management: acquisitions (ordering, receiving, and invoicing materials); cataloging (classifying and indexing artifacts); the OPAC (public interface for users to check-out lending materials, including magazine and newspaper holdings to patrons and with the ability to track those artifacts); Requests (Problems/Solutions) Knowledge Base. SharePoint had components that (with some customization) could give the information professional a fully functional LMIS.

Through Microsoft SharePoint's Web 2.0 environment, information professionals could easily create and manage their collection from within its project management walls. The fear and confusion of using SharePoint in government agencies is caused by information professionals not knowing what it really is. SharePoint is not a specific product but several aspects of Web 2.0 solutions (L. Weldon, How are you using SharePoint in your library survey 2010). There are two versions you may encounter in the office: Windows SharePoint Services (WSS) 3.0 and Microsoft Office SharePoint Server (MOSS) 2007. WSS is the basic compilation of applications. Special features to add on to your SharePoint would be called MOSS.

SharePoint can help the individual manage their assignments. It can help a team share thoughts and work on documents. It can also work for several teams in a division and spread out to the whole enterprise through your intranet at headquarters to your extranet to all offices within the organization nation or world-wide (L. Weldon, How are you using SharePoint in your library survey 2010). You can define a website or portal that your patrons, customers or members see through the Internet (L. Weldon, My Virtual Assistant Saves the Day 2007).

As a government librarian, you have 7 steps in creating and using SharePoint as a LMIS by creating a SharePoint site to meet your needs:

1. Identify your key users of the system. Depending on your needs, select "Site Action" on your department's web page and choose "Edit Page" (L. Weldon, My Virtual Assistant Saves the Day 2007). Click on "Add Web part". You can use the "User Tasks" web part to display tasks that were assigned to the current user of the view of your SharePoint site. You could also select "Site Users" to your entire department to look at who has access to the site. If staff can see that they are not alone on the site working on an assignment and see that they are part of a "Team Web Site Member" group, staff members will make a connection with those members and function as a collective group.
2. Get detailed definitions of what objectives the users are trying to meet for your department. Go to "Site Actions" and click on "Edit Page". Click on "Add Web part". Select "Document Review Discussions" web part. This will allow users to be able to track document review discussions by document version. This can be customized for cataloging artifacts and viewing comments users have given on cataloging the documents (L. Weldon, My Virtual Assistant Saves the Day 2007).
3. Define key performance indicators that point to successes or pitfalls. When dealing with Reference Statistics, indicators could be the response time, directional information and reference information. On your department's web page, click on "Site Actions" and click on "Site Settings". Click on "Sites and Workspaces". Click on Create. Select a "Workspace" template for your SharePoint site. There are 40 templates with specific functions. Choose the "Call Center" template. It can be configured to be the Requests Tracker which would be a site for information professionals to track patron requests. With field names changed, it can provide lists to track patrons, to track request history and it can manage a knowledge base of requests with their perspective answers. Once customized, embed this SharePoint site by clicking on "Site Action" at your department's home page. Click on "Edit page" and then "Add Web part". Select "Page Viewer" web part. Type in the web address to your Request Tracker in order to display the Reference Tracker from within the "Page Viewer" Web Part. Now you will have your Reference Tracker website reachable through your department's home page (L. Weldon, My Virtual Assistant Saves the Day 2007).
4. Develop a relationship with the IT department (L. Weldon, How are you using SharePoint in your library survey 2010). Have constant communication with your IT department to share with them your web site needs. Get their input because they define access privileges and will

- import your records from your current database, if you want to have your bibliographic records housed within SharePoint.
5. Customizable library needs without a "high level" IT expertise (L. Weldon, My Virtual Assistant Saves the Day 2007). Step 3 showed you that the web parts that come "out of the box" are customizable. To complete the LMIS, in separate actions, select the "Budgeting and Tracking Multiple Projects", "Knowledgebase" and "Document Library" templates. "Budgeting and Tracking Multiple Projects" template will allow you to customize your Acquisition component. This would be a site for information professionals to track multiple artifacts that were acquired for your collection. It would provide lists to track general artifact information, processing/cataloging tasks, and processing/cataloging issues. The "Knowledgebase" template could be customized to be your Cataloging site that would manage and create know-how skills and ideas from within your department. It would also help you capture "rogue" artifacts that need classification from staff who may recognize it in your site. The "Document Library" template can function as your OPAC. It would be a site that would allow information professionals to store collection artifacts and provide feedback on different versions of Serials and Documents artifacts (L. Weldon, How are you using SharePoint in your library survey 2010).
 6. Seamlessly import records to SQL Server database (L. Weldon 2010). The SQL Server database is the backbone to the SharePoint platform. Go back to Step 4. Your IT Department will be able to determine if records from your current catalog can be exported into CSV or TXT format. This would work well for Inmagic's DB/Textworks library management information system (L. Weldon, How are you using SharePoint in your library survey 2010). Inmagic's Genie uses a SQL Server database as its backbone so exporting it into the SQL Server attached to SharePoint would not be difficult. Field names and character lengths of the fields would need to be exact for a SQL Server database import with matching field names and lengths. Here is where you will be in deep discussion with your IT department because after your discussions, they will have a better understanding on how to represent your catalog from within the SQL Server database (L. Weldon 2010).
 7. Interoperability with Microsoft applications such as Outlook, Word, Excel. From survey results, Microsoft is the company of choice in government agencies (L. Weldon, How are you using SharePoint in your library survey 2010). Between Office 2003 and 2007, you would be able to view graphics from updated data in Excel spreadsheets through the "Content

Editor” web part. After following the steps in Step 3 to “Add a Web part”, select the “Content Editor” web part. Make sure that the file you want has already been uploaded in your department’s home page. Type the file’s web address in “Content Link”. If you have a graph from reference statistics, it will show up in this web part on your department’s home page. Now you have a SharePoint LMIS that will look like Figure 1.

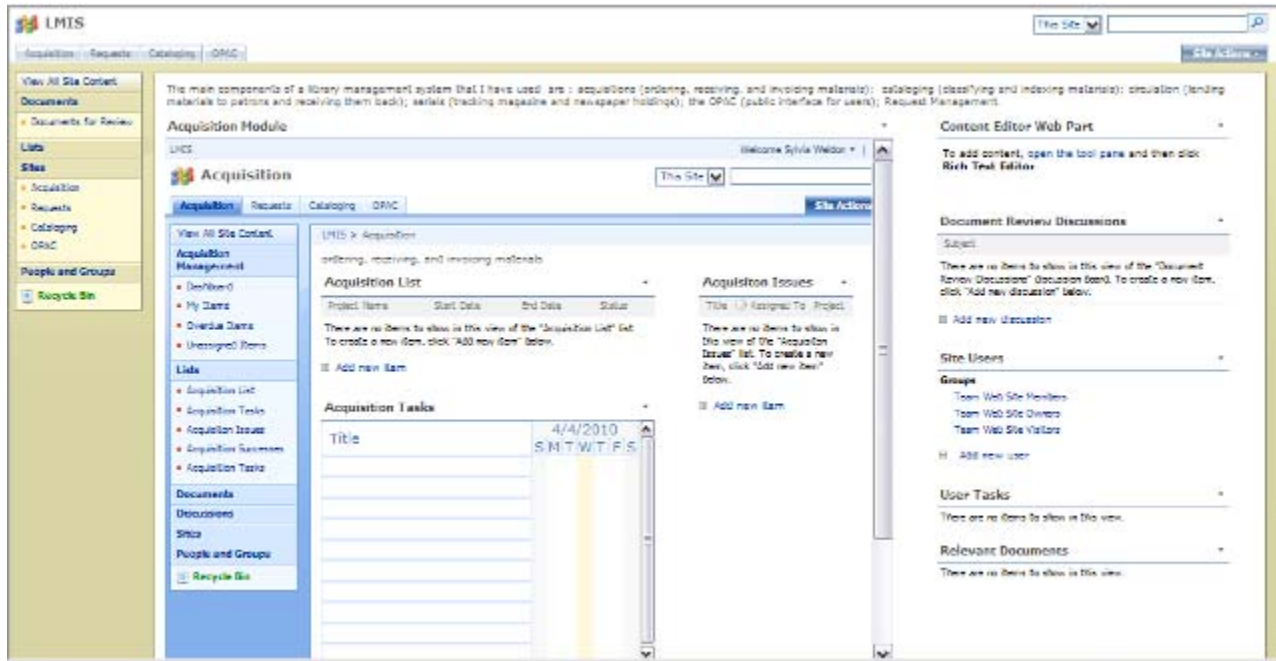


Figure 1

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Answering the Call

By Sabah Eltareb, Division Chair 2010, SLA Government Information Division;
Assistant Director, California Research Bureau, California State Library

"Knowing is not enough; we must apply.

Willing is not enough; we must do."

--- Goethe

It is funny how we end up in situations that we sometimes didn't purposefully plan to, through the combination of our own individual personality, circumstances, and timing, and end up being rewarded in ways not anticipated.

In 2008, I had just wrapped up participating as one of the first cohorts of the *Eureka! Leadership Institute* which mandated each attendee work with his/her library management on a mission-critical issue. In addition to the internal benefit being worked on, there was a strong encouragement that attendees should look for opportunities to give back to the larger library/professional community.

At that time, I was working at the California State Library (CSL), in charge of two formerly separate sections that had just merged - General Information & Reference and Government Publications. The state of California was experiencing a fiscal crisis resulting in state department budget cuts and hiring freezes. There was not enough staff to maintain and operate two separate public services desks so Library administration determined this merger was the best option to pursue. Handling the merger, by the way, was my project for the *Eureka! Leadership Institute*.

I did not plan on taking on a leadership role in any of the professional library associations that I belonged to. I was quite content being a member, receiving the affiliated membership benefits such as journals or discounts to trainings and conferences and subscribing to listservs. I had enough on my plate with my job, family and other community activities.

Shortly after the *Eureka! Leadership Institute* wrap-up, a couple of messages were posted to the Special Library Association (SLA) Government Information Division (DGI) listserv requesting members to run for division leadership positions. I spoke with DGI Past-Chair Peggy Garvin and DGI Chair Eileen Deegan a couple of times and was really impressed with their patience and enthusiasm. With such a positive interaction, I was excited about being part of the process and agreed to run for a three-year Chair position.

Soon after winning the position late in 2008, and becoming the DGI Chair-Elect in 2009, I was transferred to another division of the California State Library, the California Research Bureau (CRB). While I regret not completing my former assignment of fully integrating the staff and functions of the newly merged sections, I wanted to do my part to provide assistance in whatever direction was best for the library. California was still undergoing a financial crisis, additional budget cuts were looming, and CRB needed someone to lead its library services and staffing. As an aside, CRB was established in 1991 to provide unbiased, non-partisan information and research to the Governor, legislature, other state elected officials and their staff, and has a combination of researchers and librarians available to respond to inquiries.

So I started 2009 with new duties and responsibilities - at work as Assistant Director with CRB and as Chair-Elect with DGI. We are each shaped by our experiences and I have grown professionally and personally as a result of my 3-year commitment to become more fully engaged with DGI. Last year as Chair-Elect, attendance at the Annual Leadership Summit provided me with the chance to meet with additional DGI board members as well as obtain a more formal overview of duties and responsibilities. I was very concerned about being a West Coast DGI Board member whose fellow DGI Board members were primarily on the East Coast, many working in federal libraries. I asked many questions from two DGI Board members attending the Summit - Chris Zammarelli and Dave Martin. Both were and have continued to be very positive, supportive and willing to share information.

Having a primary responsibility to be the division's Planner for the SLA Annual Conference in 2010, I started off the year eliciting suggestions from the DGI listserv for potential programs. I was incredibly fortunate to work with George D. Franchois, DGI Programming Director, to brainstorm on programs of interest to DGI members. Working as a team in this endeavor, we have done a very good job at pulling our resources successfully, working across the continent.

Working with members spread throughout the world, taking the varying time zones in account as well as the language barrier that may exist when communicating with them, emphasizes the need and challenge to keep everyone in the loop of what is going on, in as jargon-free language as possible. This has been valuable personally and professionally.

Now in 2010, with DGI celebrating just over 5 years as a division of SLA and having assumed the title of DGI Chair, I am more conscious of the need for clear communications, keeping members engaged in and in the loop with news from SLA Headquarters. I still feel like I have a lot to learn about the division and the role I

can play that serves our division best. Taking a leadership role, I have had the opportunity to see the powerful effects that committed volunteers can make.

Reflecting upon my experiences part-way through my three-year commitment, it is remarkable at how developing, delivering, and demonstrating value is remarkably similar to what I have experienced in my paid positions. You have to be engaged and care about contributing to the success of the organization. You have to believe that your efforts are important and integral. There has to be an organizational need and you must be willing to commit to aligning your energies and efforts with it. You have to be willing to take the time to ask questions – often, in different ways, to different people – and to be asked. You have to be open, to new ideas, change, and other perspectives. You must be willing to be frustrated when things don't work, look for options, and reflect upon those bumps as learning experiences. You have to look to the strength of your team and tap into that, providing them with the opportunities to learn, grow, and contribute.

When I ran across the quote that appears at the beginning of my piece, I thought this an accurate reflection of my experience these last few years and a sentiment that most members of the SLA could endorse without reserve. I feel extremely fortunate for the opportunity to have done so and look forward for future experiences and growth.

SLA Division of Government Information



About Us

The **Government Information Division** brings together those interested in the value, organization and management of government information sources with those responsible for the provision and improvement of government library and information services.

It is a forum for the exchange of ideas and information on the value and use of government information and government libraries.

It conceives and carries out projects that assist members in improving services to their constituencies.

It looks to promote the professional advancement of its members across the globe, and the interconnections between users and providers of government information and services from governmental entities at all levels of governments.

Services

- » Visit the SLA DGI Website @ <http://www.sla.org/dgi>
- » Visit the SLA DGI Blog @ http://sladivisions.typepad.com/government_information/ and subscribe to the feed with your RSS reader
- » Join the SLA DGI listserv – visit <http://units.sla.org/division/dgi/pages/listserv.html> to subscribe
- » Keep current with the SLA DGI News Feed available @ <http://units.sla.org/division/dgi/index.html>, made available through the generous support of LexisNexis
- » Follow us on Twitter @ <http://twitter.com/slادgi>
- » Connect on LinkedIn and Facebook

Events

» **SLA 2010 Annual Conference in New Orleans, LA, June 13-16, 2010.**

* The Government Information Division is developing an exciting program for 2010. For details, see the DGI Website, <http://www.sla.org/dgi>.

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Corporate Memory 2.0

By Lisa Gaddy, 2010 Chair of the Intelligence Community Librarians' Consortium

The Intelligence Community Librarians' Consortium (ICLC) was established in 1991 to provide a mechanism for Intelligence Community (IC) and Department of Defense (DoD) librarians to address areas of common concern and interest. ICLC is successful as a networking group and as a place to discover the new tools and best practices of other government libraries.

ICLC is not part of a formal chain of command within IC and DoD libraries. Members of ICLC attend because they understand the value of learning from colleagues in like situations and mentoring others who may be new to the community. The group has successfully built a community that shares best practices, but the lack of a formal reporting structure has made it difficult to retain the knowledge of the ICLC participants. As a whole, the group has struggled with corporate memory. ICLC is now making the effort to effectively utilize the services available on our common unclassified network, Intelink-U, to maintain and share the knowledge of ICLC participants.

In 2006, ICLC started a wiki page on Intellipedia. The wiki provides a central location to document the progress of ICLC goals, upcoming meetings, events, conferences, and training as well links to IntelDocs. Members of ICLC can set alerts on the wiki page to be informed of any recent updates or changes to the page. There are two major advantages to the wiki as a communication vehicle for members. First, the information ICLC members need to participate in ICLC is no longer hidden in an ICLC member's email folder. Emails only reach the individuals on the distribution list and keeping the list accurate is a difficult feat in the IC and DoD. Now ICLC members are able to use the search engine to find the information they need as well as maintain their own ICLC email notification through the wiki alert feature. Second, the wiki allows any member to contribute to it anytime. By democratizing the method of communication, updates on available training and conferences happen more quickly and efficiently. Members are empowered to share with each other electronically any information to help the community and the information is captured and held for future members.

Inteldocs, a web-based document storage and management tool, is an excellent complement to Intellipedia. Inteldocs provides a central place to store official meeting minutes, presentations, and reference materials. ICLC started heavily using this service in 2008. Before Inteldocs, ICLC officers would pass on the hardcopy binders of meeting minutes to each other after each election, individual

members would maintain their own record of training seminars, and emails containing helpful training materials for both librarians and customers would be forwarded along in hopes of preserving its electronic life. The first advantage to using web-based document storage is the ability to search meeting minutes and presentations for the needed nugget of information. The second advantage is the ability to allow any member to upload a helpful document. For example, training presentations for customers are more easily shared by storing them in a central location. Having presentations and tip sheets readily searchable for that quick one-on-one customer training session is helpful to the many multi-tasking librarians.

One other tool on the ICLC horizon is the blog. The Researcher's Blog, began in 2007 to share the treasures, tips, and tools librarians use to navigate commercial databases, the Internet, and print resources. The Researcher's Blog grew from the vision of CIA librarians to offer to their customers a tool similar to the fabulous Resource Shelf blog. The goal is to have the blog function as a knowledge repository of successful search tips and information resources without spending a dime on new software. As the blog already offers tips to library customers, ICLC hopes to add more content concerning tools, information resources, and search for library colleagues. By empowering individual librarians to contribute and document their knowledge in a central place, a searchable repository to facilitate quick answers to commonly asked questions and the growth of best search practices for librarians across the community will be created.

The Web 2.0 tools available to ICLC on Intelink-U allowed ICLC to move closer to the goal of effectively maintaining a corporate memory for members of the consortium. Intellipedia combined with Inteldocs has provided a central place to store important information on upcoming events, useful presentations, and the history of past meetings. In the future, ICLC hopes to add the use of blogging to provide a searchable repository of tips and tools of the librarian trade for the future growth of ICLC members.

Swimming in the Government Sea: Reference Work at the National Library of Education

By Stacie Marinelli, National Library of Education, U.S. Department of Education

Sometimes I see myself as a deep sea diver hunting in oceans of knowledge for the right catch to feed my customers. Down in the deep, there are anemones and octopi, crusty barnacles, and fish both beautiful and scary. The Government Sea can be murky, but we librarians have a privileged view. Because we can look out at the world and down into our agency waters, we can answer questions like: What does this government agency do, how is it run, what are the rules, and for each specific task, who is responsible?

In the Deep Sea of the U.S. Department of Education's National Library of Education, we work with our patrons to get the resources they need, instruct staff in searching our proprietary databases, and work hard to fulfill routine and unusual requests. We also answer questions from the public, putting parents in touch with regulatory divisions or help lines, finding statistics for researchers and reporters, explaining the differing roles of the state and the federal departments of education to international visitors, and providing professors and grad students with research on innovative teaching techniques. Thanks to the National Center for Education Statistics, the ERIC database, and our various agency departments, we can guide people to a wide range of publicly available data and documents.

There are also times in my work when I feel like I'm a descendant of Sherlock Holmes, solving mysteries, finding clues, tracking down the truth. (That unpublished document has to be somewhere - which office archived it, is it cleared by FOIA, is the information still current?) This aspect of my work at a government library is not so different from reference conducted in other special libraries. Akin to the work of a detective or a reporter, this is the same gum shoe investigation I'd do as a reference librarian anywhere.

What's different about being a government librarian is that the government is a bigger tentacled creature than the average special library. Each agency has a complex history of changes in administrations, staff and office configurations. As the years go on, there are more offices, more rules, more documents, and more places to look for them. In many agencies, there are numerous dockets and clearinghouses, documents offices, and burgeoning sub-departments.

Another thing that sets government librarianship apart is the expectation of ownership of our agencies by the public. Not only do we work with staff to do the agency's work, but we are also responsible to stakeholders. While there are FOIA

and Homeland Security restrictions, the public's expectation is that government information will be easily findable and available to everyone. Americans expect a great deal of their government institutions.

Of course, each government entity is its own "kettle of fish" and I don't claim to speak for everyone. Having worked in three very different agencies, I know there are variations in organizational cultures, staff needs, access by the public, and resource availability. Still, we're all part of the Government Sea.

Keeping these differences in mind, how can reference librarians in a government agency prepare ourselves for our multi-purpose responsibilities? Here are some general principles that have worked for me:

- Know your agency (such as its structure, regulatory statutes, and hot issues) and your agency's website. Learn how to use databases available to the public as well as proprietary resources available to agency staff. Each of us has an inside scoop on how our agencies operate and this insider's perspective makes it possible to teach others how to navigate within our organizations and on our constantly updated websites.
- Know the culture of your organization and its special rules. While some agencies require security clearances, maintaining confidentiality is an important part of reference work in all agencies. Staying neutral is another often unspoken rule, especially in the face of media reports that may criticize your agency. It can be hard not to take it personally when you know how hard people in your agency are working to do the right thing.
- Get to know agency staff and save your contact information. Learn what people do and what information they can provide. Find out who holds specific document collections, who specializes in certain topics, and who is most often available to help. Making contacts in your agency can also be a way to market the library.
- Know your subject area. Stay afloat with current awareness resources. Read about subtopics and important issues in your field. Be familiar with the books, journals, and digital resources available in your library. Maintain some kind of recordkeeping system for responses to questions and share your knowledge with library colleagues. Attend briefings or meetings in your subject area whenever possible.
- Find out how your agency interfaces with different federal or state organizations (as well as associations and international groups). Know where to direct patrons who often believe the federal government (or, at any rate,

your particular agency) must be the responsible organization. In my current position, I have to know which areas are federal duties and which are actually the responsibility of state or local departments of education. (For example, one caller believed that the federal government kept copies of everyone's high school transcript, and many people do not know that the states, not the federal government, develop standardized tests for school systems.)

Lastly, remember that none of us is alone in this big Government Sea. Networking with other librarians through listservs and organizations is useful and rewarding. And even though working for a government library can be as complex as the agencies we serve, don't forget to come up for air. Deep sea divers deserve time to surface and enjoy the view.

VALUE 2.0

By Ken Wheaton, Web Services Librarian, Alaska State Court System Law Library

Government librarians have a wonderful opportunity with the Obama administration committed to creating openness in government. On President Obama's first day in office he signed the "Memorandum for the Heads of Executive Departments and Agencies" that says: "we will work together to ensure the public trust and establish a system of transparency, public participation and collaboration. Openness will strengthen our democracy and promote efficiency and effectiveness in government". To date the President has successfully implemented several initiatives by requiring White House visitor records to be released to the public and the launch of several new websites data.gov and recovery.gov. Then recently on April 7, 2010 all federal departments submitted their plans for the new open government initiative.

I see some wonderful VALUE 2.0 words in here for government libraries: transparency, participation and collaboration. Merriam-Webster Online defines these words as:

Transparent – "characterized by visibility or accessibility of information especially concerning business practices".

Participation – "the state of being related to a larger whole".

Collaboration – "to work jointly with others or together especially in an intellectual endeavor".

These three VALUE 2.0 words can help make our democracy stronger and all government librarians should think seriously about having these highlighted in their strategic plan. It is an opportunity to better position the library to be more of a social networking center promoting an environment conducive to information exchange for its parent organization. This is a major change from the traditional one-way delivery of information. This involves moving away from being a cost center to being a center of knowledge creation. It also means breaking down those silos (social barriers) and building networks in your parent departments and agencies.

Librarians must continue to be proactive and think outside of the box regarding their job descriptions. In the new fast-moving, knowledge-demanding world what you do to add VALUE 2.0 is going to be what counts. How long has it been since you chatted with a member of your leadership team about your future? You need to keep building your VALUE 2.0 team and getting others to buy in to your new

mission and vision. Change of this magnitude takes strong leadership skills and challenging the status quo.

It appears we have similar interests with the President of the United States and would encourage all librarians to help take part in this initiative. Who could better help make government more transparent than government librarians who have the experience and history of finding the right answers, at the right place, at the right time? Who knows better what bridge between the public and government needs to be built to create new knowledge?

So what is VALUE 2.0? – Government librarians adding value to their parent departments and agencies by bringing about transparency, participation and collaboration.

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Showcasing the Value of the Library Through Social Media

By Christine Sellers, Legal Reference Librarian, and Andrew Weber, Senior Legal Information Analyst, Law Library of Congress

The Law Library of Congress is embracing social media, including online video-sharing, to spread and promote our legal research and analysis. We evaluate each new social media site to determine if it is a good fit, then map out a strategy for approaching and promoting our presence. Our overall goal is to continue to develop and expand the community that supports the Law Library in our mission.

Targeting Sites

Before the Law Library could consider joining any social media site, the Library of Congress had to have an agreement with the company allowing our participation. Although [Flickr](#) was one of the first sites with an agreement with the Library of Congress, the photo sharing site wasn't a good fit for the Law Library because the Law Library does not generate a large number of photographs on a regular basis. Our content was better suited for other sites, such as Facebook and Twitter. Once the Library of Congress had agreements in place starting their [Facebook](#) and [Twitter](#) accounts, we also began making plans to join. Both are great places to share and discuss the information that is generated by the Law Library.

Another format in which the Law Library shares information is video from our [webcast](#) section, which plays videos in RealPlayer. We wanted to get our videos in a modern format and in channels more accessible to our users. The Library of Congress had already launched its own [YouTube](#) and [iTunesU](#) channels, so we chose those delivery options.

Communication Plans

Before launching a Facebook page or Twitter account, we drafted a communications plan for each to identify and discuss the purpose, time commitment, frequency of posting, target audience, understanding of the specific social network, conversation/accept comments, and performance. The purpose of creating a Facebook page and Twitter account for the Law Library was to engage Members of Congress, their staff, other law libraries, students, professors, librarians, and researchers. In addition, the goal of the Law Library was to disseminate our content to the legal community. In order to achieve that goal, we needed to be where users were, as well as provide content at those locations. We also focused on making users on Facebook and Twitter aware of the vast content at [loc.gov/law](#).

The estimated time commitment was up to three hours per week per network. We acknowledged that reviewing and responding to any comments would take more time, and would be hard to estimate prior to starting the webpage. The plan for

Facebook was to post weekly, but in practice we post between three to four times each week. For Twitter, the estimate was one or two posts a day, which we normally exceed. The intention was to reach out beyond our regular target audience of those who may already follow us through [email](#) and [RSS feeds](#), and use them to develop a broader community interested in the Law Library.

We also had to detail our intended use of the specific social media site and understand its distinct purpose as compared to other sites. For Facebook, we decided to allow posts on the profile wall. This was part of an effort to provide a forum so that users could discuss our content and establish the site as a place for dialog. The Law Library of Congress started with the goal of improving upon the number of fans of some comparably large law libraries on Facebook. We also planned to judge our performance on increased participation in our events and more engagement with our website. The goals and efforts for Twitter were very similar, though the means would be achieved through a different format.

Launching the Sites

After the Communication Plans were written and received internal approval, staff attended a brief internal training on writing for the organization. Our [Twitter](#) account launched in October 2009, followed shortly after by our [Facebook](#) page in November. We announced the accounts by prominently placing links to them on the Law Library of Congress homepage and on THOMAS.gov, through our News and Events email alert and RSS feed, through the Library of Congress Twitter account and [blog](#), and through relevant librarian listservs.

With respect to the webcasts, the Law Library of Congress branded them as “Law and the Library.” We announced the series on [YouTube](#) and in [iTunesU](#) in January 2010. They went through a slightly different process and did not require a communication plan. Instead, they were launched as subsections of the Library of Congress channels.

All launches were [greeted](#) with [much enthusiasm](#) by the librarian and legal communities.

Developing a Community

As of March 2010, the Law Library of Congress has over 1,600 fans on Facebook and 1,100 followers on Twitter. Our top-viewed video in YouTube has been watched over 1,800 times. Once we started to approach 1,000 fans and followers on each site, we created a contest for bragging rights on which platform would reach 1,000 first. This really expanded our reach and sped up the acquisition of new fans and followers. Our Facebook page won the contest and has since gained fans at a quicker pace than our Twitter account. Before the contest, our Twitter account had more followers.

Since launching both Facebook and Twitter, we have had to deal with questions and

comments from users through both formats. They can be anything from expressions of enthusiasm to questions about current legislation. We try to answer all questions in some manner, whether through a direct response or a general post, which we use if we think that the response will be helpful to all of the users. Posts that lobby for specific legislation or in any way seem inappropriate must be deleted (such as spam), according to Library of Congress policy. While we thought at the beginning there would be a bright-line test to make it obvious if a post needed to be deleted, it really is more of a case-by-case analysis. It helps if people read our disclaimer and “play nice!” There is also the issue of constantly coming up with new content, which is sometimes easier than at other times.

We have encouraged staff to post on our Facebook page and start their own Twitter accounts. Some of the links they post are links to their [Global Legal Monitor](#) articles or legal developments they think should be highlighted. We also encourage staff to comment on interesting posts the Law Library makes. On Twitter, we retweet posts from our staff and they sometimes return the favor.

We think the presence of the Law Library of Congress on these social media sites has added value to our institution. Our fans and followers agree. Some of the comments include “[invaluable source](#) of information for the general public”, “it’s a [great site](#)”, “everyone ... should be [following you](#),” and “[i]f you’re interested in US legislation, [please follow](#).”

Come find the Law Library of Congress on [Facebook](#), [Twitter](#), [YouTube](#), and [iTuneU!](#)



Virtual Reference, Real Tools

By Biblio Latte, Reference Librarian Volunteer, Alliance Virtual Library, Information Island International, Second Life



(Storm as the Dragon, Jecy as a Micro Husky cat and Biblio as a Human)

On any given day, the Community Virtual Library volunteers at the reference desk on Info Island International never know who or what may approach the reference desk. The customer may be a human, a furry (even a scaly dragon), or a tiny. Like any library customer, they may seek information, conversation, or an audience. What are the tools available to serve this diverse clientele?

A library in RL (as real life is frequently abbreviated in SL or Second Life), would probably have a mixture of print, audiovisual, and digital resources to answer reference questions. The library might have access to electronic resources like ProQuest, or the online catalog. If the library does not have the resources, the staff may use interlibrary loan. The customers might ask a reference question in person, by telephone or email, or via chat or IM.

The volunteer staff carries many of his/her tools with him in his inventory. Because Second Life does not limit the size of an avatar's inventory, it may be crammed with a mixture of note cards, landmarks, HUDs (heads up display), as well as clothes, shapes, skins, hair, furnishings, etc.

Usually a volunteer begins his/her training on the reference desk by shadowing an experienced librarian for a tour or too. Many of the volunteers are library school students who came by the reference desk on a class tour or for a class project, and became interested in the work being done here

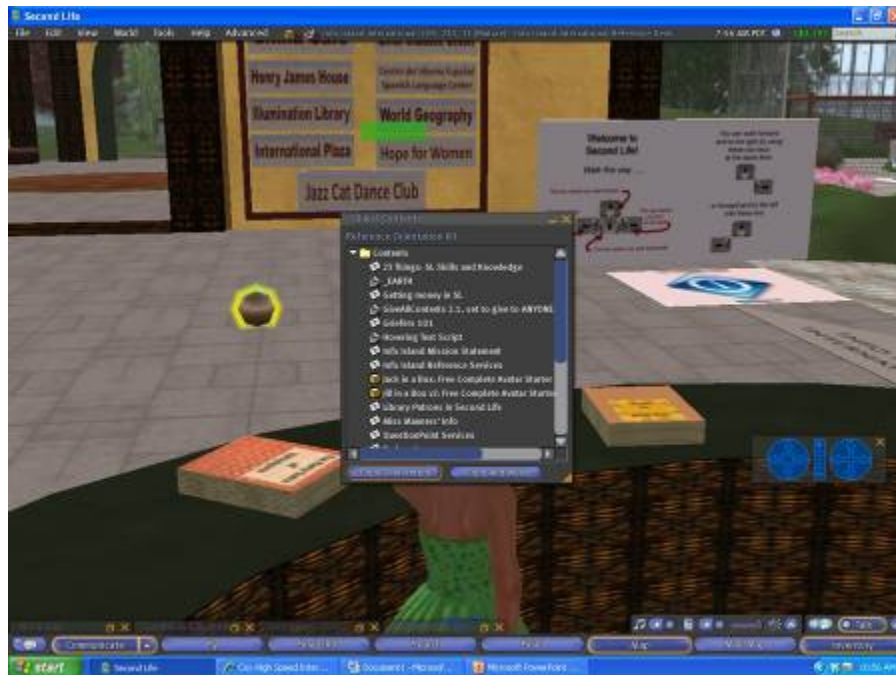
They are shown around the reference desk and introduced to the tools available to them. The SLLVR HUD is worn by the Reference Librarian on duty. She activates her Reference group tag, attaches her HUD (the green bar shown below), and turns it on. The HUD tracks how long she is on duty, although it can not track how many question she answers or where she goes.



The Library Reference tools are part of a library orientation kit that includes information on how to reduce lag, resources for newcomers, complete avatar starter kits for men and women, how to handle griefers, how to get money in Second Life, the virtual reference interview, statistics sheets, and other information someone would need to live and thrive in Second Life.

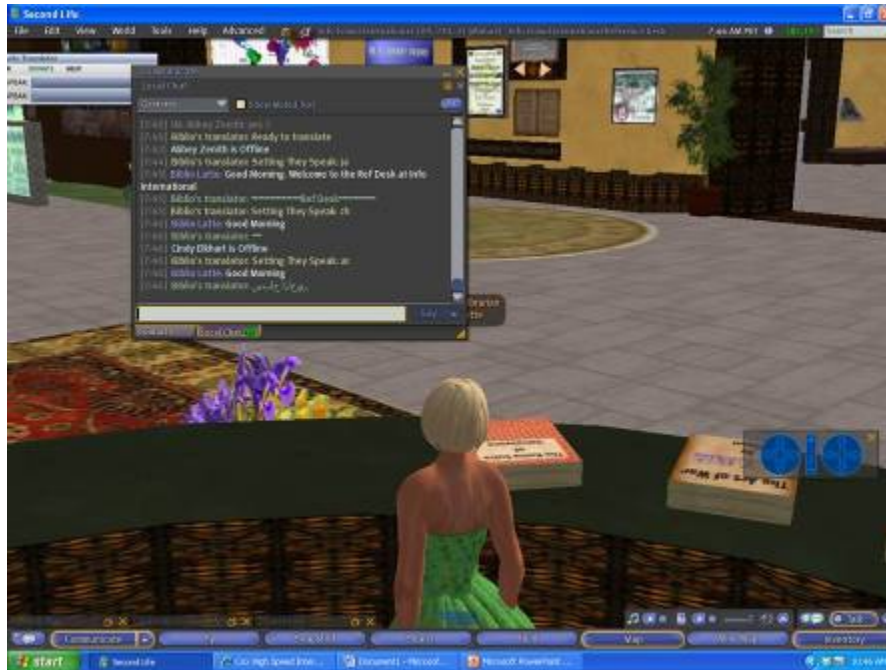
Bookmark URLs does just what the name suggests... It stores URLs so that the volunteer has easy access to them when she wants to open a web site with the in-world browser.

Bookmarks are stored on note cards that are easy to create and update. It is not possible to write information to a note card in SL unless it is done manually. Therefore, it is necessary to create and update bookmark note cards manually. The URLs can be cut and paste directly into them by using familiar word-processing techniques (CTRL + C copies; CTRL + V pastes).



(Some of the contents from the Reference Orientation Toolkit)

Translators are one of the most frequently used tools in the reference librarian's arsenal. Customers fly, teleport, or walk in at any time and may be from any country in the world. The most frequent translations seem to be for Spanish, French, Italian, German, Chinese, and Japanese. There are a variety of translators based on machine translation.



(Simbolic Translator showing Good Morning in Arabic)

Customers frequently ask where to meet other avatars, where they can learn to build, or how they can earn money. Landmarks provide them with a Second Life URL or SLURL that will allow them to teleport to the location they are seeking. Many of the volunteers have dozens of note cards in their inventory with landmarks for everything from free shopping places to recommended sites for travel, adventure and culture.

The area around the reference desk is filled with posters and calendars promoting the different events going on throughout the Information Archipelago. Events ranging from author talks, dances, story telling, lectures, and classes to tea ceremonies and job fairs are scheduled every day. To learn more about any of these events, a customer only has to right click on the poster or calendar to be handed a note card about the event.

If the volunteer is unable to answer a reference question from her own experience or the tools available to her around the reference area, she can always IM the other volunteers in the reference group. If someone is in World at the time, he or she will frequently get an answer.



(l-r BuddhistLibrarian Ballyhoo, Carina Gonzales, DaemonFalconer, Rolig Loon)

The 2010 Federal Law Librarians' Conference

By Jennifer L. McMahan, Supervisory Librarian, and Mariana Long, Reference Librarian, U.S. Department of Justice

In April 2010, the Department of Justice, the Library of Congress, and the Supreme Court co-hosted the first ever Federal Law Librarians' Conference. Previously, the Justice Libraries had held internal conferences for the DOJ librarians in 2006 and 2008. Following a discussion at the Federal Law Librarians Caucus meeting at AALL in 2009, it became apparent that the existing conferences held by the major library associations were not meeting the needs of federal law and intelligence librarians. It was then that Blane Dessy, Director of the Justice Libraries, and other federal law librarians decided to expand the 2010 conference to include participants from other federal libraries. A committee from the three host sites spent several months planning a three-day conference that would provide training and professional development opportunities for both librarians and technicians.

The first day of the 2010 conference was held at the Robert F. Kennedy/Main Justice Building and included a number of engaging and informative presentations. Dan Olson, the FBI's Cryptanalysis Unit Chief, gave a talk titled, "Use of Complex Codes & Ciphers by Criminals". His riveting presentation focused on criminals' use of books and novels to make complex codes and ciphers to secretly communicate with each other. He even led the group in several exercises to demonstrate the process by which criminal codes are cracked by his unit. David Livermore, author of *Leading with Cultural Intelligence*, introduced the cultural intelligence model, sharing some of the research findings about the successes experienced by individuals and agencies that lead with cultural intelligence and how to apply this information to an organization. Pamela Bruner, a business success coach, presented an interactive Communication Styles Workshop that educated the attendees in how to communicate more effectively with others, including how to get rid of obstacles, like negative emotions, that may impact this process.

We also had several "practitioner" programs on the first day, including "New Gems and Forgotten Favorites - Ready Reference Websites We Love," presented by USAO librarian, Mable Hoffler-Page; DOJ librarian, Jan Oberla; and DEA librarian, RoseMary Russo. Justice Librarians, Bridget Gilhool, and Jennifer McMahan, teamed up with USAO librarian, June VanWingen, for a practical presentation on "Public Records Resources." In addition, Peggy Tuten, a CIA librarian, shared with attendees information regarding an intelligence tool, called OpenSource.gov, which contains translations and analysis of foreign media. Dennis Feldt, Paul Cantwell, and Maria Walls, from the Justice Libraries staff, provided tips and information on

Interlibrary Loan Service and improving access and communications for patrons and staff.

The first day concluded with a reception honoring the 2010 Berrien Award winners. The purpose of the award is to recognize a Department of Justice employee for his/her active and sustained support of the mission and goals of the Department of Justice libraries. John M. Berrien was the Attorney General in 1831 when he was granted \$500 for the purchase of books for his office. His purchases were the beginning of the existence of the DOJ Libraries. Two individuals received the award this year, Diane Cochuyt, Human Resources Specialist, Justice Management Division, Human Resources Staff; and Daniel Crane-Hirsch, Trial Attorney, Civil Division, Office of Consumer Litigation. The reception also honored those Department employees who contributed to legal scholarship. We were delighted to have Lee Lofthus, Assistant Attorney General for Administration, join us to present the awards to Ms. Cochuyt and Mr. Crane-Hirsch, as well as make remarks recognizing the DOJ authors.

The second day of the conference was held at the Library of Congress. We started the day with futurist, Andy Hines, who spoke on the topic, "New Dimensions of Consumer Life and What It Means for Law Librarians." This interactive session featured an overview of research on key changes shaping consumer life and how those changes affect consumer needs and how this impacts libraries. Also on day two, we were very fortunate to hear from Dr. Elizabeth White, Deputy Director and Chief Historian of the Criminal Division's Human Rights and Special Prosecutions section (formerly Office of Special Investigations). Dr. White's presentation, "The Role of Historians in the Justice Department's Pursuit of Nazi Persecutors and Human Rights Violators in the United States," was one of the highlights of the conference. Her office has been recognized as the world's most successful law enforcement effort devoted to pursuing justice on behalf of the victims of Nazi crimes in the past 30 years. A key factor in its success has been its use of historians as investigators, not only of Nazi criminals but also of the perpetrators of more recent genocides and crimes against humanity. Following Dr. White, we heard from Dr. Edna Reid who discussed her transition from librarian to FBI analyst. Dr. Reid discussed how and why intelligence analysis is a natural career path for information professionals. The second day concluded with a presentation by Law Library of Congress staff on the library and its special collections items. The day ended with tours of the LC preservation lab or the Folger Library.

The final day, held at the Supreme Court, included a special lecture in the courtroom by the Curator's staff, followed by a session on "Talented Teams - Harnessing Pitch, Tone, Melody, and Harmony," presented by Roberta Shaffer, Law Librarian of Congress, and federal law librarian Michele Masias. Using the Three

Tenors as an example, the session focused on techniques for maximizing the diversity of talents and insights when working in a group. The conference concluded with a much-anticipated

Q & A session with Associate Supreme Court Justice Sonia Sotomayor. Through a series of questions submitted by the attendees, Justice Sotomayor provided some insight into both her work and private life. A warm and engaging speaker, she both entertained and inspired the audience. When asked about people who have influenced her life, she stated that throughout her life there had always been people along the way, including teachers and colleagues, who helped and guided her. She said that when people are "giving" of themselves in this way, it has a great impact on other people, and on the world.

The conference planners are already talking about dates for the 2012 Federal Law and Intelligence Librarians' Conference, which Justice Libraries' Director Blane Dessy promises will be "bigger and better" than 2010!

Federal Law Librarians Caucus

Federal Law Librarians Caucus

To promote collaboration, resource sharing and best practices among Federal Law Libraries.



The Caucus was formed as a result of a meeting of federal law librarians at the 2006 AALL Conference. Membership is open to any federal law librarian. To join, please visit our Web site, sign up for the listserv, and have your name added to our directory.

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<http://www.aallnet.org/caucus/flc/>

The Value of Professional Associations

By Chris Vestal, Supervisory Patent Researcher, ASRC Management Services

It all started with dinner. I was at the Gay, Lesbian, Bisexual, Transgendered Issues Caucus's (GLBTIC) annual dinner at the SLA Annual Conference in Denver 2007. I was about nine months into my MLIS program and this was the first conference I'd ever attended. I was one of the students enrolled in Drexel University's iSchool's totally online program. What set me apart from most of my classmates was that I had no library experience. I'd never even shelved a book in my life and because I also worked full-time in an unrelated field, I didn't have the time to take a part-time job or internship that would give me that experience. But I did have vacation time, so I decided that year I'd use it to attend the SLA conference.

We'd discussed the value of professional associations in one of my classes. Several instructors emphasized the impact that networking opportunities could have on our careers. But what we hadn't talked about is what a shy person does at a conference where they don't know anyone. All the faces were unfamiliar and the idea of randomly introducing myself to strangers was unthinkable--until I attended one session called "Networking for Wallflowers" and saw how many people felt the same way I did. After the workshop I did attempt to meet more people but it still felt awkward.

That changed though when I walked into GLBTIC's annual business meeting. Here were professionals I felt totally comfortable around. I took advantage of the brief networking opportunities there and promised myself I'd attend the no host dinner later that evening. At the dinner, I met more people and told them about my limited experience and asked what I should do make myself more marketable. The answers varied but all contained one near universal nugget of wisdom-get involved in SLA.

A year went by where aside from reading *Information Outlook* I didn't have time to be active in SLA. But I still had vacation time so I made a point of attending the SLA conference in Seattle. I found that conference was a much easier experience for me in terms of networking. Now thanks to the GLBTIC dinner and other events I recognized several faces and was much less hesitant to introduce myself to new people. I was closer to graduating at that point and was avidly seeking out job leads. At one dinner someone told me that the most valuable thing I could do would be to get involved with my local SLA chapter.

I took this advice to heart and started attending as many networking and professional development events as possible. I subscribed to the chapter listserv and read each message that came across.

An announcement about DC/SLA Young Professional's and Student's Happy Hour came across the listserv and I thought it'd be a fun event to attend. One of the attendees there told me about the company she worked for and I remember thinking it sounded like a really interesting job. A few weeks later I saw an announcement over the listserv about a federal government career fair for librarians at the Library of Congress. I went to the career fair and ran into a recruiter for the company I'd heard about at the happy hour earlier. Within days of chatting with the recruiter I'd been hired in my first library related position.

But that was really just the beginning of my involvement with DC/SLA. A few months later the DC/SLA President contacted me saying she remembered meeting me at function and wanted to know if I was interested in being the Chapter Dine Around (networking dinner's for members and friends at local area restaurants) Coordinator. I agreed and went to work recruiting volunteers to host the dinners and then marketing them to the chapter.

I was surprised by the enthusiastic response we received from the chapter. We had 22 Dine Arouns over the course of 2009. I met so many people I might not have met otherwise. I got to know people who became friends, people who challenged me, people on the verge of retiring, and people just starting off in their careers--like me. There's no question that I learned a great deal in library school but I learned so much more about the profession, the association, and about myself by having dinner with all those different people. It turned out that even people I never met at a Dine Around would "meet" me; they'd recognize my name from the promotional emails I sent to the listserv and then approach me at other events.

One Dine Around attendee told me about the DC/SLA New Members Reception and I decided to attend. There I heard Current SLA President Gloria Zamora and President-Elect Anne Caputo talk about the Alignment Project and what it meant for the profession. Recalling their presentation, I signed up to be an Alignment Ambassador later that year.

As an Alignment Ambassador, I responded to member concerns via Twitter, the listserv, Facebook, and at a Town Hall Meeting. While I was doing this, I realized something about myself--that I really enjoy public speaking and writing. But maybe even more importantly, that other people noticed me and I was approached to take over the chapter's newsletter, *Chapter Notes*. Working on *Chapter Notes* in many ways has been like an extension of the Dine Arouns--I get to meet many people

with different views, experiences, and skills, and learn from them all while doing something I enjoy.

So my point is that I can't possible overstate the value in joining and being active in a professional association. You get all the benefits you'd expect like networking and professional development opportunities, but chances are you'll benefit in countless other ways too. Subscribing to an association listserv provides you with opportunities to get support directly from your peers (especially important for solo librarians) and invaluable information about what's going on in either in your field or location. By taking on different roles in the association there's a good chance you'll learn something about yourself--what you enjoy and what your strengths are. The people you get to know can help you grow in ways you'd never expect. Informal stories from Dine Around attendees helped prepare me for my first position supervising other professionals. But perhaps most importantly, being involved in an association gives others a chance to get to know you and see how you shine. And it can all start with something as simple as having dinner.

How Tough Times Can Energize the Profession

By Paul Henriques, Research Specialist, The Association for Manufacturing Technology

The term “value” is thrown around a lot these days. From groceries to interest rates, everyone is looking for a deal and scrutinizing just how far they can stretch their dollars in light of hard economic times. Likewise, organizations are looking at the value each employee brings to the table these days. All professionals, not just librarians, are well aware that employers are doing more with less. This has led employees to self-reflect on how they are helping to meet the organizations goals while going above and beyond to find new opportunities. Rather than strike fear in the hearts of information professionals everywhere, this should be seen as a perfect opportunity to showcase just what it is we can offer.

As a librarian about five years into his career with a few different organizations, both public and private, I’ve come away with some observations and some ideas on what employers are looking for and how to advance the profession.

There is a lot of information out there. Make sense of it.

The Internet and other online sources bring more and more information to our fingertips everyday. Evaluating it is a daunting task. While search and retrieval is an important part of what we do every day, it is important to go beyond this simple task. Depending on the request, locating a hard-to-find article or statistic may be enough, but going the extra mile and providing information tangential to the request is.

One recent request I worked on involved identifying top companies in the wind energy sector. After coming up with a short list and some recent news items, I threw in a recent chart from the American Wind Energy Association illustrating a 26 year trend regarding installations. This was a very easy addition that in turn helps illustrate and keep people focused on the big picture: market demand. Keep in mind, however, that while more information can be a good thing, it is important not to overload your clients and lose focus.

Be able to tell a good story.

Along with sourcing timely and relevant information, being able to put information into context is another important skill. This is where the time-honored tradition of narration comes into play. Anyone can create a dreadful PowerPoint presentation and bore everyone for a half hour. Be creative when it comes to the service you

provide. If you are having an orientation session with new employees, offer them a hands-on activity. A research scavenger hunt would be a great way to acclimate others to the resources offered. Team exercises also help break the ice, helping to forge new connections and allowing different parts of the business to be learned.

Telling a good story, however, goes beyond the context of research. Whenever you have the opportunity to interact with management, be sure to have your elevator speech ready, that is, who are you and what is it that you do here. Being able to clearly articulate what you have been working on and how it's helped the overall mission of the organization, such as an increase in sales or important project milestone, reflects a level of engagement that reflects well on your position and department.

Don't disdain meetings.

I've always likened librarians as kind of the human Rolodex of the organization. By attending internal project meetings and those related to the overall pulse of the company and industry, it will provide a first-hand look at who manages what along with the folks who can champion your job, projects and the department in which you work. It also provides a window into different projects being undertaken and allows information professionals like us to be proactive and on the lookout for information relevant to different practice groups.

Meetings are also a great place to network and connect individuals within the organization to help projects run more smoothly. This is an excellent way of boosting your credibility within the workplace. While it isn't always the best idea to turn work into a popularity contest, I can attest from personal experience that being well known in the building and "out there" within the organizational structure helps advance your career and makes work more enjoyable. While I was employed as a librarian with the US Postal Service Headquarters, it was a pleasure seeing a bunch of familiar faces around the halls and knowing I could call on these exact people if I ever had a specific question relating to their job or department or if an issue arose with which I required assistance. By using social capital wisely, one can become more effective in their daily tasks.

Devise a way to measure value.

Developing a way to measure the work you accomplish and how it benefits the organization is a sage way of making a case for your job. At a recent SLA Click U Seminar on embedded librarianship, Reece Dano and Gretchen McNeely of Ziba Design, Inc. explained how they created a tracking grid to monitor projects and the hours spent on them. Their chart provided a nice, clean way for employees to monitor their work hours, how much money was spent on a particular project and

for what purpose, as well as help determine how best to allocate resources within the budget.

Beyond budgetary concerns, keeping a log of reference questions is a smart idea for two reasons. First, it is common knowledge that questions fielded by librarians are repeated. Keeping a record will save time and money when it comes to questions. Second, it provides a record of what exactly is being worked on and how often. This will allow the individual in charge of the library or information center to make a reasoned judgment when it comes to collection development and allocation of resources.

Don't lose relevance due to diminished physical space.

We've all heard the line before: "Does anyone visit the library these days?" Unfortunately, crowds are still associated with usage. With libraries becoming more and more virtual, it is important to gain a presence through other real estate, especially of the virtual kind. Befriend the folks who control content on the company home page, as this is a great way to advertise services and keep the library and its resources in the forefront of everyone's mind. Another good way of increasing visibility is to partner with HR and make sure a library orientation program is in place for all new hires. Starting a new job is daunting enough, but if the library or research team is one of the first stops on the tour, it will leave a lasting impression and relieve new employees that yes, there is somewhere that they can go to ask questions and not feel intimidated or overwhelmed.

Never underestimate the power of a newsletter.

Along with increased presence in the virtual space, newsletters are a great way of keeping the library in the forefront of everyone's mind. Some out there may have horrid visions of the boilerplate email received every morning from those involved with corporate communications; however, a targeted piece with timely news is the ticket to getting employees interested in what else the library can do for them. There are many ways of going about a newsletter, and depending on how large an organization you work in, you may find that several specialized newsletters may work better than one. LexisNexis Publisher and the Factiva Newsletter feature are great ways of tackling this task in a simple and cost effective manner. Not only is the finished product professional but the search terms that the newsletter is constructed off of can be modified quickly and easily.

Stay active in professional associations.

Now more than ever it is important to stay active in professional societies as the acquaintances you make at association meetings and social events will prove invaluable down the road. Having been laid off earlier this year, I can honestly say it is nice to have a large group of friends and colleagues to network with and bounce ideas off of while in the job hunt. One can feel very alone out there during this process but having a support structure in place makes the transition much easier. Even if companies are cutting back on training these days and refuse to pay for dues to professional societies, pay for it yourself. The investment will be returned many times over. Not only does it help with employment issues, but it allows you to keep your finger on the pulse of the profession.

There are certainly many more tactics one employ to measure and add value in the workplace. As always, librarianship is a career in which you are constantly learning and reinventing yourself. With the hopes of an economic rebound and improved employment figures, now has never been a better time to think of new ways to help others around you work more effectively and keep the library viable, relevant, and secure for years to come.

Keep Current with SLA Government Information Division's News Feed

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis

I want to remind you about a great resource that is available to you out on the [SLA DGI site](#). It's the **SLA Government Information Division News Feed**, sponsored by LexisNexis. Keep up with news of interest to you as a government librarian by visiting the [SLA DGI website](#) and checking out this feed on the right sidebar. You'll see a list of recent articles on topics related to government librarianship. Just click the link to the article title and you'll be able to read the full article.

One thing that I really like about the feed is its scope - it's global. This feed is another way that SLA DGI (and LexisNexis) actively support your efforts to stay informed as a government information professional. The feed is powered by [LexisNexis Publisher](#).

If you aren't visiting the [SLA DGI site](#) and checking out the **SLA Government Information Division News Feed**, you are missing something!

SLA DGI also has a [discussion list](#) and a [blog](#). If you are a government librarian and a member of SLA, make sure that you join the Division of Government Information if you have not done so already. It's a very active division that provides many excellent resources to its members. To find out more about joining DGI just [CLICK HERE](#).

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Originally posted by Marie Kaddell on February 10, 2010 | [Permalink](#) [ShareThis](#)

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VALUE: DEMONSTRATING IT

Introduction to the Return on Investment Analysis

By Karen Jemison, Library Manager, VA Palo Alto Health Care System, Palo Alto CA; Edward J. Poletti, MLS, AHIP, Chief, Learning Resources, Central Arkansas Veterans Healthcare System, Little Rock, AR; Janet M. Schneider, MA, AHIP, Chief of Library Service, James A. Haley Veterans' Hospital, Tampa FL; Nancy A. Clark, Director, Library Network Office, Department of Veterans Affairs

Prepared in 2009 by a VA Librarian workgroup for the Library Advisory Council, in consultation with the VA ROI Coordinator from EES and an advisor from the ROI Institute. Intangible benefits data came from an invaluable year-long survey effort in VISN 16.

Essentials to keep in mind when using and tailoring your ROI analysis:

- **CREDIBILITY** – crop what is irrelevant to your situation, but be wary of eliminating an obvious cost, for example, because it is difficult to get information. Never compromise your credibility with management.
- **CONSERVATISM** – in ROI it is crucial to maintain a conservative analysis. Overstate the costs; understate the value or benefits. In our assigned costs (often in the Multiplier column) we took national figures comparable to baseline commercial costs for excellent service, speed, and quality for medical information delivery. In the Notes, you'll see a plea for equivalency: if the services you provide fall below that mark, scale down the multiplier to reflect that. Notably high ROIs invite disbelief and raking examination. Typically, a return of 25% is considered reasonable; returns of over 100% need strong evidence. As a conservative estimate of value you need to pare down or eliminate services under the Returns worksheet that your hospital would not pay for through a commercial service. For example, if you provide many donated paperbacks to patients, do not count them if this program is not meaningful to your management.
- **MEASUREMENT** – we are looking at the Library contribution in several ways. What would it cost to provide the same level of service, for the same amount of activity if it were *commercially* outsourced, compared to the current in-house cost?

BUSINESS IMPACT How much clinician time do we save (and they re-invest in productive work), and how much do we save the hospital with mediated searching?

DEMONSTRATED VALUE What is our collection's cost effectiveness per use compared to the commercial charge for each use? What are the cost savings we offer the hospital with ILL service (our costs versus commercial cost for

the item), and what cost avoidance savings do we offer with ILL (what journal subscription and purchase costs do we avoid)?

- **LIBRARY USE VERSUS OUTPUTS** – we take use figures (such as circulation and ILL) to help measure our benefit to the hospital. Output or outcome measures are more desirable (such as the impact of the information on the individual or his medical care), but VA does not gather national statistical data that would allow us to assign a dependable monetary value to outputs. (For example, the averaged cost of a saved outpatient visit is not available.) Leading us to:
- **INTANGIBLE BENEFITS** – despite the lack of attached monetary value, these are the heart and soul of our service. Management is aware ROI includes significant intangible benefits that a department contributes. You should feature these prominently, and not lightly ignore them. They are often considered far more important than the numerical cost benefit. It is unfortunate that we are sometimes unable to place a monetary value on some business benefits.

Restrictions on surveying patients make it difficult to collect data on benefits to them. Your contribution to patient education may need to be anecdotal.

Reading the Notes and Tips

To the left on most worksheet lines is a numbered note, with a corresponding explanation below. Understanding the relevance of a number or how it is derived will be essential in presenting results to management. Work from the left-most worksheet, *Investment*, to the right. Information is automatically transferred to other worksheets when you insert it the first time. Formulas are embedded to aid you and ensure consistency. If you need to change multipliers or formulas, the change will ripple through your results.

The *Management Report* worksheet is filled with data that relies on information from previous sheets. For that reason, you may wish to hide worksheets if you're using it with management (trying to stick with the "one-page" approach), or print your results, and construct a stand-alone report. (If you simply delete worksheets, information will disappear on the remaining sheets.) Example C is how Palo Alto reshaped the report for management.

Examples

The examples D, E and F show you how some members of the ROI workgroup received their statistical data. You are not bound to use only written sources; just for your own knowledge, you may wish to keep a reminder of your source for verbal information. This might also help if you are queried about how you arrived at some

figures. The examples may help you interpret information you receive, or help DSS, Fiscal or another department understand what is needed.

The last worksheet in the ROI tool - *Examples* - shows you some comparable results from stations that have done an ROI analysis.

“Non-library” Figures You Will Collect

Each of these figures has an explanation and suggestion as to where to find them in the related explanatory note.

For the Investment worksheet:

Number of square feet in your library, and the hospital office space cost per square foot (Note 3)

The OPM salary scale at <http://opm.gov/oca/09tables/index.asp> (Note 4)

A copy of the *Costs by Account* or *ALB 100* or *Account Level Budgeter* report from DSS, with these categories: 281001, 31001, 402001, 421001, 431001, 441001, 470001, and 564001 (Notes 7-12)

Total number of hospital FTEE (positions, not students, outside researchers, etc.) Note 9

Amount spent for library VISN contracts and the percentage of the VISN budget that your hospital normally receives (Note 15)

For the Return worksheet:

The estimated typical cost of commercial computer training in your area (Note 14)

For library statistics, you will need more than your Annual Statistical Report. You will use Docline and/or QuickDoc reports (Note 2); ILL budget costs (Note 12A), Book budgets (Note 16), and you'll be using your professional judgment for estimating several items.

Alternatives

For those who cannot use the ROI Analysis, we have prepared two other tools: a Management Support Summary, which ties library contributions to VA mission and goals, and a VA Library Scorecard, which summarizes national and local accomplishments in terms of ROI. Please look at the introductions to these tools to see if they will complement your management reporting.

For Help, To Comment or Suggest Improvements

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VIEW THE EXCEL WORKSHEET



VA Librarians - B.
ROI Worksheet 2009

Knowledge Management 2.0: How a SharePoint Blog Motivated Librarians to Share Knowledge and Helped Streamline Weekly Reporting

Anne Myers, Research & Reference Librarian, National Reconnaissance Office

Many librarians today work under pressure. We are expected to find authoritative information quickly and to deliver it to customers in a variety of formats. The economic downturn and subsequent shrinking of budgets has only increased the pressure we are under to demonstrate the value of our services to the leaders of our organizations. Finding and delivering information effectively and efficiently requires sharing knowledge and experience. Demonstrating the value of these services to management through weekly reports and meaningful metrics has become mandatory. The Library at the National Reconnaissance Office (NRO), a small library staffed with professional librarians, is effectively meeting both of these challenges by exploiting a Web 2.0 technology—the blog.

The NRO Library staff sit at desks lined up like a grand jury ready to respond to a diverse set of information and research requests. Many of our customers make their requests in person but even more make their requests through an electronic request form. The Library Chief, not only manages her staff and commercial vendors, but is also required to deliver weekly reports and metrics on our services to both government and contract managers. Despite the fact that our library staff sits so close to each other we can hold hands, the demands of our customers, and increasingly of management, limit the amount of verbal collaboration one would expect and hope for in a small working environment. We want to collaborate; we simply cannot always find the time to do it. To make things worse, collaboration via email, specifically to produce weekly reports, has proved to be a clumsy and inefficient process. Our weekly scramble to record our collective work generated so many versions of a document through email exchange that we lost track of which one became the final version. Enough was enough. The NRO Library needed to find or create one place to go to share our collective knowledge, to search for and reuse that knowledge, and to document our work and metrics to meet the requirements set by management. Frustration, necessity, and our inclination to innovate eventually motivated us to create the Librarians Only Blog which we access from the NRO Library's SharePoint website.

Between the creation of the *Librarians Only Blog* at the end of October 2009 and March 18, 2010, the NRO librarians have posted nearly three hundred substantive entries, many of which include links to highly requested documents and frequently used websites. The blog search function, which has proved to be quite effective,

has saved our staff a substantial amount of searching time by allowing us to quickly locate information on resources or documents we have already obtained for customers. NRO Librarians create categories (or tags) for their blog entries on the fly and have effectively exploited two categories—Weekly Items and Metrics—to meet their reporting obligations to management. Instead of sending a new email every week with a new document attached, the NRO Library Chief now simply provides a direct link to the Weekly Items and Metrics categories in the *Librarians Only Blog*. Government and contract managers can now access those relevant blog entries at their convenience. Since blogs are organized in reverse chronological order, these managers can view the most recent weekly reports first, but also have the option to review more than a week's worth of reporting or metrics if they so desire.

The NRO Library's experience thus far using a blog to manage knowledge and meet management requirements has exceeded expectations. All of the librarians have seamlessly incorporated posting entries to the blog into their workflows. The ease with which one can access, post and categorize the blog has been a major factor in its success. In addition, the ability to access and draw upon a collective knowledge pool from one location has been invaluable. The NRO Library will continue to develop this knowledge pool, and hopefully, will continue to meet the ever changing requirements of management.

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 - Extract information from one DMS, format it and migrate it to another when departments merge
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— Michael Maloney
Managing Partner
Sabaly, Shillito + Dyer

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The Value Proposition of Embedded Librarianship

By David Shumaker, Clinical Associate Professor, School of Library and Information Science, Catholic University of America

We live in the age of evaluation. From corporate earnings reports to school-wide performance on standardized tests, no institution or segment of society is exempt from being evaluated on how well it performs its mission.

Libraries and librarians are no different. As specialized professionals with unique skills, our job is to align what we do with the needs of the organization where we work, help the organization accomplish its goals, and show how we have done so. For an academic librarian, this may mean demonstrating that our services improve undergraduate education, or contribute to the faculty's research program. For an information professional in the corporate sector, it may mean showing that we've helped in marketing a new product, increasing sales, or enhancing profitability. In the government, we are accountable for our contributions to the achievement of agency missions, goals, and objectives.

The embedded library services model offers librarians opportunities to identify their value, deliver the services that contribute most to organizational missions, and communicate to decision-makers about what they have done.

Research has shown that the essence of embeddedness for librarians is in delivering specialized services to meet the needs of a specific customer group, and maintaining a close working relationship with that group. Sometimes it's thought that the embedded librarian is one who has an office in the customer group's space, away from the library. Sometimes it's thought that embeddedness means being supervised by the customer, and not being part of the library organization; or having the customer group pay the librarian's salary. There are examples of all of these in the literature, to be sure. But a research study funded by the Special Libraries Association found that neither co-location nor being supervised by the customer group was significantly correlated with the delivery of specialized services to a group, and that the correlation between delivering specialized services and receiving funding from the customer group, while significant, was not strong. (Shumaker & Talley, 2009)

What is more striking about embedded librarians is the emphasis they place on building relationships with their customer group. In the same SLA-sponsored study, it was found that over 50% of embedded librarians engage in the following relationship-building activities:

- Collaborated on or contributed to the customer group's work

- Met more than once with a few regular customers to discuss information needs and present results to them
- Provided training on information resources or information management tools away from library facilities, such as in a customer's office, a conference room, or classroom
- Met (in person or virtually) with senior members of the customer group to discuss information-related needs and services
- Attended a meeting, class, or conference devoted to the customers' area of expertise (not oriented to librarians)
- Attended the customer group(s)' meetings to learn about their work and information needs
- Collaborated on or contributed to the customer group's electronic communications and/or collaborative workspaces, including email, wikis, blogs, and other web-based workspaces.

In other words, they got out of the library and communicated with customers in their customers' space – be it physical space, virtual space, or both.

It's vital for librarians to get out of the library because it's outside the library that they add the most value. Research has shown that few people start their information seeking in the library. They ask a friend or a colleague. They turn to Google or Wikipedia. In a 2005 study, OCLC found that 84% of people began their information searches with a web search engine; only 1% started with a library website. (De Rosa, 2005) The fact is, librarians who wait in the library for questions to be asked and research projects to be delivered never see most of the questions, and most of the information needs, that the staff in their organizations encounter. Thus, they miss innumerable opportunities to apply their expertise and help their organizations. Embedded librarians, on the other hand, gain the ability to exploit those opportunities. By getting out of the library, collaborating with their customers, and building relationships, they identify the unasked questions, and they meet needs that were formerly unmet. For example, Mark Aaron Polger describes how the staff of a hospital library in Ontario resolved to get out of their little-used library in the basement of the hospital. They visited customer offices, delivered on-site training to customer groups away from the library, participated in meetings and accompanied medical staff on "rounds." Over a three-year period, various measures of use and satisfaction rose sharply – total information requests more than doubled. (Polger, 2010)

But meeting the needs alone is not enough. While embedded librarians gain many opportunities to deliver value, they must do two more things to be successful: assess their value, and communicate their value. In Polger's case, the staff wisely tracked various measures of output and value before, during, and after their switch to the embedded services model. In the SLA study, it was found that the practices

of assessing value and communicating value were among the sharpest, most significant differentiators between successful and less successful embedded services programs.

The study compared two groups of embedded library service programs. The first group had experienced growth in the demand for services, the number of embedded librarians providing services, and the number of services provided. The second group had not experienced growth in any of these areas.

It was found that members of the first group were much more likely to measure and evaluate their work than members of the second. Successful programs were significantly more likely to track the following metrics:

- Financial measures of value
- Research projects performed
- Anecdotes of library impact and value
- Documents delivered
- Reference questions
- Customer attendance at library training sessions

Both sophisticated measures of value (financial measures; anecdotes of impact and value) and old-fashioned statistical counts were captured. The lesson is that the successful programs, by and large, had a much better picture of the quantity and quality of their work than the less successful programs.

The final point is an even more important lesson. The successful programs were much more likely than the others to answer “yes” to this question:

“Is the measurement data used in any way to justify the continuation of specialized services to any of your individual customer groups?”

In other words, the successful embedded librarians not only measured and evaluated their work, they communicated the results back to the appropriate customers and managers. By showing their value, they were able to get the resources they needed to continue, and even expand, their services.

Librarians are no longer bound to their libraries. We’re now free to get up and move about our organizations. By getting out of the library, building relationships, and embedding ourselves with the customer groups who need us, we can meet information needs more effectively and contribute greater value to our organizations. But in order to succeed, we must do two more things as well. We must measure and evaluate our results, and we must communicate those results to the decision-makers who can choose to keep us – or let us go.

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Rethinking *Value*: How Embedded Roles Makes Us *Valuable*

By Mary Talley, Co-author of the SLA Funded Research Project: Models of Embedded Librarianship, 2009

It was a wonderful life. When I started on my professional career - first as an academic librarian and later as a law library director - libraries and librarians were the only information game in town. Books held the answers and we held the books. There was no question that our work supported our organizations in crucial and irreplaceable, if not always measurable, ways. There were no doubts about our intrinsic value: they needed us to find, organize and get at the data. These were powerful positions. It was a wonderful life.

That was, of course, before the competition arrived – before the Internet, before Google and Bing and before self-service customers, and good-enough information – before librarians moved into the unaccustomed position of having to prove our value. Then, just as we begin to adjust to this new position, along comes Facebook, Linked-In, TripAdvisor and the “wisdom of the crowd” to up the ante and force us to rethink our competitive edge and our place in this ever-evolving, 2.0 information world.

Rethinking our positions and what makes us valuable to our organizations, forces us to look long and hard at exactly where our old positions really placed us within our organizations. Were those positions really all that powerful in the days-before-the-Internet? Did we drive our organizations back then, tending the gates of knowledge? Or, did our positions then put us in adjunct roles that were primarily transactional and reactive in nature, as many are now? If our positions did not allow us to be active participants in driving our organizations’ goals and objectives forward, we were – and are – adjuncts in our organizations. In a self-serve, peer-to-peer, 2.0 information world, as long as we hold adjunct roles in that world, we will remain stuck in the uncomfortable position of having to prove our value.

It is tempting to want to maintain business as usual and collect endless amounts of data on what we do as proof of how indispensable we are to our organizations (i.e., “if only they understand what we do”). Here’s a cautionary tale of efforts to prove value that backfired when the library in a large government agency tried, a few years’ back, to quantify its contributions and demonstrate its importance to the core business.

This library found itself in the position of having one client within its organization that was both its largest customer and its most contentious one. Because the library’s contract with this group was always renewed with a great deal of trouble,

the library tried to prove its value by documenting the heavy use this group placed on it by measuring, for example, the number of information requests it received from members of the group. Rather than see the value in this, the senior administrator of the client group took the data presented as an indication that the people in his group were not working as hard as they should be and that the heaviest users of the library's services were the laziest!

How, then, to prove value in a credible way? We need to move the conversation away from "proving value" to being valuable, by trading in our adjunct roles for those that have direct involvement in the high value work that drives an organization and in the outcomes of the organization, the goods or services it produces. Embedding information service providers in organizational groups offers a path to that direct involvement by moving information professionals out of libraries into their customers' work and exchanging the service-provider role for that of team members with shared responsibility for the outcomes.

Competition can bring as many opportunities as it does challenges. The rise of a highly-interactive, information environment is opening the way for embedded information professionals, as much as it is making these new roles imperative. Collaboration, immediacy, accessibility, the disintegration of boundaries, and a new emphasis on relationships are characteristics of the 2.0-world that our constituents are coming to expect from their information-seeking encounters – with technology or people. Luckily for us, these are also qualities associated with the provision of embedded information services.

Successful embedded roles are built on establishing non-traditional, non-transactional relationships with organizational groups. For instance, embedded information providers report that they meet customer group members for lunch and attend their social gatherings; attend their work meetings and educational programs to understand customers' work context; arrange meetings to learn about their customers' information needs and to offer solutions. In other words, they create multiple paths for continual interactions with customer groups – interactions that are initiated primarily by the information professional.

As they build relationships with internal groups they, also, put their professional skills and expertise at greater disposal for their customers' use. The more the embedded professional's skills are put to direct use on their customers' work projects, the more the information professional's knowledge of the groups' work and subject areas grows, the more their credibility grows, the more they are trusted with high-level work. True collaboration with customer groups becomes much more likely as knowledge and credibility increase, which, in turn, increase the complexity - and value - of the work.

The evolution of a research librarian into an embedded librarian in a business development department of a global firm is a good example of this process at work. This professional first formed a strong, working-relationship with the business development department in her organization, learning department members' work and information needs and providing competitive intelligence research. When the department recognized a growing need for dedicated competitive intelligence research to support firm expansion, the information professional was in an excellent position to take on that new role. To solidify her role and strengthen relationships within the department, her new function was promoted to all department members; she attended all meetings as a team member; had face-to-face meetings with all department members in other locations; and now meets with all new department members, participates in managers' conference calls and personally trains all department managers on the research tools.

As she became embedded, she experienced a marked change in her role: although the research work continued, her level of responsibility and accountability in the research process grew. Instead of supplying a piece of the information for a department work product, she became fully invested in the process, with responsibility for the outcome. As a result, her work has shifted towards analysis and synthesis of the data. For example, she contributed a market research component to a major report that formed the basis of her organization's decision to open a new, international office – and, her role in the report was recognized.

Today, this embedded professional's work includes research contributions to the firm's RFP's, its capabilities for client pitches, dossiers on potential clients and markets, as well as performing market research and competitive intelligence. As a trusted member of the business development department, she is an active participant in all problem-solving discussions and proactively addresses new initiatives and other needs she identifies in these meetings.

Pressure to prove value is not an issue for this embedded professional. As a business development team member, she is held to the same performance standards every other member. Proof of value is demonstrated every time she is sought out as a team member on a business development project and engages in complex, meaningful work that drives the firm forward.

The more we become involved in the outcomes of a customer group's work, the more we are able to extend our professional knowledge and capabilities to work that achieves organizational goals and objectives, the closer we move to the center of the organization. And, the more we become a real stakeholder in the organization, the further we move away from that uncomfortable position of constantly proving our worth. It's a wonderful life (as an embedded librarian).

Roving Reference

By Laurie Ann Lakatos, Reference Librarian, Center for Naval Analyses

My personal experience:

To boldly go where no man has gone before...REWIND...where this Librarian hasn't gone before. I'm talking about "Roving Reference" the outreach program intended to be an omnipresent Library reference program with an omniscient Librarian. I've experienced a year-and-a-half worth of 26 Roving sessions filled with a creative marketing plan and with patron incentives. It left me with a deep satisfaction in knowing that patrons who at first really didn't know the Library's intranet location to finally know where it was after the sessions.

Back in 2008, the Roving Reference session began in my workplace. I was a newly graduated Librarian, in a semi-solo reference position, working for a government contractor. I had high expectations that my contributions to any library would certainly "make a difference" coming off a fast-paced Library Science Master's program. Early on, I was halted by some obstacles. I found them quite quickly in my workplace where subtlety was the style for all outreach programs promotions. I came to a crossroads where my workplace culture and my training collided. I was asked to "Rove" in March 2008. I had to find a way to make it happen.

I had to pull together a plan. I knew I had to visit with every divisional department within the company, at least twice, in order to increase in ready references statistics. There were five divisions and I had to work in ways I never dreamed of. I thought how could it get done in a "quiet" environment? I quickly researched what other libraries had achieved. I found one article about a library, a government contractor that boldly went through such a program. I read about their methodically, statistical information and their overall pros and cons of the program. I found out about a Government agency doing the same. They tweaked the program sessions to a shorter one that provided double impact with excellent results. I, on the other hand, tried to merge the two methods in order to reach increasable attendance and a yearly increase in ready reference requests.

After sorting through the possibilities of what could be done; theoretically, I thought I'd work with my colleagues to go as far as we could go; and, achieve a greater outcome. After the first session, I very much felt like the "newbie" or new hire to the company. But, as time went on, I got to know the Roving patrons and they slowly got to know me. They certainly saw my limitations. I realized, at that point, I wanted to instruct them to locate the library resources and services on their own. I wanted them to do the simple tasks and for them to take charge in locating a book or an article without calling the Library staff for assistance. I wanted to digitally empower the patrons. I navigated them to the company's home page and instructed them where to click to get research results.

As sessions increased, the Roving Reference patron attendance remained steady and I began to know each of the research leaders. A week and a half before every session, the marketing promotional plan started with an announcement in the employee bulletin. A few days prior to each session, an announcement was posted on the company's homepage. I sent individual invitations to each research leader asking them to broadcast the sessions at their team meetings. The day before the session, I personally greeted and invited the analysts with a flyer and Mars mini-chocolates. The day of the session, a large poster was displayed in the lobby and mini-flyers were posted on bathroom doors. The promotional creativity increased with incentives by having a Library Coupon contest and the winner would win a \$25 gift certificate.

The third Roving Reference installment included 5 weeks, one session a month, of total vendor instructions. Representatives from the Defense Technical Information Center, EBSCOHost, ebrary, JSTOR and Jane's Online provided onsite instruction. The attendees grew in number and provided the Library staff with feedback. They asked for electronic databases and asked where they could locate needed resources. Often, the resources they've asked for were not obviously displayed in the Library section on the company's intranet.

With that in mind, I wanted to have marketing material that was to be customized for each division. It was drafted in the last installment of the Roving Reference sessions and in December the Divisional Brochures were professionally designed. The contents were customized and included the Library services, electronic vendors and navigation examples of a division's search topic(s). For example, one division's primary focus was weapon systems. The brochure would show pointers to visually help the analyst navigate a vendor's database. Another division's focus was on economic and defense manpower resources. The brochure would provide sample keywords, terms and phrases showing the number of results in each database.

After four Roving Reference installments, 26 instructional sessions and over 110 attendees later, I know the outreach program is a work in progress. It has its limitations; but, it's also a vast frontier that can only be explored one installment at a time. It's no longer the final frontier.

It is my goal to conquer and to improve the Library system. I want the Library to be a place where analysts can easily access information on their own and know the Library staff will always be there to help them navigate through the process.

Advocacy, Competence, and Service: Experiences in Librarianship

David E. McBee, Electronic Resources Librarian, Research Library, Board of Governors of the Federal Reserve System

I have had the privilege of working in three federal libraries with similarities and differences. One of the greatest benefits of working in my current agency is that the library is part of a research division. The management outside the library understands the value of the library to the organization.

The benefit of this is that the management team knows our strengths and understands what we bring to the organization. The challenge is that they have expectations of service to satisfy the needs of the organization. That puts them in the position of being advocates for the library.

Advocacy

At the 2010 Computers in Libraries Conference, Ken Haycock, Director of the School of Library & Information Science at San Jose State University, said that advocacy is not just self-promotion. It is closer to marketing in that we determine the needs of our users and advocate how we can help serve those needs.

Key to this is having a library director who is also an advocate who looks for ways the library can serve the organization in less traditional ways – building on the skills of librarians.

One current project has our librarians working with research staff to build the subject areas of the division's Intranet site. We look for resources that support the research in various subject areas in which our research staff is working. We get to work with our IT to populate the website with those resources and other news. This project will result in a portal for our division topic pages created by both librarians and the researchers who will be using the resources.

Another way we are reaching out is by serving as liaisons to different research divisions. This is not quite the embedded librarian model – but a way of getting us outside the physical library to remind people of the resources and services we provide. We put a human face on the library.

A third way we are reaching out is by giving guidance on the information database contracts that the agency has. A colleague has laid most of the groundwork, and we are working across divisions to aid the process, review the contracts, make sure the database will satisfy the information needs of the users and that the contract will allow our researchers to use the data to accomplish their research goals. This

is a service that was done to good effect in another library where I worked. Here we have the added support of an attorney in our Legal Division to help us review and negotiate the contracts.

Competency

So we have the advocacy part, but that will only get you so far. Next you have to have competency to back up the demand your advocacy creates. Competency is not elusive, but it takes work. Years ago a mentor said to me that in his vocation one had to be a lifelong student. That applies to librarians as well.

Competency is a challenge for us to know our strengths and weaknesses and knowing the strengths and weaknesses of others. We don't have to get all Myers-Briggs about this, but it is important to know how we can work with our colleagues to the best advantage for the library and the organization as a whole.

We need to read our professional journals and attend conferences and workshops. We need to see what our colleagues are doing in other libraries and we need to learn from the new generation of librarians and we need to be able to guide them. All of this means a commitment to learning and being open to new ideas and new perspectives.

We cannot always implement every new idea and we should be somewhat circumspect. If we change too much too fast – we risk losing some of our patrons. We also need to understand how much change our organization will support. Sometimes there are technical reasons we cannot implement something, and sometimes it would not fit our organization. My current organization is not ready for exclusively virtual meetings – but they are willing to adopt 21st Century technology. My last agency was apprehensive about blogs – but I was able to create one for the library that was well-received.

As for our professional reading and education – not everything will work. Some articles in *Information Outlook* or *Library Journal* will be helpful – but probably not all of them. Sometimes at a conference we'll have to choose among three great sessions being offered at the same time and two hours later there are no sessions that appeal.

I learned from one colleague to be ruthless with my time at a conference. If a speaker or topic is not meeting the description of the session and there is a simultaneous session that you are interested in - get up and go! If a speaker is only going to read her/his Powerpoint slides – get a copy of the slides and find another session.

You or your agency is paying for you to be at this conference so don't waste your time or your money. Often I do well to talk with friends in the Government Information Division and get some ideas about a talk that is worth attending – or we sort through some challenges we are facing in an impromptu roundtable. Learn from our colleagues!

Service

Then there is service. We all think we have that covered because we are librarians. Years ago I worked as a hotel clerk. People would come in and ask a question. I had the choice of answering the question or responding to the information need, and that was before I ever heard of a reference interview.

Service requires listening to your client with your full attention. This is first of all a matter of respect for your client. Secondly it is the only way you'll be able to get a handle on what the information need really is. It is very easy to hear the first couple of sentences or scan the email (I am guilty) and guess at what the request is. Next thing, your mind is racing through your favorite resources to provide that answer. The problem is that we miss part or the crux of the question. Breathe. Focus. Listen.

I know of a librarian who was invited to a meeting with a senior client group who wanted her help on a project. She spent the meeting on her blackberry – reading and typing. She might have been telling herself that she was multi-task, but the message to the clients was that she was not listening and was not interested in their information need.

Another part of service is working with our colleagues. When we recognize a colleague as an expert in an area of research – we help ourselves by asking for his/her help to find an answer. If we are the expert, then we need to be willing to help our colleagues when they come to us – but we need to make it a learning experience for the colleague. Yes, it is easier to answer the question myself, but that does not support our colleagues or the organization as a whole.

Our service doesn't end there either. We follow-up, we remember that a client is interested in this topic and even a month later send along an interesting article on that topic. We need to share some of that information with our colleagues. Who is interested in this topic? Share that knowledge with your colleagues.

This is the time when we have to fight the self-preservation urge and think of the good of the Library. It isn't good if only one person is doing everything. We need to share the knowledge – isn't that part of Knowledge Management? I may finally

have a winning Powerball ticket and assume a life of leisure. If my colleagues don't know what I have been working on the organization will be at a loss.

So there you have it – some of the greatest tools of Library 2.0 are ones that are tried and tested: advocacy, competency, and service. If you get those down you'll be able to use blogs, desktop delivery, portals and wikis effectively to serve your clients' needs.

The NIH Library's Information Commons: Turning Less into More

By James King, Mary Hash, Bradley Otterson & Ben Hope, National Institutes of Health Library, Office of Research Services, Bethesda, MD

The National Institutes of Health (NIH) is often referred to as the “crown jewel” of the Federal Government, serving as the “steward of medical and behavioral research for the Nation.” With a sprawling 310-acre campus in Bethesda, MD, NIH is composed of 27 Institutes and Centers and 18,000+ employees with roughly half in scientific and clinical positions. NIH conducts translational bench-to-bedside health care research, each leading the way toward important medical discoveries that improve health and save lives around the world.

Situated in the NIH Clinical Research Center building, the NIH Library, with a staff of 48 full-time employees and 15 contractors, supports a major US government agency and is focused on being the “heart” of the NIH, meeting and exceeding the scholarly information needs of our community through a range of innovative services, resources, and knowledge.



Light and open space create a welcoming information commons for NIH employees

Surveys over the past decade have consistently demonstrated that the NIH Library's singular focus on customer service has paid off, resulting in being highly valued by its stakeholders for its services and acclaimed for its specialized activities and services. With the most recent round of renovations to the physical library, the NIH Library attempted to add value to the “Library as Place” as well.

As in many research and academic institutions, the shift to digital desktop delivery of resources and services over the past decade made downsizing the physical library inevitable. In 2008, the library ceded 8,000 sq. ft. to three institutes to meet their needs for more research space, but by then the NIH Library was already well underway with their multi-part remodeling plan that would transform how the library served its customers.

The lower level of the library is ideal for compact shelving and is only accessible from within the library, so all print collections were consolidated downstairs. The main level was converted into an inviting information commons with a flexible training space. To extend the information commons, library management gained

control over the patio space outside the windows of the reading room. The patio space is actually the roof over the library's lower level and was 4,400 sq. ft. of unmaintained space that no other entity on NIH wanted responsibility for. It offered dried up potted plants and weeds, excessive temperature swings, and very few seats. The library's facility team envisioned transforming this space into an outdoor adjunct of the indoor information commons, a place where customers could go to read, reflect, and relax. By applying green roof principles, the library would be able to turn the patio into an outdoor oasis. A new entrance from the physical library to the Green Terrace would allow library customers easy access to both environments.

The Green Terrace construction effort was approved as the first green-compliant remodel on the NIH campus and was being viewed by all levels of NIH and HHS as a test case for future remodeling efforts. The library's Green Terrace project has changed the way NIH facilities management administrators view green projects. In April 2009, after two years of effort, the NIH Library proudly held a ribbon cutting ceremony on Earth Day to officially open the Green Terrace and unveil the remodeled information commons.



The NIH Library's Green Terrace

The Green Terrace features drought-tolerant plants as well as more traditional perennials that are well suited for green roofs. In addition, the library has added a special section for medicinal plants used in research. The walls surrounding the Green Terrace have been equipped with roof-top planters and wires to support vines growing up and down the walls (living walls) to reduce the heat signature in the summer. Rain water runoff is captured in a cistern and pumped back up to the Green Terrace using roof-mounted solar panels to further enhance sustainability.

Discussions about the value of the library traditionally focused on the utility of the services and the collections, with space being an afterthought. The events of the past two years put specific emphasis on "understanding the value of Library as Place" in a 21st century special library, specifically to "do more with less." As collections and services become increasingly digital, what is the value of a physical space? NIH Library staff answered that question with a beautiful mix of social space combined with private study space, both connected to the virtual space.

For more information about the NIH Library's Green Initiatives, please visit our Going Green Web page <http://nihlibrary.nih.gov/Pages/GoingGreen.aspx>.

The Building of a New Corporate Library Intranet Page

By Judith M. Weiss, Library Manager, Pension Benefit Guaranty Corporation

I have been the Library Manager for the Pension Benefit Guaranty Corporation for just over three years. Throughout my tenure I updated and tried to 'refresh' the look of our Corporate Library Intranet site. This site, ambitiously created by my predecessor, was outdated in layout, functionality, and hid many of our most valuable electronic resources. Our web team did not want to have much to do with it as it wasn't created using the current PBGC programming standards. Fortunately my Division Director had secured a place for me on the Corporation's web committee (formally known as the Change Control Board) and when the discussion of an imminent overall Corporate Intranet 'refresh' project was announced, my hand shot up. The Committee was worried that departments would not be willing to claim 'ownership' of their part of the Intranet and updates would be impossible to obtain, but I pointed out that we had a project ready to go!

The Library Staff (Ann Wakefield, Lynn Artabane, Eva Salvetti, and our student, Kim Carter) laboriously started trying to detail the hundreds, if not thousands, of links and interlinking pages on the old Library web site. We ultimately ended up using several library tables pushed together, covered with folders (which contained lists of the links), and arranged by the perceived hierarchical layout of the library web site to accomplish our goal. It was a dramatic portrayal of the irrational layout and outdated links from the old page. We invited the web committee and a few members of the programming staff to take a look. Their response was unanimous – why not just start all over? We cheered – this was exactly what we wanted!

But where to begin? A blank slate can be daunting. We started by surveying other government and university web sites. The options were dazzling and we weren't sure the web team would approve some of the jazzier, web 2.0 looking sites. Ultimately we decided to loosely follow the format of PBGC.gov, with generous modifications. The programmers on the web team were not tasked with any design work –=]design, color, and all other graphic elements for each landing page and subpage were up to us to fashion and for them to craft into 'wire frames' for our intranet site. We had a lot to do but fortunately one member of the Library Staff, Eva Salvetti, stepped up to the plate and mocked up several web page layouts in Word, which the Library Staff debated and selected from.

The Library Staff met frequently to determine the guidelines for the selection of content for the new Intranet site. The former web page was full of links to small, 'mom and pop' web sites that had since been abandoned. To minimize the possibility of this happening again, we decided to include only links to government or university web sites, and links directly to useful files from our database vendors.

Again, we were at another blank slate – which topical or format-based categories or tasks should we use to organize the links on our new Intranet site? We decided to try a process called card sorting, where we went through useful links from the old web site, each written on an index card, and debated which subject category we should establish on the new web site to capture the link on that card. These were then put in folders according to the topic chosen and the proposed topic name was written on an easel. I initially had little hope that this process would be successful, but it worked beautifully. Within a few hours we had worked out the subject headings for each landing page and the hierarchical system we would use to link it all together.

With the list of subjects now established, I assigned subject areas to each member of the Library Staff, reserving one person as the unofficial project administrator who kept track of all the new links, documented all our work, and officially transmitted the data to the web team for upload to the test Intranet site. We decided to link directly to relevant LexisNexis, Westlaw, CCH, HeinOnline, and EbscoHost files on each subject page. This was a very time consuming process which was different for each database service, but we felt the product would be worth our time. The “Westlaw Watch” website allowed us to develop permanent links to Westlaw files, and LexisNexis provided a fantastic Excel spreadsheet containing the permanent links to all their files, arranged by file name. HeinOnline has a handy link generator icon that can be employed to develop permanent links, and CCH sent us a list of links directly to subject files for us to use.

On several university websites we had observed useful color codes to explain the access rules for each website or database. We decided to employ the same system, placing a color code next to each website link representing the licensing restrictions for each service. The Access Code definition box follows you to every page on the website. We also decided to use a colorful little Microsoft icon on each page and called it our “Did You Know?” box. Here we place a current tip about a new or frequently overlooked file or resource relevant to that subject page. The homepage has a large area in the middle called our “Highlights” page, where we put news about current library events or new services. The homepage also has an “Upcoming Training” box on the right and a toolbar on the left with links to the most frequently used research services.

We completed the content development for our new Intranet site on March 31, 2010. We hosted a very successful Library Open House to introduce PBGC to the new Intranet page, which included scheduled Intranet ‘tours’ on our large computer monitor, one-on-one tours at our other terminals, handouts, and of course, refreshments. It was also discussed in an article in the PBGC staff newsletter, and I gave a presentation to the Executive Management Committee. Comments were

very positive and we obtained valuable input on additional links departments would like to see added to their subject areas. We also plan to highlight it again during our belated Library Week activities in May.

We are committed to updating the Intranet site and checking all the links on a regular basis, so it will always be a work in progress. The Library staff is very thankful for the support of our Communications Department and the IT Department's web team. When I think back about the whirlwind of activity this generated for the Library, the expression that comes to my mind is: be careful for what you wish for, you might actually get it!

Top Research Links

- BNA at PBGC
- Benefits Practice Center®
- EBSCO Research Databases
- HEINONLINE
- LexisNexis®
- THE WALL STREET JOURNAL

Highlights

Take a Tour of the New Library Intranet Site!

The old PBGC Corporate Library intranet site is gone, but not forgotten! The Library, aided by the intrepid Web Team, worked tirelessly for the past 6 months to accomplish a 'total makeover' of the Library intranet site. Why undertake such a task? We felt the old page did not highlight the many valuable services that the library offers, was not well organized, and was hard to update with current information.

So here is a quick overview of the new PBGC Corporate Library Intranet page:

General navigation - clicking on the [PBGC dome](#) at the top of the screen will take you back to the Library home page; clicking on [PBGC intranet](#) will take you to the intranet. The Intranet Search Box searches the entire PBGC intranet. Additional links at the bottom of the page include a link to the old library web page (no longer updated).

Upcoming Training

LexisNexis:

- May 21, 2010 10 am - 12 pm
- May 27, 2010 2 pm - 4 pm

Westlaw:

- May 20, 2010 2 pm - 4 pm
- May 25, 2010 10 am - 12 pm

Highlights Archive

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- Public Affairs
- Due Diligence
- Government Relations
- Enforcement
- Investigative

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How a New Business/Self-Development Book Had Its Genesis in a Library School Class

By Bruce Rosenstein, Author, *Living in More Than One World: How Peter Drucker's Wisdom Can Inspire and Transform Your Life*

My first book, *Living in More Than One World: How Peter Drucker's Wisdom Can Inspire and Transform Your Life*, published by Berrett-Koehler, began shipping to stores and online outlets last week. At the same time, I finished a teaching semester at The Catholic University of America's School of Library and Information Science, where I am a part-time lecturer. There is a degree of synchronicity in those two events, since my interest in Drucker dates back to the summer of 1986, when I was a student there, taking a library management class taught by Duane Webster, who retired in 2008 as executive director of the Association of Research Libraries. I had heard of Drucker before, but had never read his work until that class, where the major reading assignment consisted of chapters of Drucker's 839-page classic book, *Management: Tasks, Responsibilities, Practices*.

Drucker was known as "the father of modern management". But his work goes beyond management and beyond business. After the class ended, I started reading more material by and about him, a self-study project that continues to this day. Reading Drucker's work also intensified my interest in business and management books, providing another field of ongoing self-study. In 1987, I became a librarian at USA TODAY. I had considerable writing experience before joining the newspaper, but it was mainly about rock music. Eventually I developed a specialty in business and management books, and began writing about them for USA TODAY in 1996, while continuing to work there as a librarian. My first work on Drucker appeared in USA TODAY the following year, and I wrote about him in those pages until 2008.

The worlds of Drucker and libraries intertwined further for me in 2001, when it was announced that he would be one of the keynote speakers for the Special Libraries Association's 2002 annual conference in Los Angeles. I wrote an eight month column for the SLA's publication, *Information Outlook*, on Drucker's life and work leading up to the conference. The night before his keynote, I interviewed him (both in his hotel room and at a nearby Japanese restaurant) for a feature story in USA TODAY.

Not long after, I decided to write a book about how knowledge workers -- in business and otherwise -- could best apply his lessons for self-development and personal growth. I felt that this aspect of his work had not been explored sufficiently in books, either his own or by other authors. I eventually interviewed him several times in person for the book. I also interviewed a number of his associates and former students.

In November 2005, seven months after our last interview, Drucker died at 95. The book took much longer than I had envisioned to find a publisher and take the proper shape. As I was finishing it last December, I became part of a group of layoffs from USA TODAY, and I found myself living the principles of the book in a new way. Drucker said in one of our interviews that if you had multiple areas in your life, a setback in one wouldn't destroy you. As bad as a layoff was, the psychological blow was cushioned by knowing my book would be published in 2009 and that I would continue to teach at Catholic University, if only on a part-time basis.

So we have come full-circle. The first class of this year's semester was held in Marist 213, the same classroom in which I began my study of Drucker's work twenty three years earlier. And on July 11th, from 2:00-3:00 at the American Library Association 2009 annual conference in Chicago, I will do my first book signing. It will be held at the booth of Ingram Publishing Services, the distributor for Berrett-Koehler. I look forward to meeting and discussing the book with readers of [Government Info Pro](#) who will be attending the conference!

[Reach Bruce Rosenstein by email](#). Learn more about Bruce and the book at www.brucerosenstein.com.

[Visit the Berrett-Koehler product page for Living in More Than One World: How Peter Drucker's Wisdom Can Inspire and Transform Your Life, with free book excerpt](#).

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Originally posted by Marie Kaddell on July 06, 2009 | [Permalink](#) [ShareThis](#)

Demonstrating YOUR Value 2.0

Deb Hunt, Principal, Information Edge

With the current economic crisis, you can still thrive and get the word out about who you are, what you do, and the value you bring to an organization.

We've all been told over and over again that it's not what you know, it's who you know. (A case in point is that all my consulting work comes from networking.)

There are geographical and other limitations to in-person networking. We can expand our networks by using professional networking 2.0 tools.

For both Facebook and LinkedIn, the first rule of job hunting or finding consulting work is to let others know that you are available. Your active participation and engagement in groups will help recruiters or potential employers and clients determine whether you are a good fit when there is a job or consulting opportunity.

Facebook

Facebook has a lot going for it:

- More than 400 million active users
- 50% of active users log on to Facebook in any given day
- More than 1.5 million local businesses have active Pages on Facebook
- Many recruiters are constantly scouring social networking sites to reach out to potential candidates, and Facebook is one of them

Facebook Groups

Search for groups you may want to join for networking. Look for organizations people, groups, pages etc. and build strong relationships with members of your groups by contributing your expertise to discussions and asking questions.

I search for groups that might be of interest and add them to my groups. For example, I can search SLA and right away up pops the top 8 hits for that search term. I also search for groups to join from my "home" page by clicking the "Groups" link on the left navigation pane. A list of links to my groups appears. I can click on the "Friends' Groups" link to see which groups my friends have joined too.

Facebook Jobs Marketplace

To find jobs simply click on jobs and you will be able to see all the jobs listed in the marketplace:

<http://apps.facebook.com/marketplace/searchapp?s=createtime&c=job>

Professional Conduct

If you use Facebook personally or professionally or both, anyone can take a look at what you've posted. Don't let posts come back to haunt you or prevent you from getting a job or consulting gig.

Things to avoid on Facebook are statements like:

- "While I don't look like a librarian, my boss fits the stereotype to a T -- grey bun with hair net , glasses, long skirts , stern expression, etc."
 - "Actually when I put my hair up, I look more like Sarah Palin."
- (Both quotes are from the "No, I Don't Look Like A Librarian! Group".)

LinkedIn

- LinkedIn has over 60 million members in over 200 countries and territories around the world
- A new member joins LinkedIn approximately every second
- Executives from all Fortune 500 companies are LinkedIn members
- People with more than twenty connections are thirty-four times more likely to be approached with a job opportunity than people with less than five

Of course, like any publicly viewable network, one must decide how much and what information to make publicly visible to the world. And there are times when we are asked to connect to others we do not know. We can accept or refuse those invitations to connect.

Here are some ways to increase job findability on LinkedIn with thanks to Guy Kawasaki, who blogged "[10 Ways to Use LinkedIn by Guy Kawasaki](#)"

Increase your visibility.

By adding connections, you increase the likelihood that people will see your profile first when they're searching for someone to hire or do business with.

1. Improve your connectability.

Most new users put only their current company in their profile. By doing so, they severely limit their ability to connect with people. Include past companies, education, affiliations, and activities. You can also include a link

to your profile as part of an email signature.

2. Improve your Google PageRank.

LinkedIn allows you to make your profile information available for search engines to index. Since LinkedIn profiles receive a fairly high PageRank in Google, this is a good way to influence what people see when they search for you.

3. Increase the relevancy of your job search.

Use LinkedIn's advanced search to find people with educational and work experience like yours to see where they work. For example, MLIS and San Francisco.

4. Make your interview go smoother.

You can use LinkedIn to find the people that you're meeting. Knowing that you went to the same school or share acquaintances is an instant connection.

5. Integrate into a new job.

When people start a new job, ordinarily their roots aren't that deep in the new company. However, with LinkedIn, new employees can study fellow employees' profiles and therefore help them get to know more people faster in a new organization.

6. Scope out the competition, customers, partners, etc.

If you are in a for-profit environment, you can use LinkedIn to scope out the competition's team.

LinkedIn Groups

Just as in Facebook, you want to search for and join groups that will help you network. You will learn much and I encourage you to contribute to discussions that happen in these groups. I get all the group discussions as a feed to my email. That way, I can see which discussions are happening, click through to join the discussion or delete the message if I'm not interested. Frequently, job postings are listed in groups as well.

Some Final Advice

Jump in with both feet. Get started with one or both of these professional 2.0 tools. If you have started, but haven't been back for awhile, update and expand your profile, and tell the world what you can do. Spend just 10-15 minutes each day working and expanding your networks. It's up to you to demonstrate your value.

Learn more: |

Forty-five Percent of Employers Use Social Networking Sites to Research Job Candidates, CareerBuilder Survey Finds
<http://tinyurl.com/kn8ky7>

LinkedIn Learning Center
<http://learn.linkedin.com/>

LinkedIn Tutorials (from the SLA Innovation Lab's Atomic Learning)
<http://www.siterapture.com/sitehowtos.asp?SiteID=9>

Using LinkedIn to find jobs or post jobs:
<http://learn.linkedin.com/jobs/>

Read more:

10 LinkedIn Groups Every Job Seeker Should Join
<http://applicant.com/10-linkedin-groups-every-job-seeker-should-join/>

30 Sites to Help You Open Doors to a New Career
<http://applicant.com/30-sites-that-might-open-doors-to-a-new-career/>

100+ Smart Ways to Use LinkedIn
<http://www.linkedinintelligence.com/smart-ways-to-use-linkedin/>

Linked Working: Generating Success on the World's Largest Professional Networking Website by Frank Agin and Lewis Howes. Columbus, Ohio : 418 Press, 2009.

Ten Ways to Use LinkedIn
http://blog.guykawasaki.com/2007/01/ten_ways_to_use.html#ixzz0R6f6TUff

The Ultimate Guide To Using Facebook as a Job Search Tool
<http://applicant.com/facebook-as-a-job-search-tool/>

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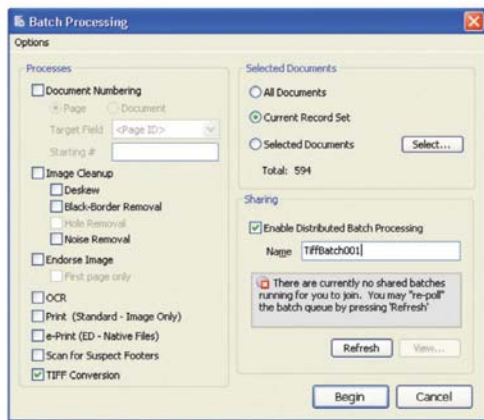


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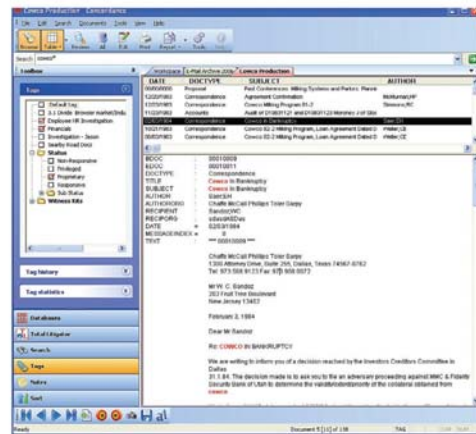


Step 3 Batch Process TIFF or PDF Documents



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More Nancy Drew than Marian the Librarian

By Jennifer L. McMahan, Supervisory Librarian, U.S. Department of Justice

As a law librarian at the Department of Justice, the research that I do often makes me feel more like a private investigator than a librarian. It's a big part of what makes my work so interesting and rewarding. Attorneys and support staff are used to consulting a librarian when they need assistance finding books or articles, or doing legal or legislative history research. They don't always think about coming to us when they need more factual research. But our skills are uniquely suited to the creative searching and persistence that some of these difficult public records questions require.

A case in point is the section of the Civil Division that handles Radiation Exposure Compensation Act (RECA) claims. The Act provides compensation to individuals who contracted certain cancers and other serious diseases following their exposure to radiation released during above-ground atmospheric nuclear weapons tests or, following their occupational exposure to radiation while employed in the uranium industry during the build-up to the Cold War. In the case of a deceased claimant without a surviving spouse, RECA requires that compensation be divided equally among each natural, adopted, and step-child of the decedent. The monetary distribution can be delayed significantly if they are unable to identify and locate the next of kin. They need to find all potential children or step-children of the decedent and they also need copies of official records of marriages, divorces, births, and deaths. They use investigators to help track them down, but the information they have is usually incomplete and they often hit dead ends. Once someone on the staff thought to ask a DOJ librarian for assistance, they quickly realized we could hunt down information that their investigators could not. Since then, they have sent us numerous requests and we've been able to find information on almost all of them, some of which they had been trying to close for years. What follows are a few tips and tricks I have acquired while doing this kind of research.

Marriage and Divorce

Many of the requests I've received are for information on claimants who have had 3 or more spouses. With those requests, I typically start with marriage and divorce records to try to get a timeline of when and where the person was married and divorced. Divorce records might have information about children and custody. Just knowing in which county the marriages and divorces occurred is helpful for the section, because they need to obtain the official records from the source.

I usually start with Lexis/Accurint and Westlaw. Each database has unique records, even if they both cover the same jurisdictions. For example, both have records for Cuyahoga County, Ohio, but I found a marriage record from 1976 in Westlaw that wasn't in Lexis, and I found a divorce record from 1990 in Lexis that was not in Westlaw. One thing you realize pretty quickly while doing this type of research is that you have to take alternative spellings into account. In one case, I was searching for information on someone named Lorain, and of the three marriage/divorce records I found in Lexis and Westlaw, each one spelled her name differently. Records often provide the date and county, as well as the ages and/or dates of birth of the parties.

Next, I look at Web sites that provide state and county-level records. Many of these sites are set up for genealogists, but don't assume that means you'll find records only from the 1800s. One example is the [Western States Marriage database](#), a very useful site from BYU that includes marriage and divorce records from twelve states in the Western part of the country. I've seen records as far back as 1868 and as recent as 2004. They are not official records, so they should be taken with a grain of salt (I find a lot of spelling errors), but they could help you find out where and when a marriage or divorce occurred. A few state governments provide marriage and divorce records online. One example is [West Virginia Vital Records Search page](#), which includes birth, death and marriage records for selected counties and years. The records are scans of the originals.

If you already know where a marriage or divorce occurred, you can look for a county database that provides records. One good source for county records is the [Free Public Records Search Directory](#). After you pick a state, you can choose a county from the drop-down menu. One type of county database that I look for is a Recorded Documents search, which is often the database of the county clerk. In some counties, a Recorded Documents database is only land records, but in others the search can include marriage licenses, divorce records, probate records, and pretty much any official record related to the person from that county. Many of the databases go back to the 1970s or even earlier.

Another place to look for county level marriage records specifically is [GenWed.com](#). This is another genealogy site and, like many of these sites, they will include links to databases (like [ancestry.com](#)) that require a monthly or annual subscription to access them. But they also include links to free sites as well. For example, if you go to Ohio page and then choose, Cuyahoga County, you'll find a link to a county database with marriage and divorce records from 1810 to 1998. Once you go to that page, you'll find a link to another database with more recent records also.

Death Records

Death records and obituaries are very helpful for this type of research, since they often list children and stepchildren, and provide information about where the decedent has lived. I typically start with Federal Social Security Death records, which you should be able to find for most people. Records include Social Security Numbers, and usually have information on where the SSNs were issued and where the decedents lived when they died. Both Westlaw and Lexis have databases with these records, but I often use one of the Genealogy sites for these searches.

[RootsWeb](#) has an advanced interface that allows you to search by whatever criteria you have. For one case, I was trying to find the son of someone with the first name Rosalie who was born in 1904 and lived in Colorado. Her last name was unknown. I came up with two possibilities by putting in just her first name, the year of her birth and her last residence state. This is not an exact science. Some of these records might have a first initial instead of first name or names could be spelled incorrectly, but I have found what I needed using this database a number of times. The SSDI records are very brief, so you need to go to the county or state for more information.

The best site I have found for identifying state and county death records is [Death Indexes Online](#). It has information on government and genealogy sites, including death certificates, obituaries, and cemetery records. For example, the Texas page links to Texas Death Certificates 1890-1976 from FamilySearch Record Search. This free site includes scans of original death certificates in PDF format and they include information on cause of death, parents, and next of kin. In addition to state-level resources, there are listings for each county as well. Some of the county cemetery resources include photographs of the gravestones.

News searching is a good place to start for death notices and obituaries. I search in all our subscription databases, as well as the [Google News Archives](#). Of course, I also use the Google Web search as well. There is a vast network of genealogists who are dedicated to hunting down records and putting them up on the Web for public use. It pays to be creative when searching for these kinds of records in Google. I already mentioned variations in spelling, but it's also important to use different forms of the person's name, including trying a search with last name and then first name. I was reaching a dead end trying to find an obituary for one subject with a fairly common name, and then I tried his last name, first name and middle initial in quotes in Google and found a record for his obituary in the *Cleveland Plain Dealer*. A genealogist had created the site that indexes obituaries from the paper, but the entries were all listed only with the last name and then first name.

The research we've done for RECA is just one example of how we can use our skills as librarians to assist attorneys in new ways. At DOJ, we're exploring how we can market research services that might seem to some of our clientele as non-traditional law librarian research, such as looking for vital records, expert witness research, and asset searching. With databases like Lexis, Westlaw, HeinOnline, and Ebsco on every desktop, we get fewer requests for simple document retrieval, but "needle in a haystack" requests are increasing all the time. Those requests have always been my favorite and with so much information now available online, the haystack has become that much larger. We know the skills and experience we have can add value in any organization, but we need to find ways to market our skills to those who still think of us as more traditional researchers.

Librarians and the Art of Being Cool

Janice Fridie, Librarian, U.S. Department of Justice

Who would have thought that the hearts and minds of a gaggle of tenth grade girls - style-savvy New Yorkers no less - would respond most enthusiastically not to the mural of "Contemporary Woman and Justice", or the 12.5 foot statue "Spirit of Justice" raising her arms to bestow her bounty on the masses below; or even the brilliantly reflective blue and silver-paint ceiling arching over a space two stories high, but to a plain brown plaque tacked to the wall of a plain vanilla office?

Do the words "Nazi Saboteurs" have that effect on everyone?

Of course, not – I've led tours before. Some groups breeze by this space, giving it the barest glance. Why did the Brearley students catch fire?

They were a polite group. They nodded when informed that the Department of Justice Main Building was named after Robert F. Kennedy, Attorney General during his brother JFK's administration from 1961-1963 and under Lyndon Johnson in 1964. They took a mild interest in the murals by Maurice Sterne depicting various attempts at conflict resolution. "Brute Force", "Trial by Ordeal", and the picture of Oliver Wendell Holmes on his white charger saving the law from red tape all received modest attention. They even smiled at our quaint historical relics, left over from the days when card catalogs and book presses were de rigueur library tools.

But true passion - infectious, spirited inquiry was ignited by that simple bronze plaque.

"The Trial of the
Eight Nazi Saboteurs
Was held in this FBI Assembly Room

The submarine-borne Nazi agents who were landed
On Long Island and Florida shores were apprehended
By special agents of the Federal Bureau of Investigation within 14 days of their
arrival

The military commission appointed by President Roosevelt convened on July 8,
1942
And Adjourned August 3, 1942

6 executed on August 8, 1942
1 sentenced to life imprisonment

1 sentenced to 30 years imprisonment”

How were the saboteurs discovered? What charges were brought? Why did they receive such disparate sentences? Why were they tried before a military tribunal? Questions poured out like New Year’s Eve confetti in Times Square.

Then the office’s resident attorney appeared – and discussion grew even livelier. He added both a historical perspective and an elegant explication of the legal issues. The young ladies stayed right with him. Terms like “habeas” and “jurisdiction” and “mens rea” were tossed around liked dandelion fluff until all questions were answered.

I also “got it” - those maxims on training and presentation became crystal clear:

Know your subject

In 2009 we librarians inherited the task of showing visitors the art and architectural features of our building. We:

- Studied scripts written by previous tour leaders
- Read the Fiftieth Anniversary book chronicling the buildings’ history
- Researched the artists commissioned to decorate our walls, ceilings, and floors
- Reviewed the achievements of codifiers who advanced fundamental principles of modern law
- And tried to become conversant with Art Deco and Classical Revival as styles
- I’d cribbed the FBI’s notes on those saboteurs months ago. They were old, well, not friends exactly. Call them acquaintances.

Know your audience

Most of the time, we simply know the group’s affiliation, so learning is done on the fly. I’ve seen my colleagues introduce themselves then ask their group a couple of questions about their organization. As the tour continues they’ll solicit feedback and try to personalize the art’s content.

For example, twelve geographical regions of the United States are embossed in silver paint on the 5th floor ceiling. Each shows work considered typical of that area. Library staff will encourage visitors to find their home’s panel: a steelworker

rivets a metal girder in the “Eastern States” section; a “Rocky Mountain” miner rests his pick-ax on his shoulder; and a really big fish did not get away from the “New England” angler.

My Brearley group was not especially drawn to the man of steel. But the detour to the plaque was more of an inspired guess.

Be prepared but prepare to be flexible

We librarians adjust a tour’s length. Time of day and the day’s other activities effect how much attention a group may give. Responding to a patron’s time constraints is familiar practice. I’ve learned to recognize when visitors have imbibed their quota of art.

My colleagues also highlight different features for different age-groups. They take children to see our life-sized bear. They let young visitors discover that whispering under a cupola produce echoes. They’ll spend more time with kids at the “Contemporary Justice and the Child” mural.

When I saw my New Yorkers rapt expressions, I tossed my agenda aside. Pittsburgh’s riveter couldn’t have fastened me more securely.

Learn from your audience

While I have learned intriguing facts from my groups:

- Emil Bistram studied with muralist Diego Rivera
- Maurice Sterne included a reference to Georgia O’Keefe in one of his paintings
- Robert Berks was versatile in both painting and sculpture

These facts were eclipsed by the experience of watching my Brearley students.

These young women were deeply committed intellectuals, claiming the power and joy of rigorous thought.

Sometimes, the value we add is to step aside and silently applaud.

BRAGGING is No Longer Optional

By Julie Webster-Matthews, Librarian Relations Consultant, LexisNexis

Brag! What a nasty little word! From childhood, we have all known and grown to hate braggarts. Merriam-Webster® Dictionary defines a braggart as a loud arrogant boaster. But most of us would define one as that person who monopolizes conversations by making every comment revert back to them; or the girl/guy who drones on and on about how wonderful they are to the point of making your eyes roll back into your head. Because of the way they make us feel, most of us avoid mimicking their behavior. However, when you stop and think about it, bragging is simply a form of self-promotion. So, what's so wrong with bragging?

A few years ago, I caught a segment of ABC's 20/20 news program featuring author and communication expert, Peggy Klaus, talking about the "art" of bragging. Who knew there was any redeeming quality to bragging? So, I watched and learned a few things. During the program, Ms. Klaus coached a couple of participants and I was amazed at the differences between before and after versions of her subjects talking about themselves. I discovered there is a palatable technique when sharing with others how incredibly awesome you are. Klaus's book, entitled, *Brag! The Art of Tooting Your Own Horn without Blowing It*, (hereafter, *Brag!*) offers wisdom for mastering the art of bragging. She covers a range of bragging factors, from our fear of bragging to helpful advice and tips for becoming truly successful at it.

Her advice is insightful; and quite timely for today's global economic changes. According to the U.S. Department of Labor's Bureau of Labor Statistics*, the legal sector lost 4,200 jobs in February, and 1,300 in January of this year. The number of cutbacks and layoffs in U.S. law firms is historical. I quote this statistic not to invoke fear, but to impress upon you the importance of being not only capable, but prepared to present yourself in your best possible light at all times. Today's job market is highly competitive; and clearly, in our current "here today/gone tomorrow" employment environment, the ability to **brag (self-promote) is no longer an optional skill.**

Myths about Bragging

Other than the fear of being labeled an obnoxious braggart, what other reasons cause us to suppress our bragging voices? In *Brag!*, Klaus talks about seven bragging myths, beliefs or assumptions we hold related to bragging that keep us mute when it comes to "tooting our own horns." Three of those myths hit close to home with me, and since reading the book, I have endeavored to be more in tune with how.

- **Myth #1: A job well done speaks for itself.**
How many of us have found out the hard way that this is simply not the case? "The days of job security in exchange for loyalty and hard work are long gone." (*Brag!*, p. 1). It is important to make sure people in your company, firm or school know who you are and what you have accomplished. It is important that not only your boss knows who you are and what you are doing, but your boss's boss, as well.
- **Myth #2: I don't have to brag. People will do it for me.**
Don't count on it! It's great if someone else compliments your performance or work product, but waiting on that to happen is a crapshoot, at best. There is no substitute for you promoting yourself.
- **Myth #3: Good girls don't brag.**
I don't know about you, but growing up, I can remember being told that certain behavior wasn't "ladylike," like bragging. It was considered unbecoming or aggressive to talk about oneself. I can still hear my grandmother's words, "Stop showing off." The lack of self-promotion can have far-reaching consequences for women in the workplace. Higher salaries, faster promotions, richer benefits, better assignments are examples of what professional women can lose out on by not promoting themselves effectively. Although, men benefit from coaching regarding self-promotion, it seems they are much better at bragging than their female counterparts. Their innate, competitive DNA seems to give them an edge in wanting to "one up" each other.

Whatever brag myth you identify with, get over it! We would all do ourselves a great service by shedding some of those distasteful notions we harbor about bragging. Once we have, learning how to brag is the next step. In the *Brag!* book, bragging is elevated to a virtue. There is an *artful* way of telling others about you that seems natural and comfortable. When talking about yourself, inject your own style and personality. Humor, stories and anecdotes are great bragging tools. Telling a story that highlights your successes or strong traits draws the listener in, rather than boring them with facts and figures. Having a unique style also makes you memorable. Think about the hobbies, interests or passions that shape you. They can all be woven into your accomplishments and strengths in a way that captures your audience.

In the workplace, there are a few places where we naturally "brag it up":

- Resume
- Interview
- Performance appraisal

While there is definitely a need to shine the spotlight on performance and accomplishments in these venues, there are many additional opportunities for you to shine, as well. The key is to be prepared. When you meet the CEO or Managing

Partner in the elevator, how will you introduce yourself? Do you have a few small snippets of information about yourself that you share on the fly? (Not things that happened at the beginning of your career.) Updating your repertoire with new elements to brag about will keep your dialogue fresh and interesting.

Nowadays, since so much of our contact is no longer face-to-face, Klaus recommends learning how to “technobrag.” Technobragging is learning how to promote yourself via e-mail, voicemail or on the telephone. The importance of learning this technique is that e-mail, voicemail, etc., offer no visual cues. Have you ever received an e-mail in which you thought the sender was upset to find out later that was hardly the case? In the absence of the human interaction, the real you may get lost. Also, a voicemail may be the first introduction that someone has to you. So, it is important to present yourself in the best possible light when leaving a short message.

As funds become scarce for travel and attending conferences, intensifying your bragging may help keep the budget for those expenses alive. When requesting funds for attending conferences, be sure to let management know how attending in previous years has benefited the organization. What programs that you’ve attended have been implemented in your library and contributed to its success? What services have you been able to provide as a result of attending? Have you written articles for the organization that in turn promoted the firm, as well? Boasting about the return on the investment of continuing education can only help keep you in a better position for being able to participate in those activities.

My purpose is to inspire you to reevaluate the way you promote yourself. Competition is steep. Not only if you are in the market for a new position, but even more so if you are thinking about changing careers. How will you transfer your talents and accomplishments from one career to another in a believable, sincere and convincing manner? You never know who you are talking to. By not being prepared, you can miss out on the opportunity of a lifetime. I’ve referred to the *Brag!* book throughout this article, and I definitely recommend it. The book gives you details on how to create this new way of bragging. Peggy Klaus even puts this topic in context in a short video entitled, “**How to (Hopefully) Not Get Laid Off,**” at <http://www.youtube.com/watch?v=SjgrKTddiv0> Think about it ... if you don’t take some steps toward better bragging, the person sitting next to you will. If they can articulate how indispensable they are and you don’t, who’s going to stay (get the job or the promotion), and who won’t?

Other resources for learning self-promotion techniques:

Self-Promotion for the Creative Person: Get the Word Out About Who You Are and What You Do, Lee Silber, 2001.

Selling Yourself without Selling Out: A Leader's Guide to Ethical Self Promotion, Center for Creative Leadership, 2006.

The Hard Truth About Soft Skills : Workplace Lessons Smart People Wish They'd Learned Sooner, Peggy Klaus, 2007.

**Washington Business Journal, "White & Case, other law firms make cuts," March 10, 2009*

Originally published as a [LexisNexis Librarian Relations Group Monthly Column](#)

Government Info Pro Podcast Episode 10: Change: Managing it, Surviving it, Thriving on it



In this post, Marie Kaddell, LexisNexis® Senior Information Professional Consultant, shares the 2009 LexisNexis® Library Week Government Librarian Seminar -- Change: Managing it, Surviving it, Thriving on it in **Episode 10 of the LexisNexis® Government Info Pro Podcast**.

The program was held at the National Press Club in Washington DC on April 27, 2009. The panelists were Pat Alderman, Systems Librarian, National Defense University; Kevin Stehr, Esq., Vice President, Sales - Research, Litigation & Business Information Solutions – LexisNexis; Michele Vivona, Senior Vice President - LexisNexis Global Web Strategy; and Chris Zammarelli, Chair of SLA's Government Information Division.

I know you'll enjoy hearing from this panel as they present their perspectives on change. You can listen to the podcast in three ways:

- download the [MP3 File](#)
- subscribe to the ***Government Info Pro Podcast*** on iTunes
- from the embedded player in the archived post

A big thank you goes out to all four of the panelists for sharing their knowledge and insights in this special program.

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Originally posted by Marie Kaddell on May 15, 2009 | [Permalink](#) [ShareThis](#)

Management vs. Leadership: Unleash Your Leadership Potential

By Gayle Lynn-Nelson, Senior Librarian Relations Consultant, LexisNexis

By the time this is published the LRCs (Librarian Relations Consultants) in NYC will have held a special presentation featuring Cindy Spohr, team lead for the Librarian Relations Group, on management vs. leadership. For those of you that could not attend we thought it would be nice for you to have an article to refer to in your quest to be a great leader and/or manager. I managed law libraries for quite a few years and this would have been very useful to me in that position. Even now at LexisNexis while I do not have direct management responsibilities, I have found it extremely helpful to understand the type of manager and potential leader I am or could be.

So let's begin with some definitions. A manager focuses on processes, organizational structure, building competence and getting the job done. A leader develops people and their talents, manages change and builds vision. Understanding these concepts can help us determine where we are and where we want to be.

At the most recent AMPLL (Advanced Management in Private Law Libraries), Debbie Fisher, manager, Library and Research Center, O'Melveny & Myers LLP, conducted a session on this specific topic. She presented some excellent information much of which I will summarize in this article. One of the charts she used expressed the traits of a manager vs. that of a leader. Here is what it looks like:

Manager:

- Administers
- Asks how and when
- Accomplishes the goal
- Focuses on systems
- Relies on control
- Enforces rules and order
- Has short-range view
- Eyes the bottom line
- Does things right
- Takes the proven way of doing
- Accepts the status quo
- Builds competence

Leader:

- Innovates
- Asks what and why
- Develops the vision
- Focuses on people
- Inspires trust
- Investigates reality
- Has long-range perspective
- Eyes the horizon
- Does the right thing
- Strikes out in new directions
- Challenges the status quo
- Cultivates and inspires

Having this kind of understanding helps each of us examine where we fit into the chart. And if we want to develop skills to be a manager or a leader we can see where to start and what is needed.

Law firms need both leaders and managers to succeed so there is a place for both. Good managers are needed to bring order and consistency. Good leaders are needed to set direction, create alignment, and inspire commitment. Some firms are over-managed and under-led and the reverse can also be true. You can be called upon to do both at the same time or at different times. Both managers and leaders have people looking to them for direction. Not all managers are leaders, yet the most effective managers, over the long term, are leaders.

I think one of the toughest things for one to acknowledge is that you do not have to be born with specific characteristics to be a leader. You do not have to be in a top position. The one thing we all have to do is take responsibility for developing ourselves. The first step is to reflect on yourself and the next step is to develop your style.

Ask yourself where you spend most of your time. Is it managing or leading? Are there any management tasks you could delegate? Are there leadership behaviors you could develop?

One of the most important capabilities for leaders is to develop self-awareness. This can be quite difficult yet is vitally important. Some of us strive for tangible success — the money, fame, power, status. Is this you? While this may last for a while, at some point you will find something missing. Leaders need to be able to open up and examine themselves.

Think about what leadership means for you and how you can develop it in others. Ask yourself why you should be a leader. Some answers might be the status and compensation, self-fulfillment or self-image or the ability to help others. Perhaps you find people seek your advice, it is mentally invigorating, you thrive on the personal challenge, you want to effect change in your organization or become vital to the organization. Whatever your reason, figure out what you are lacking and how to obtain what is necessary. Develop your leadership skills.

Think about being a part of a team or leading a team. Teams are a way of developing leadership skills on a small scale, then growing from there. We all have access to teams, even in a small environment. This is where information professionals can practice and demonstrate leadership.

Great leadership can really have an electrifying effect on the performance of an organization. When good leaders are appointed to manage offices, everything and everyone blossoms. Think about the poor leaders you may have encountered along your professional career path. What happened to your firm/organization? Chances are they are not fond memories.

If you want to be a good manager you must be a fine problem-solver and decision maker. Does this make you a good leader? Not necessarily. One key trait seems to be self-confidence. I have heard this frequently and when I look around at those that appear to be good leaders they are very confident, not smug or self-boasting but believe in themselves and what they can do.

Yes, a certain portion of being a good leader is innate. But most agree that one can learn the art of leadership if you think it is important enough to try and are given the time to develop those skills/traits. I used to think I was a great leader. Now I know I have a ways to go. I will keep working at it and continue to develop my leadership skills. Ask yourself if you want to do the same. If so, what do you need to get there?

Originally published as a [LexisNexis Librarian Relations Group Monthly Column](#).

SLA 2009: Competitive Intelligence and Government

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis

Roberta Shaffer, Executive Director, FLICC/FEDLINK was the speaker for the program: ***Competitive Intelligence and the Government Librarian***, put together by the Competitive Intelligence Division and Military Libraries Division.

One of the things that Roberta talked about that I found particularly interesting was her list of the seven emerging nations for leadership. They were:

- Finland for its educational innovation. With no major or discipline required, students study something based on problem solving rather than disciplinary segmentation.
- Philippines for its workforce's work ethic. It has the most productive workforce of any country in the world.
- Korea for its manufacturing efficiencies. Vertical not horizontal - own whole process.
- Nigeria because it is a portal between Africa where there are raw materials and first world countries that use them through manufacturing and consumption.
- Netherlands for their open society. She observes that the more open a society, the more attracted business is to that entity.
- Norway for its flexible and citizen empowered government. Government uses Web and Web 2.0 to communicate with citizens. It wants to know what citizens are thinking. More and more participation. However, very homogeneous society. Not highly diverse.
- Brazil is her favorite country to watch. Brazil is part of BRICK countries. It has an alternative currency to the dollar, top ten largest oil reserves, deep water petroleum exploration. and biological diversity.

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Originally posted by Marie Kaddell on June 18, 2009 | [Permalink](#) [ShareThis](#)

VALUE: SOMETHING EXTRA

Value Add 2.0+ ~ Take Charge of Your Future

By Karen Huffman, Senior Application & Database Administrator, National Geographic and Chair, SLA Knowledge Management Division

"To continue to be vital to society, libraries must adopt new objectives. In particular, they must strive to participate with individuals in their cultural activities; passive, depersonalized service is no longer enough." Frederick Kilgour, "Evolving, Computerizing, Personalizing," in American Libraries, February 1972

Overview

Adding value is about taking charge of your learning to effect change through risk taking. Our value grows by making connections to build a comprehensive perspective; adopting flexible strategic goals and vision; and paying it forward through our contributions to work, personal, and professional commitments.

Life is Change

Perspective: I was fortunate to realize (to the initial dismay of my parents) that a four-year, full-time college experience was not for me after two years attendance immediately after high school. As a college drop-out, my perspective was on a world full of choices and possibilities of my own creation.



Time Line (the short list):

- Dropped out of college.
- Accepted position in 1985 at National Geographic Society (NGS) and finished my undergraduate while working full-time.
- Fell into the Libraries at NGS in 1998 and completed my MLS degree while working full-time at NGS, learning Web-development and leadership skills as Webmaster and Chair of the Student Chapter of Special Libraries Association (SLA).
- Played in a lot of "sandboxes" on my own initiative, so was able to illustrate concepts and ideas about social networking and collaboration to my organization through various tools and applications.
- Shared my experiences and skills at conferences, seminars, and professional association involvement.

- Moved to IT at NGS in 2008 ago and incorporated as a core member of the NGS Google Apps deployment and management team.
- Continue to pay-it-forward through commitments to SLA, library programs at Catholic Univesity and University of Buffalo, and consulting and coaching on various collaborative tools/technologies.

Reflections: My current career pursuits and learnings have lasted nearly 25 years, or a quarter of a century. Ideas others have for you, even those that dearly love you, may not work for you long-term. Listen for the need to change and do something about it. Move on when the challenge and/or enthusiasm in your position is gone. Life choices offer new paths to explore and opportunities to grow. Experiences grow our competencies and enable new opportunities.

A Quarter-size of Learnings

- Life is change, so we MUST take risks to reach our potential.
- Do not expect others to create the opportunity for you to share your value.
- Reaching our potential is not a destination.
- To remain viable and flexible, shorten your strategic roadmap.
- Mistakes are OK and create learning opportunities.
- Invest in yourself: grow your competencies

Invest in Yourself

Inspired by David Snowden's ASHEN framework (2000) and



Patrick Lambe's KM competencies for knowledge managers (2008).

Make time to evolve who you are. To do this, you need to realize your current expertise and learn to grow your competencies to determine what you need to acquire to move in a desired direction. The worksheet below is my gift to you. Take time to invest in yourself. It will benefit all with whom you interact.

Competencies	Questions	Your Ideas
Topics: Explicit knowledge or information	What already exists? What do I need to research? What do I need to read?	
Skills: Definable skills & training	What skills do I have? What training have I taken? What skills and training do I need to acquire?	
Heuristic: Learned habits / behaviors	What habits have I adopted? What new habits do I need to cultivate? What do I need to unlearn? What do I need to change?	
Experience: Tacit knowledge gained over time	What experience would be useful? What should I acquire? What "sandboxes" am I playing in?	
Attributes: Natural talents	What personal traits do I possess? What do I naturally gravitate towards?	

Competencies	Questions	Your Ideas
Social Capital: Relationships	What networks do I belong to that may be relevant? What relationships should I cultivate in this role?	

Karen Huffman | LinkedIn Profile: <http://www.linkedin.com/in/khuffman>

Positioning Yourself for Value - High and to the Right

By Cindy Romaine, SLA President-Elect

When you have a 2 x 2 matrix, the best position is in the upper right-hand corner, which is “high and to the right.” This is where the most value is, where you find the highest performance, and where the most buzz gets created.

Most importantly, high and to the right is where the happiest customers are. They know they aren’t getting average or below-average service. So everything we do should be aimed at getting us into that prime area on the graph and keeping us there.

In this article, I’ll discuss some steps every SLA member can take to get themselves into that zone and how to let your customers steer you into the place you need to be. I’ll ask you to share stories that illustrate how you were able to get your skills aligned with whatever the future holds, so that more members have a collection of road maps to use as they steer their teams. In the end, your customers will be convinced that they are getting the best value and the best service.

What Would Guy Do?

Guy Kawasaki, formerly Apple’s Chief Evangelist and now Chairman of Garage Technology Ventures, is a big fan of positioning yourself high and to the right. In the video titled [The Art of the Start](#), he talks about how to position yourself effectively in a competitive environment. His axes are 1) the ability to provide a unique product or service, and 2) your value to the customer. (See Figure 1.)

When you position yourself in the upper right corner, according to Kawasaki, you “have a unique product; only you can do this product, and it is of great value to the customer.” In other words, it is valued and aligned in a unique way.

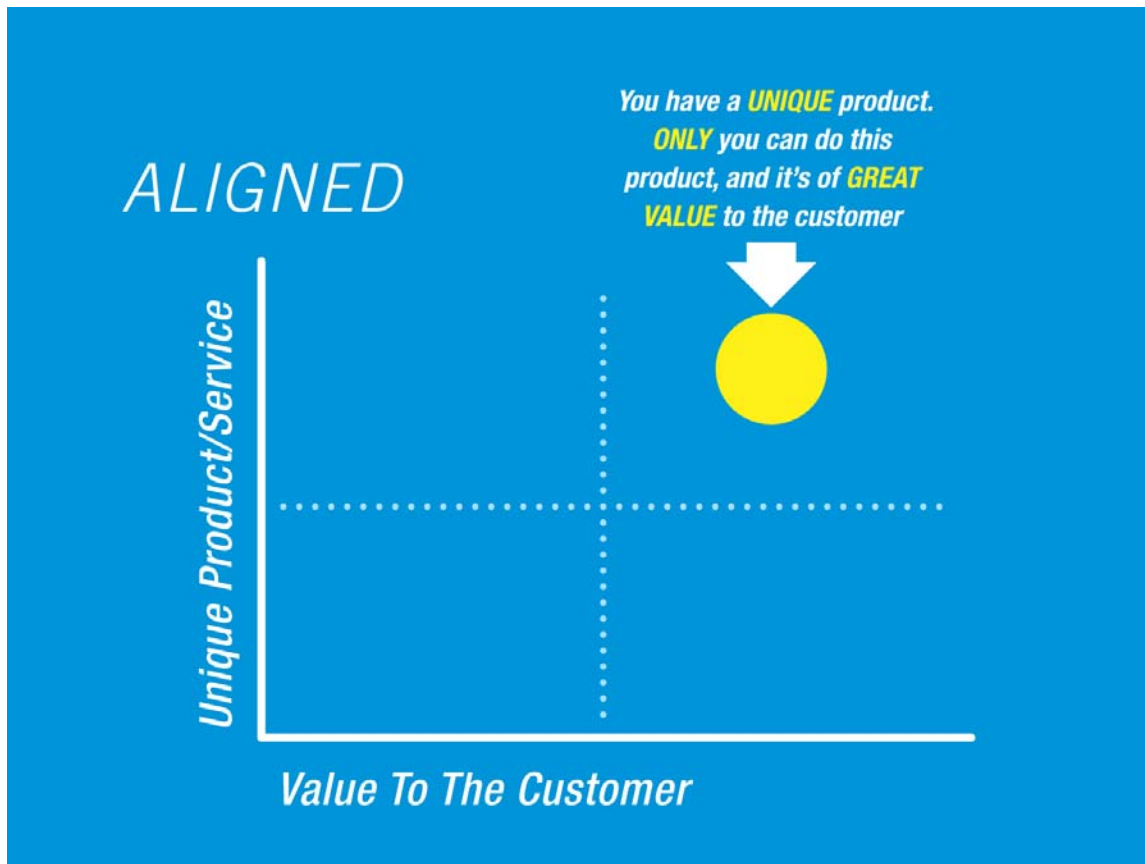


Figure 1. Kawasaki's 2x2 matrix showing value and uniqueness.

Now, I'm a practical person. What does having a unique product that only I can do mean for me as an information professional?

The [SLA Alignment Project](#), conducted in 2009 via the market research firm Fleishman-Hillard, captured the concepts and word-associations that our stakeholders value. Fleishman-Hillard then developed several 2 x 2 matrices that show what it means to be high and to the right for stakeholders in our industry. The study found that **the top four concepts of greatest value are:**

- Creating a culture of continuous learning
- Embracing knowledge-sharing tools
- Providing value-added intelligence
- Demonstrating that knowledge is the bridge that turns information into action

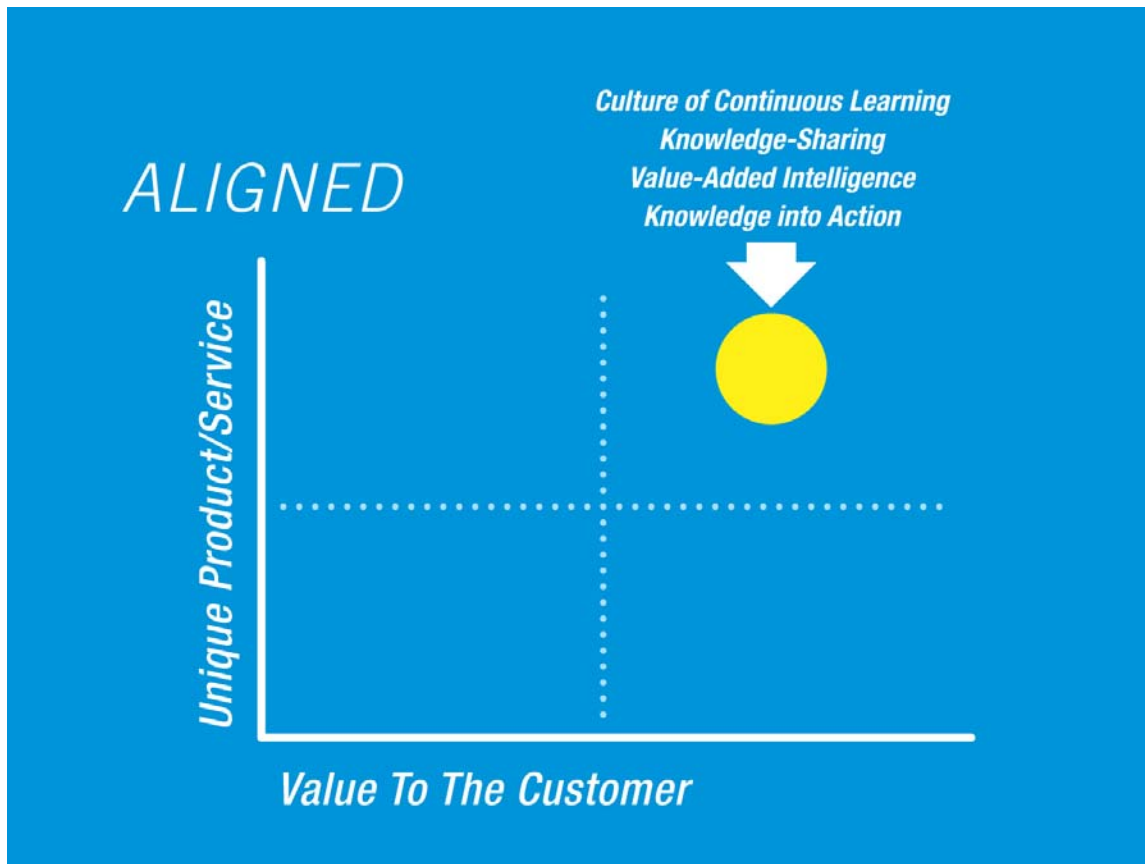


Figure 2. Fleishman-Hillard matrix identifying key concepts for SLA.

Using Kawasaki's logic, those four bullets are the keys to getting your organization high and to the right. Are these concepts new to you? Do you see why they are valuable to your stakeholders?

For example, consider the idea of "creating a culture of continuous learning." Libraries and information centers, by their very nature, facilitate continuous learning. But is that how your customers see you? You should be emphasizing that idea in your conversations at work. You should convey the idea that facilitating continuous learning is one of your core competencies, and drive that point home as often as you can.

Each and every other bullet point on that chart should make its way into your elevator speech, and if you have any deficiencies, you should voluntarily incorporate them into your annual performance goals and institutionalize the effort to cover them. In this way, you are purposefully using the language and values of our stakeholders to make sure you serve them better.

Adding Value

One of the easiest terms in this discussion to understand, yet hardest to actually deliver on, is the idea of adding value. I am sometimes asked, "What should the information professional be doing right now to add value?" The answer, of course, starts with "That depends."

Because a special library or information center has a specialized focus on their particular client, the path to adding value is very situational. Let me give you a personal story as an example. At one point in my career, I was part of a group composed of information managers in large companies. We were each implementing knowledge-sharing tools, and we often strategized about the optimal spot on the organizational chart for impact and resources. Some were siloed in the Research and Development arm of the organization chart, while some were in Marketing, and others resided with the Information Technology team.

In fact, at that time many of the leaders in that group were moving to aligning with their IT departments, due to the increasingly technical nature of their tools and the continual need for more powerful workstations and servers. In my discussions with the rest of the group, I was advised that I should align with the IT department. But one size never fits all, and it wasn't going to work at my company. For me and my team, aligning with IT would not have been effective because the whole IT effort was outsourced. If I had aligned with IT, I would not have obtained the resources, the exposure, and the connections that were necessary to deliver to the high-profile, creative clientele of the business. But in some companies, IT is the best access to resources.

So, if there is a generalization to be made for an information professional, in terms of a success strategy, it's to be adaptable and to listen, and this will prepare you for today and the future. I'd like to see information professionals prepare themselves to be essential in the new knowledge economy, and I'm calling that focus **Future Ready**.

What is Future Ready?

Future Ready is an initiative, a north star, and an attitude. It's like the string on your finger that reminds you about those four bullets from the Alignment Project. I believe that being more adaptable, flexible, and confident will help us ALL build success. The further each member ends up high and to the right, the better it will be for all of us.

Change

I'm no Pollyanna, who only sees the bright side of everything. I see that there are seismic shifts going on in our industry, and it is wrenching to hear first-hand how many of our colleagues were laid off in the latest contraction. But for every layoff, there were eight or nine survivors. Many of you have been walking the walk and talking the talk for most of your careers, even if you didn't have all the latest buzzwords and phrases pinned down. In our industry, change is ever-present. It feels palpable on days when you read about three new products that you would like to try and don't have time to. I'd love to curl up with a new iPad for a weekend and learn all about it, but justifying that much of a time-sink is an issue we all face.

The average SLA member has a ten-year tenure in the organization. So, let's look at what was happening ten years ago, in the year 2000. We were in the midst of the Y2K issue, and all of our data was going to disappear in one magical New Year's Eve celebration if we didn't bring in a contractor to give us more digits. Al Gore and George Bush were running for president, and American voters were torn between a vote for change and a vote for the status quo. The events of September 11 had not yet happened; we were not at war.

Now think about what was going on in your library or information center. Did you have a beeper? Did you use a fax machine with curly paper? How big was your cell phone? Could you insert graphics into your email? Social networking, wikis, tweets, and blogs were still on the horizon. There were no e-book platforms. You have seen tremendous developments in technology in the past 10 years, and you have weathered every single one.

To provide value-added intelligence, and not just data, we need to know our customers and our tools equally. We need to understand not just what they ask for, but the underlying need. That predictive skill is what sets us apart from search engines. In your vision of your desired future, what kind of work will you be doing next year that you are not doing now? What are you doing now that you will no longer be doing? Where do you want your profession to be in five years, or your career in ten years? As an SLA leader, it's my job to assess our strengths and push strategies that position us for a better future. I feel a sense of urgency to do this, and I hope you do, too.

For the last few months, I've been traveling, talking, blogging, and collecting stories about what Future Ready is starting to look like. But I'm not done yet; if I could, I'd talk to every single member and solicit their opinion about it. I'd like to learn what you see as opportunities for aligning with emerging roles in the information industry and beyond. Maybe you have an idea about tactics and trends, or maybe you have a success story that should be shared with everyone else. Many members are

weathering this storm and ready for the future, come what may. I'd like to hear how you did it, and help inspire others who are at the cross roads.

Opportunity

I'm reading the book Hot, Flat and Crowded by Thomas Friedman, which is about global warming, the rise of the middle class in developing countries, and the possibility of 9 billion people on planet Earth by the year 2050. He forecasts some very dire circumstances for human beings if immediate measures are not taken to curb greenhouse gases. But at the same time, he sees an opportunity in the transition from a carbon-hungry economy to a more sustainable future. He sees opportunities for innovation in sustainable products and services, for the US to take a leadership role in greening the planet, and for energy independence.

I see a similarity between what Friedman outlines for sustainability and what we're witnessing in the information industry. Many of the activities we had been expert in are no longer valued as highly as they once were. For example, one statistic, from the Alignment Project report that stands out for me, is that 28% of information providers value managing a physical collection, but only 8% of users value this service. Instead of physical collections, users value information provided at the desktop. And they are pushing us to change.

There is opportunity in the transformation of our roles and utilization of our skills in the new knowledge economy, if we look at the issue with a new frame of reference. On the positive side of the equation, according to [FastCompany](#) Magazine, "We are experiencing a massive explosion of creativity in technology and media, an extraordinary flowering of content and collaboration." I'm really interested in how SLA members can tap into this trend.

On a macro level, I also see a potential opportunity in this quote by Thomas Friedman:

"...we must shift...to producing products, services and jobs which can't be produced cheaper elsewhere. This is very likely to be a combination of a knowledge economy, knowledge products, knowledge jobs, and knowledge workers produced by a dramatically better education system. Technology and innovation will likely be at the root of all of these businesses."

The focus within this quote is on the growth of the knowledge economy. Clearly, we, as information professionals, are a big part of that. So let's build on our legacy to create our desired future.

I've been talking to a few people in the sustainability arena, and it turns out they are focused on similar ideas—adaptability, flexibility, and resilience. In sustainable

enterprises, there is an advantage to having alternative pathways—such as renewable energy sources—rather than maximizing one pathway over all the rest. It's another way of saying, "Your mileage may vary." For information professionals, it is an important concept as positions that use our skills open up new areas, such as those that are embedded in project groups or in functional areas such as procurement, IT and market research.

Community

A robust and energetic SLA community is vitally important for positioning ourselves high and to the right. Recently, I read an inspiring article by Chip and Dan Heath in [Fast Company](#) where they talk about "bright spots" and shifting our frame of reference to the activities and concepts that are working. We have a lot of really bright people in our organization. We can use them as exemplars and scouts. That's why I've been collecting stories from successful individuals, and I encourage you to send me yours, either at my blog (futurereadyblog.com) or to my email (cindy.romaine@romainiacs.com). I think those stories are far more illuminating than anything I can say, because they are authentic, real-life experiences.

Our community is also rich because we have so many generous people. I have gained tremendously from stepping up to the plate and taking on leadership roles within SLA. It may keep me up at night, but it's never boring. I get to talk with smart, engaged, caring people about a topic I am completely passionate about. I feed off the energy of students who are just starting out, with their whole careers before them, and I struggle to find the perfect advice for them. I make no bones about it – I am here to recruit you. I urge the members of the Government Information Division to step up to participate more actively in SLA and within your division, as it will help your career by engaging you in project management, cross-functional collaboration, and deep networking with peers and mentors. Not a Government Information Division member? [Learn how to join DGI](#).

When it all works

Remember the epic *Ulysses* by Homer? When Ulysses came home from Troy, his task was to shoot an arrow through 10 small circles in order to win back his wife Penelope. For managers and information professionals, those 10 "virtual" circles are marketing, corporate initiatives, budgeting, conflicting priorities, and whatever other trials and tribulations you face on a daily basis. If you get the arrow through all 10 circles—it's magic! Stuff works. People respond. You and your organization demonstrate that knowledge is the bridge that turns information into action – and that can move the bottom line. And you will start to define the unique value that only you can provide.

Futurereadyblog.com / LinkedIn Group: [Futurereadybeginstoday](https://www.linkedin.com/groups?gid=123456789)

Cindy Romaine is the principal of Romainiacs Intelligent Research, a consultancy focused on information intense projects—research, information flow, needs assessment, and authoritative sourcing—related to business needs. Cindy’s experience includes 16 years at Nike, Inc., where she was responsible for the strategic global collections for a world-class design community.

Cindy actively contributes to SLA in various capacities. Cindy is currently the President-Elect of SLA and working on making the association **Future Ready**. Please find her at:

[Twitter](#) / [LinkedIn](#) / Romainiacs.com

The Value of the Collaborative Writing Experience

By Pamela Huffman, Library Technician, U.S. Court of Appeals for the Federal Circuit

It all started with a chance comment; a complaint really. Or perhaps it was two complaints, each containing the solution to the other and needing nothing more than a willing facilitator. By sheer luck, that facilitator was me.

I was strongly encouraged by my boss to attend a lunch meeting with two visiting scholars and a few of my colleagues. The reason for the luncheon was simple. Our library, like many libraries, is responsible for more than researching and providing access to resources and requested information. We are also responsible for keeping track of the history of our court, which includes knowing the history of the buildings in which our court resides. Since our court is located on Lafayette Square and includes three historical buildings—the youngest of which is about a hundred years old—we find ourselves collecting data on historical figures who have little to do with the judiciary and have everything to do with American History.

The two scholars we met with that day belong to a narrow field of study that most people don't even know exists. But, as any historian would tell you, sometimes little known history is the most interesting of all. The tales told around the lunch table about the once-famous 19th century orator Robert Ingersoll proved this is so.

It was from this lunch meeting that I encountered one of the complaints that led me down the strange path I now find myself on. It was Ingersoll's fault really. The man was known for so many things but one of the hallmarks of his life has been largely ignored by the researchers who wrote about him. He was a lawyer—a good one too. The courtroom was where he really developed and polished his skills as an orator. "However," Mr. Lowe informed us with the mournful air of one presented with a great injustice, "his legal career is all but ignored by the biographers. It would be wonderful if someone would write about it."

What happened next was inevitable, really. The other complaint that had been percolating in the back of my head had been voiced by my good friend Arielle, who is a legal researcher. "I need something to write about," she had said one day while we cleaned up the aftermath of two back-to-back seminars. "Everything I can think of has been done and redone. I need something new." We discussed possible topics but found no solution. A few weeks later, I had lunch with a mournful scholar. "I

have something for you to write about." I emailed Arielle the minute the lunch was over, and proceeded to give her details about Ingersoll and his legal career.

"That's great" she wrote back. "I can do the legal research with the help of your Ingersoll scholar, and you can write the paper!" Wait! Stop! How did I end up as the writer? Apparently my occasionally long-winded emails had given her the idea that I would make a splendid author. Mr. Lowe, the Ingersoll scholar I ate with at that precipitous luncheon, was equally enthusiastic and equally willing to let me write it. My boss also loved the idea of my writing the paper. "We can include it in the next edition of the Federal Circuit Historical Society Journal!" she told me. "Please turn it in by June."

That is how I, a twenty-four year old library technician, found myself charged with writing an article of unknown length for a journal that is the showpiece for the Federal Circuit Historical Society. This in turn led to me writing the words you are reading now about the value of writing an article that hasn't even been completed yet. These are my observations about the process.

Collaboration tests friendships. Fortunately, all involved in this project are blessed with at least a little tact, and we have been able to keep the pressure of completing an often difficult project from causing resentment over problems resulting from miscommunication. How easy it would be to say "Why aren't you finished yet? You had the easy part!" when in truth there is no 'easy' part. This group has taught me the value of patience and communication.

Unexpected opportunities offer unexpected rewards. Working with a scholar and a legal researcher has been an education for me. Mr. Lowe can navigate the labyrinthine passages of the Library of Congress with ease and emerge with copies of documents containing Ingersoll's hand-written notes about his opinion of his legal opponent's case. With his help, Arielle and I learned a great deal about historical research in one of the nation's largest (and most intimidating) repositories. He taught me the value of patient, thorough examination of documents that can't be found in any computer database.

Do not limit what you can do by the limits of your knowledge. I know nothing about law. My BA in history is the only thing which even remotely qualifies me to write this article, and there are times when I stare at the massive piles of papers which are only a fragment of Ingersoll's legal career and think to myself, "This is impossible." Then I remember that my job is simply to write. If I do not understand something, I ask Arielle. That is her job on this team. Neither Arielle nor Mr. Lowe is foolish enough to believe I can write this without help. That is why they encourage me to ask questions and are always willing to help with even the most basic of problems. One Sunday afternoon when I was struggling to find a

handle on the information in front of me, I texted Arielle the question “What is litigation?!” It is such a basic thing, litigation. Everyone hears the word thrown around. But until I went to write an article about a lawyer, I had never really thought about exactly what it meant. This experience has taught me the value of expert advice and the value of setting aside your pride to ask the ‘stupid’ questions.

I do not really know what will happen next—if the article will ever be completed, or if it will be any good. I do not know if I will look back on this time with pride for a job well done, or with regret for work left unfinished and promise unfulfilled. But that is the risk we take every day simply by putting one foot in front of the other. Nothing of value is ever gained by failing to try, and even our failures have value in the lessons they teach us.

Wish me luck!

Career Interrupted: Demonstrating Something Perhaps Other than Value to a Young Law Librarian in Afghanistan

By Andrea Muto, formerly Senior Legal Publishing Advisor, Afghanistan Rule of Law Project (USAID-funded)

Masoud called one afternoon asking me to come to the library. I had just made a trip there the day before, but this time he said, one of our staff wouldn't stop crying and she refused to move from the reference desk.

Masoud, my library director, had lost patience not only with her, but with me. I couldn't blame him. We still had several hundred books to catalog in Dari, Pashto, and English, and our clerk had been very little help. Having lost two of our four staff in the last month, I had pushed Masoud to do it all before his job came to an end too. In just five weeks, our USAID-funded Afghanistan Rule of Law Project (ARoLP) would be over, and I'd tasked him with a list longer than we could possibly handle before we were to wrap things up on May 31, 2009.

Sohaila (I've changed her name) was still visibly upset when I arrived. She'd better have a good excuse, I thought. I'd probably been a little more forgiving with her, during the past year, as this was her first library position and she was trying to finish law school at the same time.

"Ma'am, I cannot do it," she said, starting to cry again. "I cannot do it."

This time I didn't necessarily feel forgiving. With my work day already interrupted, and after having sat in Kabul's notoriously awful traffic amidst scores of armored SUVs, limping Russian-built taxis, Toyota Corollas in every color of the rainbow, donkey carts, herds of sheep and goats, and the occasional ISAF military convoy, I had also just spent more than an hour and a half contemplating my impending return to the US.

"Look Sohaila, we all have to do it, we all have to leave our work," I said. "I know it will be difficult for you to leave the library, but there's nothing we can do, our project is ending. It is difficult to lose your job, but you've done good work and I will give you a good recommendation. You will find something again very soon."

Over the past three years, among other projects, I'd developed a law library for the Independent National Legal Training Center (INLTC) on the campus of Kabul University. The INLTC facility was built with the Italian government's funding in 2004 to provide continuing education classes for Supreme Court, Attorney General and Ministry of Justice attorneys and staff. It included a beautiful, if somewhat impractical, two-level library space that featured well-planned natural lighting and gorgeous marble floors, but little heat and inconsistent electricity. The Italians had

purchased several over-stuffed couches and chairs, along with some desks and rugs. However, there were no books or shelves or librarians in the library - the doors had been essentially locked up until I joined USAID's project in February 2007.

That summer, I began interviewing library staff. Masoud was one of my first hires. He'd earned his law degree from the Islamic (Shari'a) law faculty, but had never worked in a library. In fact, he'd rarely even used a library, as the Shari'a law faculty's collection amounted to stacks and stacks of dusty books that had somehow escaped years of turmoil to be locked up in piles without organization or even a caretaker (since 2007, the Italian government's Rule of Law Project (IDLO) has funded a brand-new library facility).

The same was true of the Law and Political Science law faculty's library, which featured a small room with a few shelves of books and a table, and at least a record of what materials were available or checked out. Otherwise, there were, and still are, few special law libraries in Afghanistan, and fewer law librarians per se. There is certainly no library school in Kabul, although some efforts have been made along the way to train some students in librarianship.

Masoud had been a quick study who had done the most - including a book-buying tour in the Pakistani cities Islamabad, Lahore and Peshawar - to build our library's 5,000-volume collection, as well as organize and classify the collection and begin to catalog electronically in Dari, Pashto, and English. It took nearly a year to build the library's shelving, desks, chairs, reference desk, and offices, using materials and carpentry available in Kabul; although that is probably a story for another time. At this moment, Masoud, who had been standing nearby at the reference desk, glanced again at the crying Sohaila and shrugged his shoulders, then returned back to his laptop. He had work to do - I was on my own.

"I must marry him," Sohaila continued, continuing to cry with a little wailing here and there. "I must do it, but I cannot do it. I do not love him."

"What?" I asked. "You must do what?"

"I have to marry him, my father has said so."

I got it now. I had totally misread the situation.

I had assumed Sohaila was upset about losing her job. I had assumed that she was a young woman in Afghanistan studying for a degree and already with professional skills who would be quite sought-after by international organizations. And women - well, really, any woman who was permitted by a father, brother or other family member to work - was still too much of an exception in Afghanistan, even seven years after the fall of the Taliban. With her decent English and the reference and research skills we'd worked on together, she would have little problem finding new

work, and her career would probably advance. That was an opportunity as far as I saw it.

Plus, Sohaila's future was far more certain than my other 22 male staff members who'd worked for our now-closing project - and some of these men were the sole income earners for their families. Many were trying to support very extended families, several with some family members suffering from a myriad of health problems that Afghan are confronted with after years of war, poor diets, and pollution in the capital city. In other words, I had little time or sympathy for Sohaila. Her family was fairly well-off as far as I could tell, and while her position was ending here, she would find work again soon. She was lucky.

Back at the reference desk, law students who had come for help or check out books walked away realizing help was not available today. I asked Masoud to put aside his cataloging for the time being and take care of patrons, mostly students from the law faculties. I sat down with Sohaila in the director's office and rolled over a few options as to how to respond, without criticizing her, her father, or her family's honor. I realized she was asking for personal help in a professional situation, and I had little to offer. Tell her some people marry for many reasons, then fall in love? How could I be so unprepared?

Weddings in Afghanistan are probably the single biggest event in an Afghan person's life. Without any evidence to prove it, I would argue that the wedding industry that has grown up in Kabul outpaces just about all other legal business ventures in Afghanistan. Wedding halls are scattered throughout the city, with new palace-like ones springing up all the time, ringing the outskirts of the city. Most sport elaborate, blinking neon decorations, such palm trees or camels. They're built to accommodate hundreds of guests who are usually segregated by sex into separate celebrations in separate rooms.

While working in Kabul, I had been invited to several wedding celebrations, and even pre-wedding celebrations. This though, seems to be part of the problem - a soon-to-be-married couple must invite all family - no exceptions - and really anyone with whom he or she is associated, no matter how close or not. A reception invitation that asking a family to 'leave your children behind' is unheard of, and as Afghan families are huge, sometimes it seems the kids outnumber adults. In addition, foreigners are coveted guests, and I have felt embarrassed from time to time when it seemed more attention was focused on me than the more deserving bride and groom.

While men and women celebrate in separate rooms, there is sometimes a male videographer who will jump from party to party and simultaneously broadcast the goings-on of each to the other room on a big screen. Loads of rice and lamb kabobs are served, sometimes alongside carts full of Coke or Pepsi or Fanta. Weddings last for hours, before and after the bride and groom arrive, with women decked out in their finest, tailor-made gowns and jewelry, dancing together to some of the loudest DJs or bands you've ever heard. Wedding celebrations are truly an event,

combining new and old culture and custom, and costing thousands - upwards of \$10,000 USD or more seems to be average - that the families generally don't have and will take years to pay back.

Girls and women marry very early in the Afghan culture. Some of these marriages are arranged, such that a girl or young woman is compelled to marry under circumstances that usually benefit relations between families. This practice is quite prevalent in some Afghan provinces than others, but as more and more people have migrated to Kabul since 2002 in search of work, provincial customs have followed as well, which is why, for example, you'd still see far more women wearing burkas than you might expect in the capital city.

In this instance, it dawned on me that Sohaila had more than just a potential burka to worry about, and she certainly wasn't in pieces because she was leaving me or the library. She was traumatized by the thought of marrying a young (or possibly old?) man she knew little about and cared even less. Big party or not, she wasn't ready to spend the rest of her life with a partner who might demand she not work, demand she give up law school to stay closed up in a house most of the day taking care of what might become a very large family. In effect, the big party meant the end of her freedom, as it many times does for some women. It was Sohaila's duty and an obligation to follow her father's wishes; she was powerless to refuse him and perhaps her mother, as well.

Yet, many young women in many cultures marry for reasons other than love - she wouldn't be the first. But why did I want her to go home and tell her parents that she respected their wishes, but she'd chosen a career path in libraries, that she could earn a decent living independently, that at 20 years old or so she wasn't ready to marry until she found the right partner. That's what I wanted to say to her, and maybe that's what she wanted to hear. It wouldn't have mattered for this particular young woman - or would it?

I had spent nearly three years working for and among mostly Afghan men, true, but I was still speechless. One of my other female staff members, I would guess possibly in her early 40s, had coped for months with a nephew's illness that drained her and her family's resources. She was her family's sole source of income - her husband had died some time ago, but it was unclear how.

Kamila's nephew's "blood was bad" as she put it, and apparently so bad that doctors in Pakistan weren't able to fix it. Several people lived in her father's house - her mother, maybe a sister or brother or two, children of different ages. Still, she commuted by walking and riding an hour a day to our office, part of it hidden in a blue burka. In the nearly two years she worked for me, she never took one vacation day nor called in sick. It so much easier, she told me, to proofread the laws of Afghanistan for seven hours a day, six days a week, than cook and clean and haul water to the scores of people sharing the family's house.

With Kamila, I would talk with her about her family, and occasionally eat lunch at the office together. She told me her story in her limited English. I in turn listened and offered as much support as I could, and from time to time, gave her kids' clothes my mother had sent back with me, and little things here and there, mostly new scarves, and an occasional little extra to cover her commute.

Yet Kamila's experience was one I could relate to - especially having a sick family member. On the other hand, I felt mostly uncomfortable talking with Sohaila about her situation. In the remaining five weeks of our project, I did for her what I had done for my other staff, offer one-on-one meetings to discuss other employment options and future skills to develop, knowing that she could do neither. I thanked her for her work, gave her my email address and a glowing letter of recommendation.

Sohaila listened and took the letter, and the last time we talked, I gave her a hug and she left. I haven't heard from her since, although she must have had her big expensive Afghan wedding by now. Maybe she has her own house, or maybe she lives with her husband and family.

It's almost a year later, she may even have had her first child. I have no way of knowing, and in a sense, I'm not sure if I want to know. Her life is very different from what I thought it could become a year ago, and perhaps what she might have envisioned her first day on the job at the law library. Certainly at this moment, offering reference assistance or cataloging the last volumes of our law library collection is probably the the furthest thing from her mind right now.

Authors note:

Andrea Muto was formerly a Librarian Relations Consultant for LexisNexis from 1996 to 2000, first based in Cleveland, Ohio. Later, she was an Account Manager for LexisNexis, serving the US Department of Justice in Washington, DC. She has worked in Kabul, Afghanistan since February 2007, for the USAID-funded Afghanistan Rule of Law Project which ended in May 2009. Subsequently, she worked as a library consultant for the Afghanistan Law Reform project for the World Bank, and most recently coached Afghanistan's first Jessup moot court team to participate in international competition in Washington DC in March 2010. That project was funded by the US State Department/INL and administered by the University of Washington Asian Law Center. Andrea was a reference librarian for Ernst & Young while finishing her master's degree in library science from Kent State University in 1996. She also holds a law degree from Cleveland-Marshall College of Law, and is a member of the Ohio Bar.

Government Info Pro Podcast: Episode 10: Afghanistan Rule of Law Project

During AALL 2009, I had a chance to sit down with Andrea Muto, recently back from working on the Afghanistan Rule of Law Project (ARoLP) and interview her for the Government Info Pro Podcast.

I know that you are going to enjoy hearing about some of Andrea Muto's experiences as an information professional working in Afghanistan.

You can listen to the podcast in three ways:

- download the [MP3 File](#)
- from the embedded player in the archived post
- subscribe to the *Government Info Pro Podcast* on iTunes



SHOW NOTES:

Here is a short description of this project as provided to me by Andrea:

The Afghanistan Rule of Law Project (ARoLP) was funded by USAID, and implemented by Checchi & Company Consulting from 2005-2009. ARoLP was the US presence in the justice sector, first working with the Ministry of Justice (legislative drafting training, organizing and publishing laws), then later tasked with Supreme Court training and administrative reform (developing judges' training curriculum and materials, collaborating on writing the first Judicial Code of Conduct, publishing Supreme Court Cases). The development of the law library at the Independent National Legal Training Center (INLTC) rounded out judicial training and curriculum components.

The INLTC is located on the campus of Kabul University, situated between the Law & Political Science and Shari'a law faculties. It is a quasi-governmental organization, built by the Italian Embassy, administratively staffed by the NGO International Developmental Law Organization and run by a Board whose representatives include the Supreme Court, Ministry of Justice (MoJ) and Attorney General's Office. USAID was invited to design and staff the first full-service law library in the country at the INLTC, since its Rule of Law project was heavily involved with both the Supreme Court and MoJ, and because its international staff included a law librarian (myself) who had joined ARoLP in February 2007.

The INLTC Law Library is actually full of firsts. It is the first library to catalog its collection in three languages (Dari, Pashtu and English) using Koha open-source software. It is the first law library to provide patrons legal research training, and a nascent version of first CALR courses. It is the first whose staff wrote the first Dari-Pashto legal research manual in the country in more than 30 years. It is the first to offer its resources via a web site in three languages (www.inltclawlibrary.org).

Here are some additional links of interest:

- The [INLTC Law Library's web site](#) (Icon for English is in the upper-left corner of the page)
- USAID releases regarding the opening of the law library: <http://afghanistan.usaid.gov/en/Article.386.aspx> and <http://afghanistan.usaid.gov/en/Article.390.aspx>
- [USAID follow-up release regarding the library's progress](#)
- [USAID release describing ARoLP](#)

- [FCIL announces Masoud has won its scholarship](#)
- The INLTC Law Library is part of a group of world-wide using [Koha open-source cataloging software](#)

Also, take a look at this post out on the [Pace Law Library Podcast site: On Law Librarianship in Afghanistan](#). It has a good summary of the AALL Foreign, Comparative and International Law Special Interest Section (FCIL-SIS) program: *The Past, Present, and Future of the Law Library and Librarianship in Afghanistan: The Challenges and Rewards of Building a Library After 30 Years of War*. Among the resources listed there is a link to a podcast of the actual program. I attended this session and can tell you that it was one of the standout programs of AALL 2009. and that this podcast will be well worth a listen. Speakers were Mr. Ahmadullah Masoud, Andrea Muto, and Blair Kaufmann.

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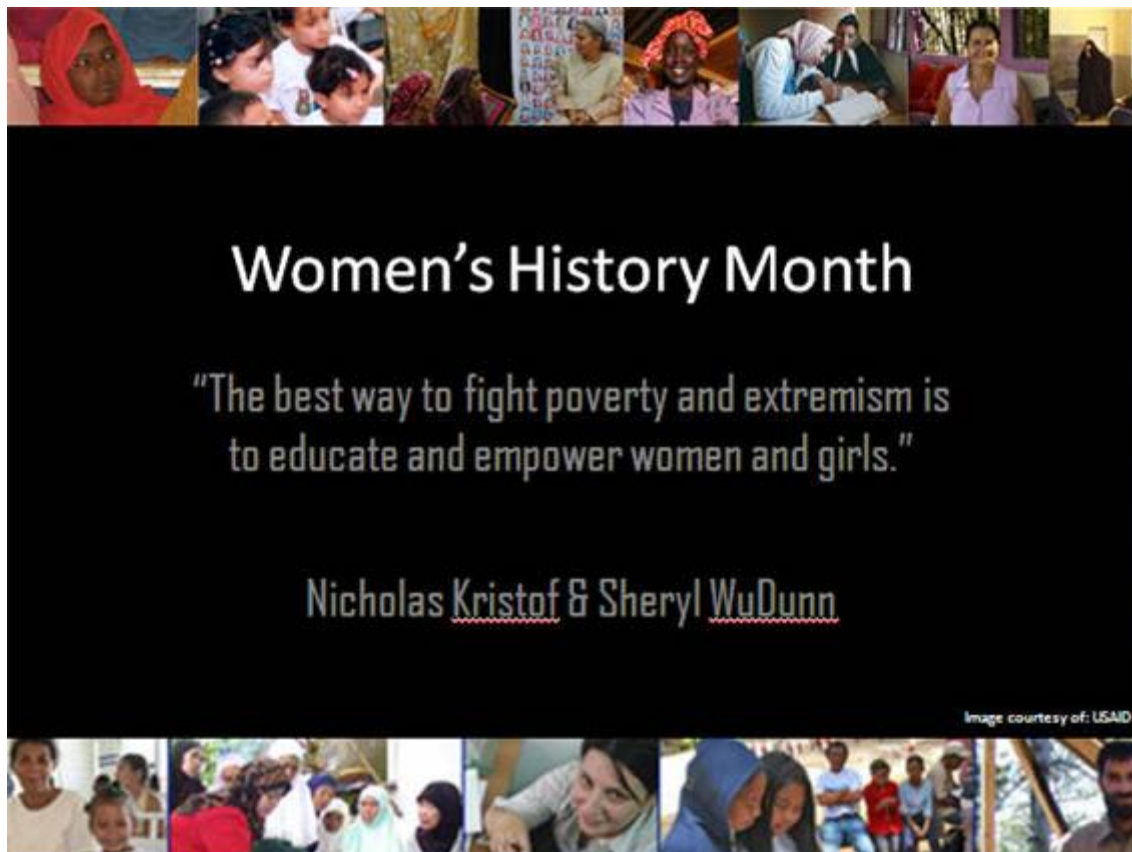
Women, Literacy, and Empowerment

Priscilla Lujan, Head Librarian, Foreign Service Institute

The FSI Library, at the U.S. Department of State, has demonstrated its value and engaged its constituents in many ways, superb customer service through presentations, research, an up-to-date web page, circulation of print and multimedia materials, window displays and a light filled location that provides a respite and an opportunity for contemplative time.

Although the FSI Library has a very small staff, it is indeed rich...before you gasp for air let me explain. The Library has prime real estate with a big display window, a richly diverse faculty and students who are global citizens. Our constituency is indeed a microcosm of the world.

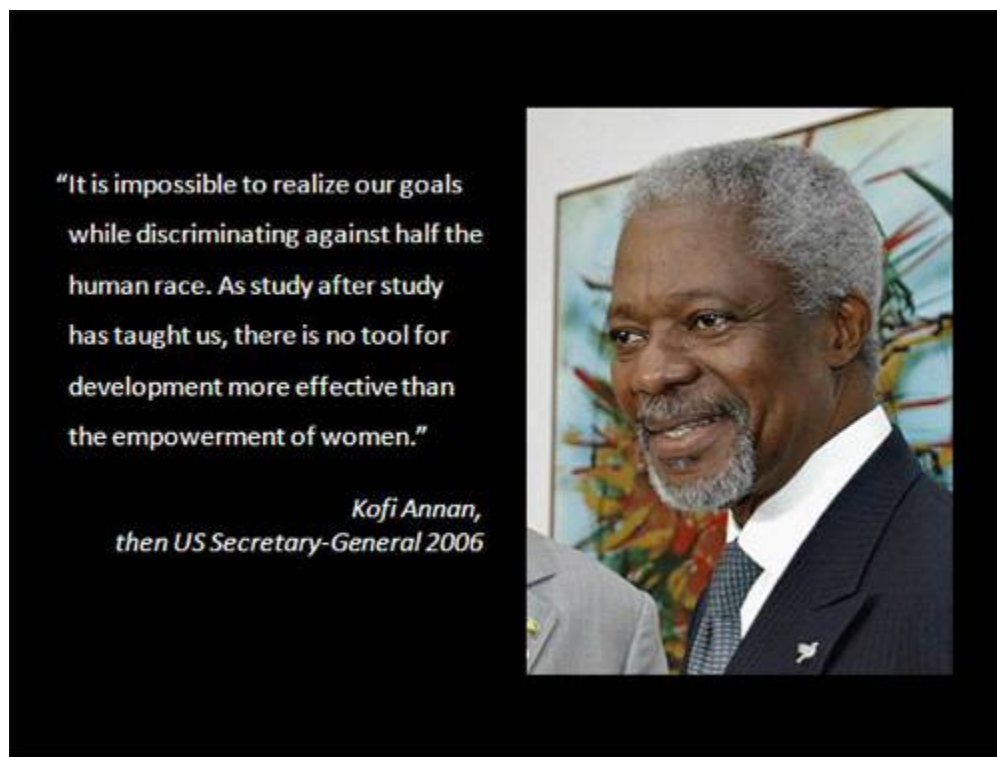
This past March, the Library set up a powerful display titled, *Women, Literacy, and Empowerment*. The idea to set up the display came to me after reading a column in the *NYT* by columnist Nicholas Kristof and Sheryl WuDunn. After hearing the authors interviewed at the Wilson Center, I knew that there was an opportunity to feature a display for Women's History Month.

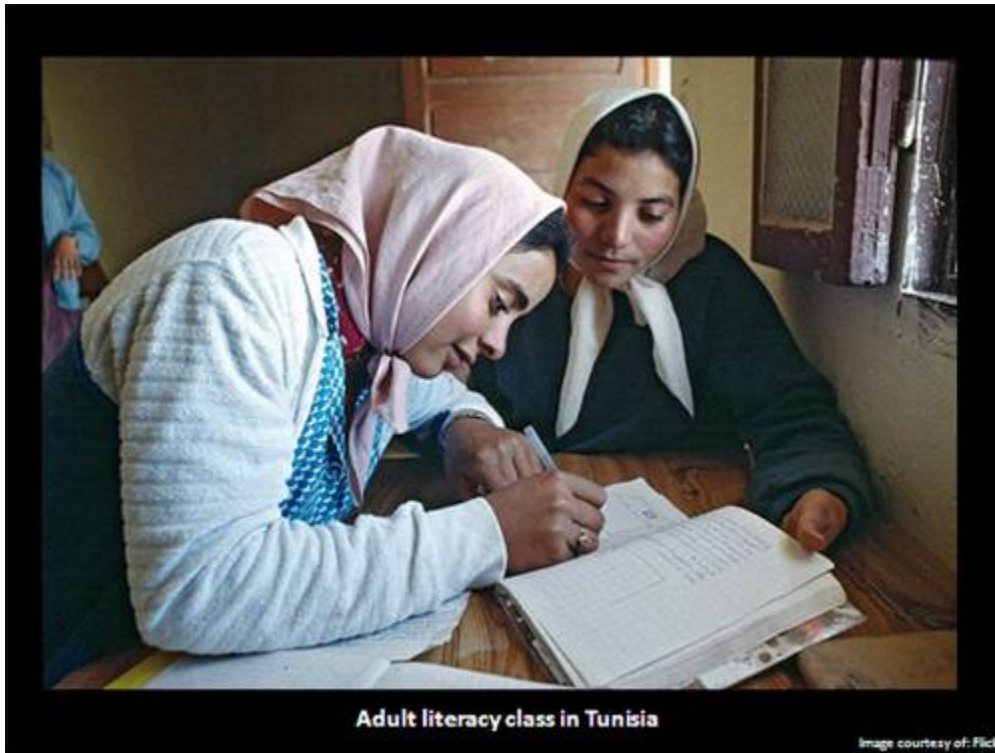


The Library collaborated with the best digital graphic specialist and designed a *PowerPoint* presentation that was flanked on either side of the large monitor by easels with **bold colorful** charts filled with literacy statistics for each country represented in the United Nations. Although the presentation began with a depressing state of conditions for women globally, it drew the viewer in, as it progressed with a compelling view of women leaders, women ambassadors from other countries and women ambassadors representing the USA, Ambassador-at-large for Global Women's Affairs, and finally with Secretary of State, Hillary Clinton. All of the slides provided powerful examples of how literacy and empowerment can change the world.

With another window display, the Library had succeeded in drawing in constituents to check out materials, request further research, engage the students and staff to think about these issues, and finally received very positive feedback.

Below are some selected slides from the exhibit.





Adult literacy class in Tunisia

Image courtesy of Flickr



Women practice skills at USAID-funded Literacy Center in Karachi

Image courtesy of USAID

**Of the 867 million illiterate adults in the world,
two-thirds are women.**

Source: [Women Empowered](#)



**Literacy class in
La Paz, Bolivia**

Image courtesy of: [Wikimedia](#)



Beja women attending a literacy class

Image courtesy of: Flickr

USAID Literacy Program in East Timor



Image courtesy of: USAID



USAID Literacy Program in Iraq

Image courtesy of: USAID

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The Value of Librarians

By Robert A. Farina, Director, Trademark Law Library, USPTO

And why is it so good?

The Koala Tea of Mersey is not strained!



When the stock market went south (yet again!) a couple of years ago, all the "I-told-you-so" financial analysts in the media started drumming up business for themselves by urging everyone to pile on for the "flight to value" stocks/bonds, etc. As if by magic, some mutual fund companies started touting their huge value fund returns that were contrary to the abyss that everyone else had fallen into. Dontcha just hate those darned bubbles?!

Well, a lot of us are now living with what have turned out to be homes and cars we've overpaid for, employers who don't pay enough, a government that's trying to pay for everything, and a tea party where no one wants to pay for anything. Mad Hatter indeed. Let's keep the ravens & the writing desks separate, thank you very much.

All the trends are quite lovely when money is flowing throughout the economy, but lately, if anyone took the time to pay attention, a strange thing began to happen to the "trendy." Conan got replaced by Jay; Toyota is vying for market share with Ford; working people are eating corn flakes for breakfast instead of feasting at

Sawbucks on caffeine and crumpets. Even the federal government in Washington closed for four days on account of snow. What's it all mean? Has the world gone insane? Has 2012 come early?

Actually, it's just a reality check that life throws at us every once in a while; a flight to value, if you will. For a professional librarian, that value comes in the form of an MLS degree. When the cyber-pirates start taking down Google and Yahoo, and the world according to Wikipedia is somewhat askew, the librarians know how and where to find authoritative sources of information through commercial online databases, paper & microform journals, and – steady now, books. The bottom line is the history lesson that Santayana asked future generations to heed, i.e., don't repeat stupid mistakes from the past. Many of our fearless leaders these days aren't familiar with things like history, knowledge, understanding or philosophy because all of their beliefs are all rolled up in greenbacks rather than the meaning conveyed on the back of each and every dollar bill, roughly, "Providence in favor of the American cause." One of our jobs as professional librarians is to bring back a focus on content and value.

Librarians are analysts. We know how to take the full measure of a thing, take it apart, classify it, catalog it and understand it. We know how to mine the data that makes our organizations more efficient and the business community more profitable. Our title is something of a time-honored designation for those dedicated to keeping the light of knowledge burning even in the darkest recesses of civilizations throughout history. Politicians and historians (through no fault of their own perhaps) often distort the accounts of the events of their times, but librarians strive to accumulate all of the known points of view about everything for posterity; they leave it to future generations to decipher and gain knowledge and understanding from. We can retain our relevance by twittering away and "linking in" with colleagues as long as we remain true to our values as keepers of the light.

The Hidden Value of Listservs

By Maria Kreiser, MLIS

Listservs...really?

You have to be careful these days about what you say in meetings. When I was asked to write a piece about the value of listservs—after casually mentioning that I am a “listserv lurker” and subscribe to dozens of library-oriented lists—I thought, Cripes, isn’t everyone on at least one already? What could I possibly say about listservs; isn’t their value apparent? Plus, don’t they annoy us all from time to time? Is there a single librarian out there who hasn’t seen his/her email inbox practically explode from a voraciously commented-upon topic in a matter of mere minutes? And aren’t listservs on their way out anyway, with all these new ‘n sexy online communities like wikis, Ning, LinkedIn, FaceBook, and Google Groups abuzz everywhere?

Some Web 2.0 enthusiasts may dismiss the listserv as a clumsy old dinosaur that’s sure to be extinct from our email soon—and with social media gaining in popularity; it’s true we may see the eventual demise of listservs. Not yet, though. The listserv, a 20-year-old email-based tool for rapid communication, is here to stay for a good while. Technologically, it may not be as sleek as some of its online communication counterparts, and it does have its inefficiencies, but it still has a lot going for it. In fact, listservs are kind of like the boy/girl next door: they may not look all that glamorous, and they’ve been around so long that we barely notice them, but they’re amazingly good company and conversation, with tons of great qualities and potential.

While they’re still here—and still being *very* reliably utilized by librarians—are you getting the best value possible out of the professional listserv(s) you subscribe to?

The Value Meal

First of all, if you’re not subscribed to any professional listservs, there’s no excuse not to be! These thriving virtual communities can offer:

- Reference and research help
- ILL help, article request fulfillment
- Info on conferences, sessions, workshops, and webinars
- Latest reading and authors of interest to the group
- Latest breaking news of interest to the group
- Discussions on various issues (e.g., problem-solving with patrons or management)
- Technology and vendor announcements related to the group’s interests

- Job, scholarship, and grant announcements
- Calls for papers, posters, and blog submissions
- Items for giveaway (equipment, serials, etc.)
- Social networking for other purposes (e.g., housing for conferences, occasional jokes, etc.)

Research & Archival Value

While the real-time stream of emails from listservs is an excellent way to keep an eye out for current topics, trends, and other assorted goodies, listserv archives provide an oft-forgotten yet robust resource for researching a general (or esoteric) topic. Many listservs host a searchable online archive at their host site, which can often be filtered by subject matter, sender, date, and more.

It's highly recommended that before you post a question to the group, take a cruise through the archive first to see if and how it's already been addressed. If you want more info after that, you can then post with the acknowledgement that the topic's been discussed before, and ask for suggestions that are more specific/broader/pursuant to your type of institution/whatever you need. As well as being a smart research tactic, it's also good etiquette, as it doesn't crowd the list with redundant postings that many will just groan over and delete.

As a professional a bit newer to the field, I find the archives of various lists to be truly invaluable resources for getting background information and opinions on various library-related topics. If you find yourself switching tracks into a new area of librarianship, or moving into a management role, you may also benefit greatly from checking out some list archives to see what your cohorts are talking about that's relevant in your new capacity.

Also, as a research-minded worker, I am always pleased to see postings in my inbox that are summaries of responses from others (also sometimes called "hits")—say, for a particularly difficult reference question, ideas for resources on an interesting subject, or opinions on important business-related topics. Although I employ the delete button liberally with most listserv emails, I have a habit of saving these posts in a separate folder in my email, so now that folder is also a searchable resource, if needed—another possible way to glean value from your listservs.

Professional & Job Seeking Value

Collegiality, obviously, is an excellent benefit of listserv participation. As many professionals may operate as solo librarians, or as a small team amidst a sea of other departments, listservs can help lessen feelings of isolation. And, while social networking tools and other online posting boards offer newer venues for discussion, there is something a bit more personal about having messages come directly to your email inbox. And it's *easy!* Social networking is more of a "go-to" technology, in which the user has to go off and find the party elsewhere (on another website, etc.). With listservs, though, the party comes straight to you—though perhaps an occasional pain to have to clean up after, infinitely easier and more satisfying overall.

On the hunt for a new position? As much as some of us may gag at the concept of "marketing" or "branding" ourselves, listservs offer a prime opportunity to gain visibility amongst our peers, which is important to career development. For example, you can certainly be on a sharp lookout for job, fellowship, and volunteer advertisements on lists as a lurker, which is all well and good. However, taking a proactive role by joining in discussions and posting to the list regularly creates *visibility* and *familiarity*, even if you have never met anyone on the list in person—and these are key factors in networking for career opportunities. As we all know, hiring managers tend to favor candidates who are "known quantities" in some respect. Are you on a listserv where you almost feel as if you know a few of the contributors, because you see their posts regularly? Chances are, those participants aren't long without employment options. Contributing to discussions and writing messages, if done regularly and thoughtfully, may help down the line with gaining a foothold on an opportunity or two.

Librarians may also find that their "online presence" on listservs leads to publication prospects. And when you're tasked with producing an article or column, don't forget those archives! Listservs can also help with writing for publication by providing a powerful preliminary research tool and sounding board for ideas—they're a great place to gather background info, get a feel for a topic, and ask what your peers think.

Supersize Me (Or, just play it smart)

Of course, it's not imperative that you get completely carried away (ahem) and sign yourself up for dozens more listservs than you already may be receiving (I don't recommend it, unless you are a glutton for utterly relentless email punishment). A few incoming lists are probably a good base: one from your local library association, at least one or two each from ALA, SLA, and any other specialized

professional association you belong to, and perhaps one of the government librarian-specific lists available from several sources.

If you're not already signed up on at least one local list (e.g., your SLA chapter), you should remedy that immediately. These groups offer an abundance of local info about available jobs, grants, professional workshops/receptions, book club meetings, and around-town social outings. It's also a prime place to advertise any events or programs your institution may be hosting that would be of interest to local librarians and knowledge workers, and to seek out recommendations for nearby vendors and services. If there is a library school nearby, you may also want to see if there is a list there you can join; they are often a good complement to other locally-based lists.

I also suggest signing up for a technology-specific listserv, especially if you DON'T play a role in IT, web, or other tech areas. It is a great way to peek in on what's happening with things like digital archives, how mobile libraries are being implemented, what some librarians think about the latest gadgets and if they will last, and all kinds of other things that are very important to the future of libraries and information centers. You'll be surprised what you learn by osmosis!

LISTSERV RESOURCES...especially for government librarians

Some may be contingent on association/group membership.

Resources for multiple lists

WebJunction—Hosts a handful of good lists covering ILL, web management, digital resources, and more. For lists without archives, there is also a trick explained on how to search the archives using Google.

<http://www.webjunction.org/listservs/articles/content/438139>

ALA—Dozens of mailing lists (by division, subject area, and more—and not just for public and school librarians; there's plenty of meat here for government and special librarians)

<http://lists.ala.org/sympa/>

SLA—Dozens of mailing lists (by division, local chapters, and special interests). Don't forget the Government Information Division list, and any other subject area of interest.

<http://www.sla.org/content/community/lists/index.cfm>

FLICC—Lists for federal librarians (separate lists for reference, cataloging, IT, OCLC, and general discussion topics).

<http://www.loc.gov/flicc/listsrvs.html>

LOC—Library of Congress maintains other lists on metadata, sound recordings, web archiving, and more.

<http://listserv.loc.gov/archives/index.html>

Individual lists of interest

AUTOCAT—A must for cataloging and authorities.

<http://listserv.syr.edu/archives/autocat.html>

BUSLIB-L—A must for business research.

<http://lists.nau.edu/cgi-bin/wa?A0=BUSLIB-L>

A&A—Archives & Archivists list. Essential for anyone working in preservation, archiving, records management, and digitization.

http://www.archivists.org/listservs/arch_listserv_terms.asp

GOVDOC-L—Concerning government information and the Federal Depository Library Program.

<http://govdoc-l.org/>

NMRT—ALA's New Member Round Table committee's list often has very telling discussions about jobhunting, how hiring committees and processes work, how to get more professionally involved, and the like.

<http://www.ala.org/ala/mgrps/rts/nmrt/news/index.cfm>

AALL Advocacy—The American Association of Law Librarians' Government Relations office hosts this forum on policy news, state depositories, legal resources, and more.

<http://www.aallnet.org/aallwash/aalladvocsubscribe.asp>

What I Learned About Value from Superheroes

Diane M. Falk, M.L.S., Freelance Research Writer and Editor

There is a lot to be learned about creating and maintaining value from a superhero. Take *The Phantom*, a long-time and very popular newspaper adventure series created by award-winning writer, Lee Falk. I was lucky. I had a front row seat to the world and thought process of a good superhero because Lee Falk was my father. The Phantom had some best practices for dealing with the challenges that any profession brings, be it superhero or librarians. I'd like to share a few with you here.

Take time to think. The Phantom had many adventures in overcoming evil in the thousands of Phantom adventure stories. One thing he consistently did was to take time to think. He got to think while sitting in his cave on the legendary Phantom, King of the Jungle throne; but, the information professional can feel inspired from this just to take some time while sitting at their desk in a regular office chair to strategize. Creating value must include the research and planning of every research request and project. However, do some long-term planning too. Schedule time for professional development such as attending conferences and programs. Also consider writing an article or presenting a professional research paper. These activities create value for the library and the librarian within any organization or community.

Protect and defend. Defending your library and protecting the funding of your research resources requires a continuous effort to challenge and change the status quo of your department with the needs of your patrons. Just as The Phantom emerges from the Phantom Cave to protect the innocent, and establish harmonious order and justice within his corner of the world, the librarian can become the visionary who categorizes and references the new and emerging directions of resource needs for the patron community.

Collaborate and Tap into Your Community. The Phantom had family, friends, and faithful colleagues. He was part of the community around him. Not only that, he rides his horse with his dog (actually a wolf) by his side. He understands the value of community, including that horse and wolf. He recognizes that community is an essential part of what it takes to get the job done. He knows how to collaborate. The information professional must make sure that they recognize the value of building community and driving collaboration.

Although an example of good “popular culture”, the creator of this “superhero” continuously included elements and symbols of the classics of literature, such as *King Arthur and the Knights of the Round Table*. “Sacred objects” of this legend include Excalibur, the sword of King Arthur. Another legend included the Diamond Cup of Alexander the Great, and the Phantom Rings -one with the Phantom symbol to be used for protection of the Innocent, and the skull and one with a cross-bones to identify the evil that must be and is overcome.

Keep yourself sharp. The Sword of Excalibur may symbolize both the wit and the intelligence of the librarian and research information specialist. It is about more than identifying the research and reference request needs of the patron through the reference interview, it is also about keeping your knowledge of research and reference resources fresh so that what you bring is of the highest value possible to your work every day.

Be discerning. The Phantom Rings may symbolize the ability of the librarian to distinguish between relevant or useless information resources from which the reference request is fulfilled. It is not enough just to keep your knowledge fresh; you need to make decisions about the quality of the resources you can tap into to get the work done.

Celebrate and market your successes. The Diamond Cup is a magnificent image and symbol for the sense of exuberance one has earned for a job well-done !! That is the blood, sweat, and tears of short term daily efforts, such as your research efforts for a patron, and your success in moving forward with your long-term strategic plans for the library to drive deeper value over the long haul. Big or small – all of these can be shining jewels of accomplishment that should be showcased.

Step up to the plate. You have to do the work to see the results. The Phantom had a lot of strategies for creating value that can work in any environment. He had friends. It should also be noted that the creator and continuous writer of *The Phantom* adventure stories for seven decades, was also the creator and writer for *Mandrake the Magician*, another superhero with similar lessons about strategy and accomplishment while creating value. Beyond the characters, there were a few things about value to learn from Lee Falk. He knew that part of the equation in creating value is hard work and seeing the job through no matter what he undertook.

Improve your community through your work. Beyond being a creator and writer of superheroes and their many adventures, Falk was also a prolific and

accomplished playwright and theater director and producer of more than three-hundred (300) theater productions throughout New England, New York, and the Bahamas--working with many well-known celebrities to sell-out audiences. He had a passion for human rights and it was reflected in his writings. It was also reflected in his deeds. As a theater director and producer, he was a leader in the desegregation of theaters in Nassau and the Bahamas; thereby mobilizing and fulfilling his passion for social justice.

What we do can have a value that goes beyond what we might at first imagine.

The writer, Lee Falk, was also known to say, "My tastes are simple, I like the best."

And indeed, the best story in popular culture history is the following:--While Hitler was proudly announcing to everyone who listened to his radio broadcasts, "I have wiped America off the Map", the American cartoons and adventure stories continued to be published internationally and appeared in local newspapers worldwide. Therefore, when international fans read these syndicated stories they knew, without a doubt, that *America was still there*.

One more victory for the superheroes of the world.

Diane M. Falk, M.L.S. is currently a freelance research writer and editor, and involved with community-based projects: Ambassador for Peace, UPF.org; Washington Family Church National Cathedral, Council Board; Women's Federation for World Peace, DC Events Coordinator.

Department of the Interior Library Open House Flier

Come to the DOI Library Open House!

The Department of the Interior Library will host a special Open House featuring electronic vendor presentations, Library tours, a drawing with multiple prizes, and a presentation on the history of the Rock Creek Park valley by Park Ranger Ron Harvey.

Featured Databases—
9:30-11:30 am—ELI Environmental Law Reporter; Elsevier Science Direct; JSTOR; National Journal Congress Daily; Proquest National Newspapers; Westlaw

2:00-4:00 pm—Gale/Cengage Academic OneFile and Directory and Virtual Reference Libraries; EBSCO Online and Science and Technology Collection; LexisNexis and Congressional Hearings and Research Digital Collections; NTIS National Technical Reports Library; Readex U.S. Congressional Serial Set



Tours of the Library will be given at 9:45 and 10:30 am; 2:15 and 3:00 pm by Reference Librarians Shyamalika Ghoshal and Jennifer Klang

1:00-2:00 pm – “Footprints Along Rock Creek” Park Ranger Speaker Series presentation on the history of Rock Creek Park by Ranger Ron Harvey

Department of the Interior Library
Thursday, October 22, 2009
9:30 am-4:00 pm




Submitted by George Franchois, Coordinator of Library Services, U.S. Department of the Interior Library



Department of the Interior Library Park Ranger Speaker Series

U.S. Department of the Interior Library

PARK RANGER SPEAKER SERIES



Presented by the National Business Center's Administrative Operations Directorate - DOI Library



Fort Hunt Park

Today, the sites and sounds of picnickers camouflage the hidden history of Fort Hunt. Located along the Potomac River in Fairfax County, Virginia, this area is just 11 miles south of Washington. Its proximity to the Nation's Capital dramatically affected the land use history. What occurred on this site frequently mirrored the political and social history of the United States. From the colonial era to the present, this site has been used as part of George Washington's farm, a Spanish-American War coastal fortification, a Civilian Conservation Corps camp, and the setting for top-secret World War II military intelligence operations. It is now a popular picnic area along the George Washington Memorial Parkway.

Please join Park Ranger Vincent Santucci for a look at the hidden history of Fort Hunt Park, a picturesque recreation area on the Potomac that was once an important bastion of the nation's defense and intelligence community.

Dept. of the Interior Library
1849 C Street, NW, Room 1151,
Washington, DC

Tuesday, April 20th, 1:00 pm.

Submitted by George Franchois, Coordinator of Library Services, U.S. Department of the Interior Library

U.S. Department of the Interior Library

PARK RANGER SPEAKER SERIES



Presented by the National Business Center's Administrative Operations Directorate - DOI Library



Theodore Roosevelt Island

Prior to its dedication as a memorial to our 26th President, Theodore Roosevelt Island had a rich and diverse history. Native Americans called the island "Analostan" and used it as a favored fishing post. For many years it was a summer resort for wealthy Virginians. The Mason family owned the island for 125 years. In the early 1800's, John Mason built a brick mansion and cultivated extensive gardens. The Masons left what was then called "Mason's Island" by 1832, after a causeway built to the Virginia shore stagnated their water. During the Civil War black and white Union Army troops were stationed there. Today the island houses a grand memorial to Theodore Roosevelt and provides a natural escape from the urban environment that surrounds it.

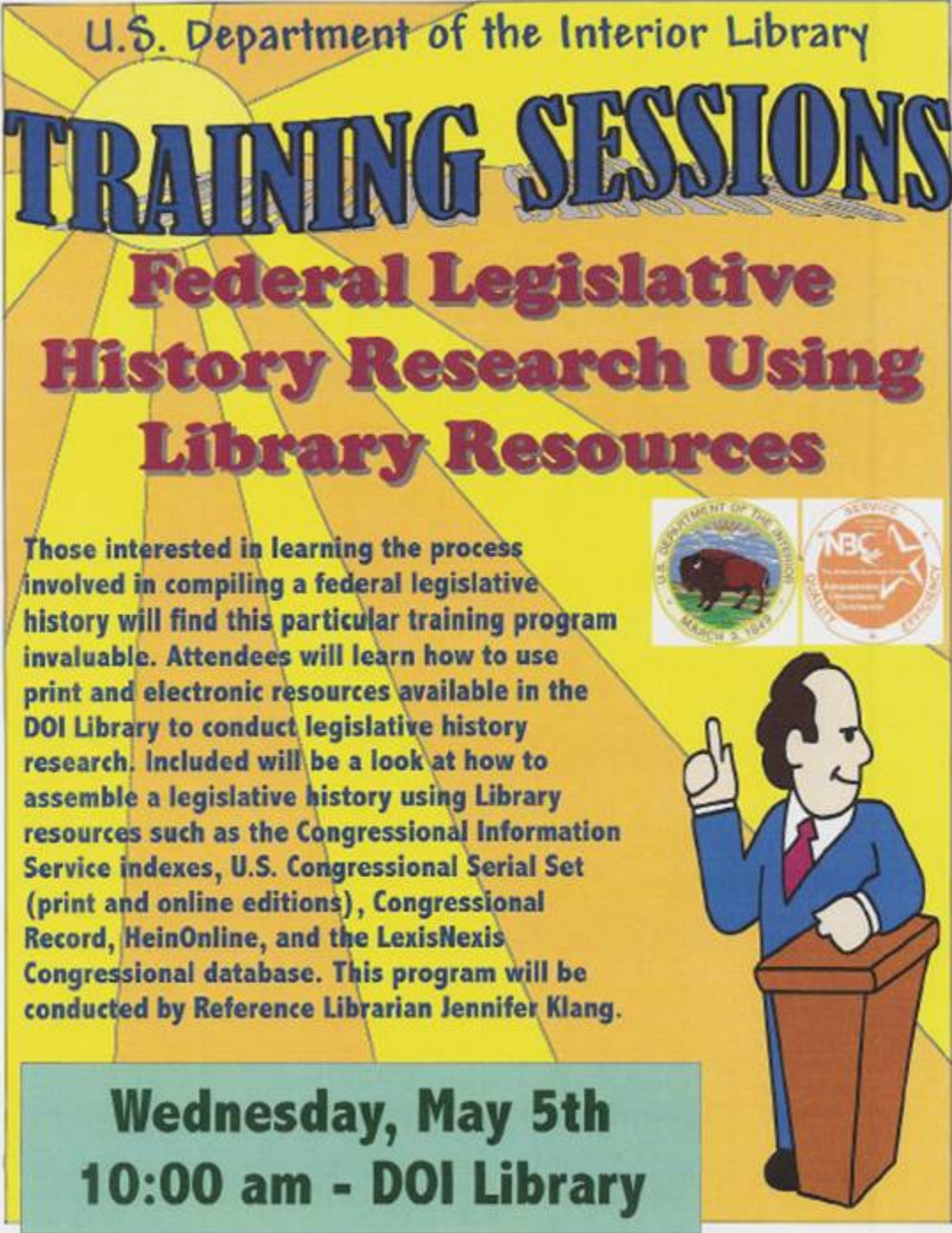
Please join Park Ranger Brandon Brown for a peek at Theodore Roosevelt Island. Examine the island's history and see how its gentle nature trails allow visitors to view the urban wildlife that dwells in its forest and swamp.

Dept. of the Interior Library
1849 C Street, NW, Room 1151,
Washington, DC

Tuesday, May 18th, 1:00 pm.

Submitted by George Franchois, Coordinator of Library Services, U.S. Department of the Interior Library

Department of the Interior Library Training Program Flier






U.S. Department of the Interior Library

TRAINING SESSIONS

Federal Legislative History Research Using Library Resources

Those interested in learning the process involved in compiling a federal legislative history will find this particular training program invaluable. Attendees will learn how to use print and electronic resources available in the DOI Library to conduct legislative history research. Included will be a look at how to assemble a legislative history using Library resources such as the Congressional Information Service indexes, U.S. Congressional Serial Set (print and online editions), Congressional Record, HeinOnline, and the LexisNexis Congressional database. This program will be conducted by Reference Librarian Jennifer Klang.



Wednesday, May 5th
10:00 am - DOI Library

Submitted by George Franchois, Coordinator of Library Services, U.S. Department of the Interior Library

“It’s Not My Fault ... My Social Networking Made Me Do It ...”

By Rhonda Keaton, Librarian Relations Consultant, LexisNexis

People who know me well know that I am an avid watcher of “The Daily Show” as well as a loyal member of the “Colbert Nation.” Usually I watch for the sheer amusement but occasionally I actually learn something.

Sofa time paid dividends one night as I watched Stephen Colbert’s informative but hilarious interview with James Fowler, Ph.D. If you are a Colbert fan you may remember him as the guy who actually statistically proved the “truthiness” of the phenomenon of the “Colbert Bump” which is the boost of political support a candidate enjoys after appearing on the show.

But, I digress. Fowler just wrote a book called *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives*. This immediately caught my attention because, for the past year, much of my professional life has been focused on social networks and the launch of the professional network solutions: Martindale-Hubbell® Connected and LinkedIn®. I perked up and got ready to hear what this guy had to say.

Here’s the exchange that hooked me:

Colbert: “The name of your new book is *Connected: The Surprising Power of Our Social Networks And How They Shape Our Lives*. If social networks are so important, why did you write a book instead of releasing it 140 characters at a time over Twitter®?”

Fowler: “Well you’re right, when people hear ‘social network’ they think its FaceBook®, Twitter or MySpace®.”

Colbert: “Absolutely, but no one thinks of MySpace anymore.”

Fowler: “That’s right, but really, social networks are things we lived in for hundreds of thousands of years. We’ve always had family members and friends. We’ve always lived in interconnected webs of relationships where we input not just the people we’re directly connected to, but our friends, even our friends’ friends’ friends in some cases.

Colbert: “So what you are saying is my best friend has a friend...”

Fowler: “Yes ... ”

Colbert: “And that friend does something. I’m influenced by that?”

Fowler: “Absolutely. Just so, for example, if your friend’s friend’s friend gains weight, I can predict whether or not you’ll gain weight.”

Colbert: "So, this friend of a friend of a friend—he's the guy I have to kill before I lose weight?"

Fowler: "You know people hear that and say, wow, that means I don't have to take any responsibility."

Colbert: "Exactly! That's what it sounds like to me: 'Sorry I ate your portion of the chicken but my social networking made me do it.'"

Fowler: "But we turn this idea on its head in the book because it's not just the case that your friends', friends', friends influence you. You influence them as well."

The interview continued on with an example of stampeding buffalo and then this nugget emerged:

Fowler: "Human beings are like a herd of buffalo. We think we're making independent decisions but because we're connected to our neighbors and our friends and our friends', friends it's a synchrony, a super-organism, like a flock of birds."

(Check out the full interview at: <http://www.colbertnation.com/the-colbert-report-videos/260955/january-07-2010/james-fowler>)

What I learned from this interview: The bottom line: You Can't Do It Alone. If you want to make a positive change in your life and those people connected to your circle are not involved in the change, chances are your efforts are essentially doomed. Why? Our networks exert an extreme amount of influence on us which is practically inescapable.

My next step: I gave this book the "Colbert Bump" by making it my next purchase. This interview made me extremely curious about these phenomena. I wanted to learn more not only for myself but to also see what Fowler had to say about applications to social networking in business. "You Can't Do It Alone," is a pretty bold statement, right? It goes against the rugged individualism we Americans take such pride in. While I personally don't hold the Robinson Crusoe belief that each man is an island unto himself, I have always thought most of my ideas; behavior, happiness and the like are largely self-generated.

It appears that my point of view doesn't necessarily hold up under scientific scrutiny. In *Connected*: Fowler and his co-author Nicholas Christakis, through analysis and example, present intriguing evidence that our real-life social networks shape virtually every aspect of our lives. The authors state: "How we feel, whom we marry, whether we fall ill, how much money we make, and whether or not we vote—everything hinges on what others around us are doing, thinking and feeling. *Connected* shows that our world is governed by the Three Degrees of Influence Rule: We influence and are influenced by people up to three degrees removed from us, *most of whom we do not even know.*" Wow, really?

For a starting example, the authors explore the epidemic of obesity sweeping the U.S. and analyze the data from the Framingham heart study to prove their point. The study examines the epidemiology of cardiovascular disease from 1948 to the present as it occurs among 5,209 participants from the small Massachusetts city of Framingham. Much of the now-common knowledge concerning heart disease, such as the effects of diet, exercise, and common medications such as aspirin, is based on this study. By mining this data and mapping the relationships of the participants, the authors discovered that obese people tend to be friends with other obese people. Thin people tend to be friends with other thin people. The astonishing result of the *Connected* study is that obesity spreads via a cascade effect that you might not easily recognize. Apparently if your friend's friend's friend—whom you have never met—gains weight, you are likely to gain weight too. And, if your friend's friend's friend loses weight you're likely to lose weight too. The old adage "Birds of a Feather Flock Together" is now a provable statement.

Fowler and Christakis explore these "connected" contagions in everything ranging from emotions, blogs, widows, teenage sexuality, Wikipedia®, suicide, politics and successful business endeavors. For example: a neighbor's loneliness can make you lonelier. Love at first sight is no accident. Even the epithet "You make me sick" may, according to the authors, be a statement of fact.

Connected is a product of Network Science, a maturing field in the study of sociology that explores the startling intimacy of social networks—how they're formed and how they influence economic, political and other behaviors. Researchers in this field have unveiled principles of networked behavior in a wide range of fields, from the evolution of the Internet, to networks of friendship, disease transmission, ecological interactions and economic transactions.

Why do these things happen? The roots of the results are in the early stages of human evolution when a "selective advantage was probably conferred on those individuals living in social networks and could share information about food or predators." Leading primatologist Robin Dunbar originated a concept called the "Dunbar Rule" which states that the human brain as evolved to its present size can only keep track of a network of 150 people. The *Connected* authors state that despite our burgeoning knowledge and technologies, modern man still maintains this relatively small capacity even though there is a cultural belief that we in fact can do much, much more. Our capacity is increased over that of primates who use grooming behavior as a way to maintain relationships. Grooming and more particularly nitpicking is inefficient for humans so we evolved a capacity for language a "less yucky and more efficient way to get to know our peers since we can talk to several friends at once but can only groom one at a time." Fowler and Christakis learn from their research that the structure of a network whether linear or clustered, dense or loose and the placement of an individual within the structure of the network dramatically enhances or diminishes the network contagion and its effects.

Since the economy is a vast and complex system of links, network science applications can become powerful tools for competitive advantage. In *Connected*, Fowler and Christakis apply their modeling to the creation of the Broadway hit musical. Why are some artistic endeavors complete smashes? Why do other musicals completely fail even though the same creative minds are originating it?

The results are surprising and have applications to practically any business endeavor. The authors cite a study of 321 Broadway musicals from *Cats* to *Spamalot* which analyzed the dynamics between success and failure. What they learned in their investigation is that the creators and cast members in the smash Broadway musical examples created very special "small world" connections which enhanced trust, familiarity and creative vision. In the successful groups, members could easily and conveniently interact with one another and they all tended to be friends or had friends in common within the business of "show."

In the flop Broadway musical the dynamic is changed. In most cases the producers and cast members had not worked with each other before and this lack of connectedness greatly increased the chance of producing a flop.

To predict a smash and continue to duplicate that result, the study identified the "sweet spot" that makes the group dynamic ignite. It is critical that the production company have a mix of "weak and strong ties" to foster the greatest creativity. The best group combination is a large portion of connected and experienced creators and performers blended with new cast members. The new cast members reignite the process of building connections and trust along with providing new artistic points of view.

This seems counterintuitive but there is a reason why the exact same group of people cannot seem to successfully duplicate a previous Broadway success. Although the producer, composer, lyricist and cast may be the same, the spark forming the group's connectedness is gone. Trust is there certainly. It is a byproduct of the original connection made in the previous musical. But the collaboration and discovery elements are gone which, in turn, dissipates creativity and inspiration.

Law firms and libraries are not Broadway musicals. Well, at least not until cocktails are served. But, sparking creativity and innovation has very broad application in every organization. The lesson learned from the Broadway example is that breakthroughs tend to be byproducts of collaborative circles rather than one person working alone. The "sweet spot" for successful group collaboration is building a team of people with complementary skills and knowledge and cross-pollinating the group with new members that can rekindle the experience of discovery and connection building.

By taking a look at the networks we find ourselves in we can be empowered. Yes, we are surprisingly, deeply influenced by others. But the other side of the coin is that we as individuals wield astonishing power in influencing the other individuals our lives intersect. *Connected* reminds us "You do not have to be a superstar to

have this power. All you have to do is connect. The ubiquity of human connection means that each of us has a much bigger impact on others than we can see. When we take better care of ourselves, so do many other people. When we practice random acts of kindness, they can spread to dozens or even hundreds of other people. And, with each good deed, we help to sustain the very network that sustains us.”

Shortly before my father passed he gave me a gift of an embroidered pillow that had the following quote by Oprah Winfrey. It reads, “Surround yourself only with people who are going to lift you higher.” As it turns out this is likely the best piece of networking advice he ever gave me and it always inspires me to try to be that person in the lives of others.

I hope you all will read *Connected* and let it inspire you as well.

Cite to the book:

Christakis, Nicholas A. and Fowler, James H. *Connected: The Surprising Power of Social Networks and How They Shape Our Lives*. New York: Little Brown and Company, 2009.

Originally published as a [LexisNexis Librarian Relations Group Monthly Column](#)

Five to Follow on Twitter Archive



Need some suggestions about who to follow on Twitter? Check out this archive list of the [Five to Follow on Twitter](#) suggestions from the [Government Info Pro](#).

Follow Marie Kaddell on Twitter at [Library Focus](#).



[AccuWxWashingtn](#)

About: Want to know the weather in your area? [Accuweather](#) can tweet it to you.

[ALA TechSource](#)

Twitter Bio: American Library Association imprint for librarian geeks and technology innovators. Regular contributors include Dan Freeman and Patrick Hogan.

[creativecommons](#)

Twitter Bio: Creative Commons is a nonprofit corporation dedicated to making it easier for people to share and build upon the work of others, consistent with the rules of ©.

[dcslachapter](#)

Twitter Bio: The Washington, DC Chapter of the Special Libraries Association provides valuable professional development programs and resources, facilitates communication.

[dictionarycom](#)

Twitter Bio: Dictionary.com is a leading provider of online language reference products and services.

[DowningStreet](#)

Twitter Bio: The official twitter channel for the Prime Minister's Office based at 10 Downing Street.

[flwbooks](#)

Twitter Bio: Recommending books so good, they'll keep you up past your bedtime.

[forestservice](#)

Twitter Bio: The Forest Service manages public lands in national forests and grasslands, which encompass 193 million acres.

[gadgetlab](#)

Twitter Bio: Gadgets and high-tech hardware from Wired.com.

[garvinfo](#)

Twitter Bio: training, writing, consulting; specializing in helping you navigate US government information online

[goSmithsonianEd](#)

Twitter Bio: I'm Beth Py-Lieberman. As editor of goSmithsonian, the official guide to the Smithsonian, I'm always on the go around the museums. So follow me.

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[govloop](#)

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[GOVsites](#)

Twitter Bio: The most complete directory of any nation's Government agencies on Twitter (répertoire de tous les sites publics sur Twitter) (Managed by @davidharrity)

[govtechnews](#)

Twitter Bio: The official Twitter page of Government Technology magazine.

[GovTwit](#)

Twitter Bio: GovTwit is the world's largest directory of govt. on Twitter; managed by Steve Lunceford (@dslunceford) Become a fan @ [Facebook.com/GovTwit](https://www.facebook.com/GovTwit)

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About: Helene Blowers is the Digital Strategy Director for the Columbus Metropolitan Library (CML). She maintains the blog: [LibraryBytes Blog](#).

[LawLibCongress](#)

Twitter Bio: News and information from the Law Library of Congress in Washington, DC.

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[LISNews](#)

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[NIHforHealth](#)

Twitter Bio: NIH is the nation's medical research agency - making important medical discoveries that improve health and save lives.

[nypl](#)

Twitter Bio: Librarians and NYPL staff tweet daily on what's happening at the Library, NYC and beyond.

[PCMag](#)

Twitter Bio: The Independent Guide to Technology since 1982

[RedCross](#)

Twitter Bio: Official twitter stream for the American Red Cross. Follow us for disaster and preparedness updates.

[SLADGI](#)

Twitter Bio: For librarians and information professionals who use government information. Brought to you by SLA-DGI (SLA's Government Information Division).

[TheJusticeDept](#)

Twitter Bio: Official DOJ Twitter account. DOJ does not collect comments or messages through this account. Learn more at justice.gov/privacy-file.htm

[timoreilly](#)

Twitter Bio: Founder and CEO, O'Reilly Media. Watching the alpha geeks, sharing their stories, helping the future unfold.

[USAgov](#)

Twitter Bio: Follow us to stay up to date on the latest official government news and information.

[USDAFoodSafety](#)

Twitter Bio: Food Safety and Inspection Service educates consumers about the importance of safe food handling and reducing the risk of foodborne illness

[WebMD](#)

Twitter Bio: WebMD provides valuable health information, tools for managing your health, and support to those who seek information.

[wiredscience](#)

Twitter Bio: Science, space, energy and robot sharks with lasers. Hosted by @betsymason and @alexismadrigal

IL2009: Tough Times, What Ifs, and Rock 'n Roll

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis



Passing by Internet Librarian 2009 Sign at Entrance to Conference Center

Today's tracks were:

- Tough Times Tactics & Tools
- Content Management
- Cultivating Innovation & Change
- Digital Culture



Heading Towards a Conference Session

A few interesting things presented during conference sessions:

- Banish the phrase: "technology project" from your vocabulary. Find the business value to the organization and present it from the "business project" angle. -- Fred Cohn, Assistant City Manager, City of Monterey
- Anticipate "what if" questions and be prepared, not just to answer them, but address them up front. -- Stacey Aldrich, Deputy State Librarian, California State Library
- When presenting a project for approval, explain how it fits together with other plans and strategies already in place across the organization (other branches, divisions, etc.) and explain how your strategy can take advantage of existing resources/assets. -- Danis Kreimeier, Director, Napa City-County Library
- Information that does not render well on devices like iPhones will be seen as less reliable than information that does. -- Kristen Yarmey-Tyloutki, University of Scranton
- Discoverability (on the web) depends on high-quality content, clean structure and strategic metadata. -- Marshall Breeding, Director, Innovative Technologies & Research, Vanderbilt University
- Got kids? Listen to what they have to say about how they use technology and access information. -- Keynote Student Panel, Facilitated by Stephen Abram

Cool Factor: Coolest vote-taking technique seen in session during conference: dim the lights and use your cell, iPhone, BlackBerry to cast your vote. Rock on. (Library Website Improvement Face-Off)

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IL2009: Going Mobile, Conversation Portraits, and Invaluable Experiences

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis



Heading Into the Exhibit Hall

Today's tracks were:

- Web Presence & Discovery
- Enterprise Trends & Practices
- Mobile Trends & Practice
- Digital Services



Lights, laptops, action

A few interesting things presented during today's sessions:

- Find the top 5-10 things that your statistics for your library's website show are hot and make them even better. (Library Website Improvement Face-Off)
- Mobile Trends: Currently... US 260 Million users, 3 Billion global users. By 2020 mobile devices predicted as being primary connection device for the internet. -- Kristine Ferry, Director, Web Services, UC Irvine Libraries (When Students Go Mobile)
- Be the go-to person for social media. Someone has to do it, so why not you? -- Jaye A. H. Lapachet, Manager, Library Services, Coblenz, Patch, Duffy & Bass, LLP (Web 2.0 for Tough Times)
- If you find that a tool doesn't work for you, change focus and remember that you are may be out your time but you have gained invaluable experience. -- Camille Reynolds, Director, Research & Information Services, Nossaman LLP (Web 2.0 for Tough Times)
- Library Website Design: Make it cluttered enough to help the user find more than one thing on the topic of interest but not so cluttered that the user can't find anything. -- David Lee King, Manager, Digital Branch & Services, Topeka & Shawnee County Public Library. (Experience Design Makeover)
- Library as cognitive theater. -- Paul Holdengraber, Director, Public Programs, New York Public Library (Keynote)
- Flash Rosenberg's Conversation portraits. Including this one shown at Keynote... [Conversation Portrait: Antonio Lobo Antunes and Paul Holdengraber](#) from [Flash Rosenberg](#) on [Vimeo](#).

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Originally posted by Marie Kaddell on October 27, 2009 | [Permalink](#) [ShareThis](#)

IL2009: Bit Rot, Zombies, and Angry Patrons

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis



Monterey Conference Center

One of the strong points of Internet Librarian conferences is the number of simultaneous tracks and how much ground you can cover in one day of program attendance - either immersing yourself in a track for the day or moving across tracks.



Conference Session

Today's tracks were:

- Information Discovery & Search
- Social Media: Leveraging Web 2.0
- Learning
- Digital Library Practices

A few things interesting thoughts gleaned from today's sessions:

- With the confluence of different interactions taking place online, some of what we perceive as ephemeral might turn out to archival. -- Vint Cerf, VP & Chief Internet Evangelist, Google (Keynote)
- We need to be addressing bit rot and the potential for losing access to our digital archives. What happens if we no longer have the equipment needed to access these files? -- Vint Cerf, VP & Chief Internet Evangelist, Google (Keynote)
- We want our e-learning to sparkle and not create zombies. -- Lori Reed, Employee Learning & Development Coordinator for the Public Library of Charlotte & Mecklenburg County (E-Learning: Trends & Tools)
- Favorite phrase I heard today from a speaker for convincing people to give something a chance they might not otherwise want to do: "Let's just try this and see if it works." -- Erin Downey-Howerton, School Liaison, Johnson County (KS) Library (Sneaking the Social Web Into Your Library & Going Beyond 23 Things)
- Put chat windows and help links where customers are upset. -- Julie Strange, Maryland AskUsNow! & Amy Kearns, CJRLC (Micro Interactions, Conversations, & Customers: Sweet Tweet Strategies)

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Originally posted by Marie Kaddell on October 26, 2009 | [Permalink](#) [ShareThis](#)

SLA 2009: Unconference on Managing Change

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis

Karen Huffman, National Geographic Society, and I co-facilitated an unconference on change during SLA 2009: [Change ~ Managing it, Surviving it, Thriving on it](#). Have you ever attended an unconference? It's really a refreshing change of pace from the traditional conference construct and it was exciting to see a series of them embedded in the SLA 2009 conference. The thing that I enjoy about it most is how the participants all add something interesting to the mix.



The theme is based on this year's 2009 Best Practice perspective entitled "[Change: Managing It, Surviving It, and Thriving on It](#)."

Here's a few of my takeaways from this unconference:

- Change can impact you differently depending on your attitude
- There's a difference between change that you initiate and change that is thrust upon you
- Don't be afraid to tell your organizational leaders what you want
- Sometimes supervisors think that what you do well is what you like
- Make it a point to be knowledgeable in areas that appeal to you so you can see opportunities when they arise
- Are you a neophile?
- Change can be a cudgel
- Trust is a big thing
- Social media sites can help people build relationships, increase trust, and share knowledge - don't dismiss them
- Recognize your perceptions and reframe when necessary
- Give yourself permission to briefly freak out over a difficult change

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Originally posted by Marie Kaddell on June 17, 2009 | [Permalink](#) [ShareThis](#)

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FAFLRT Membership fosters communication between Federal and Armed Forces librarians and their stakeholder communities.

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FAFLRT recognizes professional excellence and supports the next generation of librarians through several special awards.

Current ALA Members are also encouraged to bring their experience to FAFLRT to help mentor new members.

www.ala.org/FAFLRT

To learn more about the Federal and Armed Forces Libraries Round Table (FAFLRT) or to add FAFLRT to your ALA Membership, visit www.ala.org/FAFLRT. Or call **800-545-2433 ext. 5**.

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Cicely Phippen Marks Scholarship Award helps support the education of a student in an ALA-accredited master's degree program who has an interest in working in Federal libraries. The scholarship is supported by a \$1,500 award from Charles L. Garris, husband of the late Ms. Marks.

FAFLRT Members are recognized in the profession.

FAFLRT Achievement Award recognizes achievement in the promotion of library and information service and the information profession in the Federal and Armed Forces communities.

FAFLRT Distinguished Service Award recognizes outstanding and sustained contributions by a FAFLRT member.

FAFLRT Adelaide del Frate Conference Sponsorship Award supports the attendance at an ALA annual conference of a library school student with demonstrated interest in Federal librarianship.

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Learning in the Workplace: The Wisdom of Colleagues

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis



In Memory

Scott Whitsett

We can learn so much from our colleagues that we can put to use within our professional life and beyond. Learning from those we work with is one of the great values of being in the workplace. Sometimes what we learn from them is through what they teach us outright. Sometimes we absorb knowledge by osmosis as we work with someone. Sometimes we don't even realize all that someone has brought to us until they are not there beside us anymore, sharing their wisdom, good will, and insight. We recently lost a colleague on my team at LexisNexis and this point has been vividly brought home to me. I would like to share some of the things that I learned from my co-worker, Scott, that I believe exemplify living a life with an accent on developing, delivering, and demonstrating value.

Get involved. Stay involved. If there was something interesting going on in our team, it was a given that Scott would be part of it. He was always willing to get involved in new initiatives and projects even if it meant that he had to push the envelope and move past his comfort level to embrace a new concept or idea. Besides being in the know, Scott's ability to be involved in an upbeat and energetic way was contagious. He gave others the encouragement they needed to step up in new ways to the challenges and opportunities that any good workplace provides.

Ask yourself: *Am I fully engaged in the workplace? Am I actively looking for opportunities for the library to be engaged in new and different ways within the organization? Am I pushing past the status quo?*

Be enthusiastic. Scott was just plain enthusiastic about life. You couldn't be around him with getting an infusion of that passion he had for his work and for the world around him. He had an ability to look at things in a positive light. He did not

indulge in the temptation to fall into that negative space where you get to complain about things until you feel better but maybe everyone around you feels a lot worse. He understood that such indulgences just made things tedious for everyone and deprived people of the chance to embrace opportunities for growth.

Ask yourself: *Could I use an attitude adjustment at times? How can I reframe things that frustrate me so I can move forward with enthusiasm?*

Be willing to grow and learn new things. I was tasked with creating a wiki for the government consulting team a while back and Scott was one of those people that I had to make sure was a wiki advocate, since he was involved in the oversight of our senior consultant projects and this was mine. Scott was not a wiki expert. In fact, he asked me the same question a number of times: "what is the difference between a SharePoint site and a wiki?" I was worried about that initially but then I began to appreciate his honesty in being willing to voice his question until he really got wikis and why they worked. Eventually, Scott became the biggest fan of our team wiki and drove contribution and usage on a regular basis. Because of his willingness to learn about something new and trust his colleague (me) about exactly how and why it would be of sustained value for our team, everyone has benefited from each other's knowledge and expertise at a level not possible before. What all of this taught me is to ask until I understand and to learn with enthusiasm.

Ask yourself: *Do I always recognize my potential advocates? Am I willing to be a lifetime learner in the workplace and outside as well? What am I doing to keep up with trends and grow professionally on a consistent basis? Will I give things a try even if I don't really get what all the excitement is about?*

Give everything you do your all. I knew Scott from my early days at LexisNexis – about 10 years ago. It was hard not to know Scott because Scott excelled at his job. He won awards and accolades. He was one of those people you wanted to sit down and talk to about best practices because he was so well-respected by both colleagues and clients. One thing about Scott was that he wasn't afraid to be busy. He wasn't afraid to throw himself into whatever needed to be done. Most of all, he made it look like fun. And that was because, for Scott, getting the job done and done well was a pleasure. People saw that and it enhanced the value of the work he did for them and with them.

Ask yourself: *Am I having fun in my career – at least once in awhile? Is work mostly a pleasure? Can others see that reflecting in how I perform in the workplace? Are there ways that I can reshape any part of what I do in my job so that it integrates my interests more fully?*

Find the best in others and draw it out. Scott eventually became a manager. He was the kind of person who saw this as a wonderful opportunity to facilitate others. Scott had high expectations for himself and others -- and he went the extra mile by being prepared to help each person working with him to be extraordinary. Frankly, it's hard not to do a good job when someone is that committed to your success; you just do not want to disappoint them. Scott's ability to see his teammates' success as his own success, and an important part of a healthy workplace culture, is something that is important to keep in mind in today's more collaborative work environment as a basic best practice.

Ask yourself: *Do I strive to bring out the best in others and myself? Do I find ways to collaborate across my team, department, and organization and facilitate others in the process as well? Am I willing to support and assist my colleagues to be successful? Do I encourage a spirit of collaboration and community when I work as part of a team?*

Look out for each other. Besides managing his team, he also worked with the senior government consultant group. In this capacity he worked with all of us to mentor, formally and informally, our whole team. Mentoring others is one of those things that can bring a lot of value to mentee and mentor but it is also easy to not do in a busy workplace. I learned a lot about ad hoc mentoring from Scott and how the mentee/mentor relationship (formal, informal, or momentary) is a very fluid thing—with each person having opportunities to learn from each other. There is nothing like teaching someone else how to do something well to make you see where all the holes are in your own knowledge in that area.

Ask yourself: *Do I take time to mentor others—even if just informally? Have I made an effort to find people who can mentor me—in the workplace, through professional associations, or even virtually? Do I generously share my knowledge with others?*

Be patient with yourself and others. Remember the story I told you about the wiki/SharePoint question that Scott and I went back and forth on before he became a wiki fan? That interchange taught me the value of patience with others. You might think I mean that I had to be patient with Scott but really it is about Scott being patient with me while I found the right way to present the information to him so he could grab hold of it. It is also about Scott having the maturity to be patient with himself when faced with something he wasn't familiar with—instead of finding a reason to dismiss it, he was willing to stay the course and gear up in a whole new area. His willingness to do this informed the attitude of the entire team as we geared up on the wiki.

Ask yourself: *Am I willing to be a patient learner and teacher? Am I willing to spend a little extra time over the long haul to maintain and build my professional knowledge and skills? When is the last time I really learned something really new and when I did, did I find a way to share it with others?*

Smile. Sometimes we forget to smile but really it is a very important thing to do regularly. Scott smiled a lot. He could light up the room with his smile. Everyone knew him as a friendly, approachable person. When you emanate that kind of warmth and openness to others, you can be a wonderful resource to your colleagues. You also allow them to be a resource to you. Sometimes a smile is 90% of the game. Make sure to follow Scott's example and smile your head off. It's good for you and everyone around you. It enhances your work experience too.

Ask yourself: *Have I looked somebody in the eyes and smiled lately?*

Dare to dream and then do something about it. Scott worked with many of his colleagues this year as a "dream manager". The idea is that in order to perform at your best in the workplace, you need to be a well-rounded person who is engaged in making the dreams that you have for your life become a reality. If you have a workplace that supports you in realizing those dreams, you are going to be better at what you do every day. What is it that you want to do in the workplace and in your personal life that you haven't even thought to dream about or just haven't acted upon? How can you make those dreams happen? Scott would tell you to start with a list. Write down a list of dreams – big and small. Make it a list of 100. Maybe you'll be surprised with what you've written there. Writing it down is a good first step to making it happen; then see if you can find someone you trust with some of those dreams to be your dream manager and help you make them a reality.

Scott would expect nothing less.

Ask yourself: *Do I know what my dreams are? What can I do to move forward on accomplishing them? How can I help others to bring their dreams to reality?*