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Information Outlook, March/April 2018

Special Libraries Association

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THE MAGAZINE OF THE SPECIAL LIBRARIES ASSOCIATION

INNOVATION AND
ENTREPRENEURSHIP

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THE MAGAZINE OF THE SPECIAL LIBRARIES ASSOCIATION



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Innovation and Entrepreneurship

Librarians and information professionals, accustomed to adapting to change, are becoming more proactive in fostering change through entrepreneurship and innovation.

BY STUART HALES

The innovators who have had perhaps the greatest impact on libraries and librarianship were two college students in Montreal—and neither of them became librarians.

Alan Emtage, a computer science student at McGill University, and Bill Heelan, a student at Concordia University who worked at McGill, developed the first Internet search engine, named Archie (for *archive*, but without the *v*). Archie was launched in 1990 and continued to be updated into the late 1990s, when work on the project finally ceased.

Emtage and Heelan never made any money from their invention, but that's not uncommon for innovators and entrepreneurs—even successful ones. Although some reap enormous profits (and media coverage) from their inventions, entrepreneurs typically are driven not by money but by a desire to create products and services that can do new things or do old things in new ways. And in the case of libraries, many innovators and entrepreneurs, such as Charles Coffin Jewett and Melvil Dewey, have come from within the field.

“A true entrepreneur is concerned with creation, growth, and providing a better way of doing things—and I think there are plenty of librarians

who fit that description,” says Arne Almquist, who, with his wife, Sharon, wrote *Intrapreneurship Handbook for Librarians: How to Be a Change Agent in Your Library* (ABC-CLIO 2017).

In their interview in this issue, Arne and Sharon argue that librarians and information professionals must embrace the underlying motivations of entrepreneurship if they are to continue meeting the information needs of their users.

“. . . As altruistic librarians, we have to be concerned with the resources we have,” Arne says. “I personally think it's more satisfying and more effective, and often more successful, to figure out ways to build resources and use them more efficiently than to have to go hat in hand to the powers that be and say, please, please, gimme.”

In addition to conceiving and leading innovation and entrepreneurship initiatives, librarians and information professionals can help foster creative thinking and exploration by others. Such was the case last year when librarians at the University of Central Florida (UCF) partnered with IEEE to host a seminar on technological innovation and entrepreneurship for the benefit of UCF students and faculty and members of the local community.

“Since the library staff were instru-

mental in orchestrating the event, they received great recognition from the library administration along with some dynamic praise from the program centers around campus and positive feedback from the UCF alumni entrepreneurs,” the librarians and their IEEE client services manager write in their article in this issue. “Their hard work paid off in terms of making new contacts, connecting with key players in the UCF community who want to partner on future events, and generating a positive vibe around the significance of innovation and entrepreneurship in the STEM disciplines.”

Establishing and maintaining that “positive vibe” can be challenging even for libraries that exist primarily or solely to promote entrepreneurship and innovation. The James J. Hill Center in St. Paul, Minnesota, for example, has been supporting business owners since its founding in 1921. But with studies showing that start-up businesses and other forms of entrepreneurship are expected to become more popular in the years ahead, the Hill Center's library staff knew they needed to change their service model.

“When I arrived at the Hill Center in February 2017, the service model for our reference operations was a traditional one,” writes Lindsey Dyer, the Hill Center's library and education director. “. . . We created a new service model that focuses on outreach, multiple levels of information access points, and a paid membership option for one-on-one research support. With these changes, our research services transformed from a passive reference desk to an active model based on outreach, membership, and revenue generation for sustainability.”

To learn more about how librarians and information professionals are promoting entrepreneurship and innovation, read this issue of *Information Outlook*.

STUART HALES is content director at SLA and editor of *Information Outlook*. He can be reached at shales@sla.org.



Reczek Heads Class of 2018 SLA Honorees

SLA will honor the exemplary work and service of 13 information professionals during the association's 2018 Annual Conference in Baltimore, June 9–13.



SLA will bestow its highest honor, the John Cotton Dana Award, on **Karen Kreizman Reczek**, program manager in the Standards Coordination Office at the U.S. National Institute of Standards and Technology in Gaithersburg, Maryland. Named for SLA's founder and first president, the Dana Award recognizes lifetime achievement in the field of library and information science and exceptional service to SLA and the profession at large.

Karen has made a strong mark on SLA in a variety of leadership roles, including service on the SLA Board of Directors and the SLA Governance and Bylaws Committee. She also conceived and helped establish two new divisions for the association—Knowledge Management and Competitive Intelligence—which attracted many new members to the association.

Five early-career professionals will receive Rising Star Awards, which are given to SLA members with up to five years of experience who have demonstrated leadership and the ability to creatively solve problems. At the SLA 2018 Annual Conference, the following individuals will be recognized as SLA Rising Stars:

- **Anya Bartelmann**, astrophysics, mathematics and physics librarian at Princeton University;
- **Willow Fuchs**, business reference and instruction librarian at the Pomerantz Business Library at the University of Iowa;
- **Eric Tans**, science collections coordinator and environmental sciences librarian at Michigan State University;
- **Heidi Tebbe**, collections and research librarian for engineering and data science at North Carolina State University; and
- **Caren Torrey**, library operations manager at Biogen in Cambridge, Massachusetts.

David Cappoli will receive the Rose L. Vormelker Award, which celebrates a commitment to teaching and professional development. David is the director of web operations at the UCLA School of Law, where he also advises UCLA's SLA student group. He has served in several leadership roles within SLA, and in 2016 he chaired the advisory council for SLA's Annual Conference—the association's most robust offering of learning and networking opportunities each year.

SLA Fellowship is conferred upon mid-career information professionals for their past, present, and future service to SLA and the profession. The 2018 Class of SLA Fellows comprises five individuals:

- **Kevin Adams**, information specialist at the Institute of Environmental Science and Research in Christchurch, New Zealand;
- **Elizabeth Brown**, director of assessment and scholarly communications for Binghamton University Libraries at Binghamton University (SUNY);
- **Robin Dodge**, head librarian of the Los Angeles campus of the Fashion Institute of Design & Merchandising;
- **Elaine Lasda**, associate librarian at the Dewey Graduate Library at the University at Albany (SUNY); and
- **Kimberly Silk**, principal consultant at BrightSail Research in Toronto.

The SLA Hall of Fame dates back to 1959 and honors distinguished service and contributions to SLA or an SLA chapter or division by association members at or near the end of their active professional careers. This year, **Praveen Kumar (P.K.) Jain**, librarian at the Institute of Economic Growth at the University of Delhi Enclave and president-elect of the SLA Asia Chapter, will be inducted into the SLA Hall of Fame.

IN MEMORIAM: JIM MATARAZZO

In Memoriam: Jim Matarazzo

James ("Jim") Matarazzo, a longtime champion of special libraries and 2016 recipient of SLA's highest honor, the John Cotton Dana Award, died April 17 in Massachusetts.



Jim joined SLA in 1964 and spent his career dedicating his time and talents to SLA's advancement. He was especially active in the SLA Leadership & Management Division and the New England Chapter and served as president of the latter when it was known as the Boston Chapter. He also served on SLA's Board of Directors and on many committees, including the Awards and Honors, Research, and Strategic Planning Committees. Most recently, he participated on a task force that revised SLA's Competencies for Information Professionals, which delineate the skills and knowledge that information professionals use to perform their jobs and support their organizations.

At Simmons College in Boston, where he earned his master's degree in library science, Jim served on the faculty of the School of Library and Information Science for more than four decades, including 14 years as assistant dean and 9 years as dean. Although he officially retired from the university in 2002, Jim continued to shape the lives and careers of aspiring librarians, teaching courses on the organization and management of special libraries and serving as a faculty advisor for the Simmons Student Group of SLA.

Jim shared his knowledge of special libraries outside the classroom as well, delivering numerous presentations at SLA Annual Conferences and other industry meetings. He also authored or co-authored nearly 100 articles and papers and wrote and collaborated on several books, most notably with Toby Pearlstein, a fellow SLA member and Dana Award recipient. Their most recent book, *Special Libraries: A Survival Guide* (2013), is considered the definitive guide to the strategies and tactics that special librarians can use to position their information centers as value drivers in today's information-on-demand economy.

Jim was named an SLA Fellow in 1988, received the SLA Professional Award in 1983 and 1988, and was recognized with the SLA President's Award in 1991. He was inducted into the SLA Hall of Fame in 2015.

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Planning and Staging an Innovation and Entrepreneurship Seminar

FIVE ACADEMIC LIBRARIANS PARTNERED WITH A TECHNICAL PROFESSIONAL ORGANIZATION TO DELIVER A SEMINAR CONNECTING STUDENTS WITH ENTREPRENEURIAL AND INNOVATIVE ALUMNI AND RESOURCES.

BY RUTH WOLFISH, SANDRA AVILA, BUENAVENTURA BASCO, ATHENA HOEPPNER, REBECCA MURPHEY, AND MIN TONG

Last year, IEEE and the University of Central Florida (UCF) collaborated to produce a seminar on technological innovation and entrepreneurship for the benefit of UCF students and community members. Planning the event involved many meetings by a team consisting of an IEEE client services manager and several university librarians. Over a period of three months, the team recruited a panel of experts and local entrepreneurs, structured the agenda and activities to promote interaction, coordinated outreach to campus organizations, and laid out the details and particulars of running the event. This article describes the process and challenges of planning and

presenting the seminar and the lessons learned from participating in it.

The Seminar Organizers

IEEE is a technical professional organization dedicated to advancing technology for the benefit of humanity. IEEE stays responsive to its customers' needs through its client services managers (CSMs), information professionals who are tasked with building and sustaining IEEE's relationships with customers and increasing their awareness of online products and services. Each CSM serves as a bridge between the customer and IEEE to answer questions, discuss issues, handle requests, and provide onsite training, including customized workshops.

One such workshop was the result of an IEEE partnership with engineering librarians from Drexel University and the University of Pennsylvania. The workshop, titled "Innovation and Entrepreneurship Panel," took place in September 2016 and generated positive comments about the entrepreneurship-centered issues raised by the panelists. A poster for an early version of this workshop was presented at the Special Libraries Association's 2017 Annual Conference (see Figure 1).

The success of the September 2016 workshop provided a strong impetus for IEEE to host similar events with other universities. IEEE's CSM for Florida, Ruth Wolfish, approached UCF about hosting such an event. This led to a collabora-



RUTH WOLFISH (far left) is a client services manager for IEEE and supports academic, government, and corporate accounts in the eastern United States. She previously worked for Lucent Technologies and its predecessor companies as a reference librarian, management trainer, information specialist, and electronic content coordinator. She served as SLA chapter cabinet chair from 2009-2011. She can be reached at r.wolfish@ieee.org. **SANDRA AVILA** is the science librarian at the John C. Hitt Library at the University of Central Florida. Her research inter-



ests include: emerging technologies in education, online learning, and STEM-related programming and instruction. **BUENAVENTURA "VEN" BASCO** is responsible for building the Hitt Library's collection in all subject areas offered by the College of Engineering and Computer Science at UCF and for teaching information and research skills to faculty and students.

tion to develop an updated version of the workshop, titled “UCF IEEE Innovation and Entrepreneurship Seminar,” which took place in November 2017.

The University of Central Florida proved an ideal institution to partner with IEEE to develop a seminar. Located in Orlando, Florida, UCF is a growing metropolitan research university with more than 66,000 students. Founded in 1963 as the Florida Technological University, UCF has robust partnerships with aerospace-related agencies and industries due to its historically strong ties with the National Aeronautics and Space Administration (NASA) and its proximity to the Kennedy Space Center.

The UCF IEEE Innovation and Entrepreneurship Seminar connected two large UCF programs, engineering and business, with the library at its center to coordinate the event. The seminar provided a great opportunity for entrepreneurial students from different disciplines to meet for mutually beneficial experiences and interactions.

The College of Engineering & Computer Science is the second largest college at UCF. All seven of the college’s engineering programs were ranked in the Top 100 of *U.S. News & World Report’s* “Best Graduate Schools of 2018,” and a 2016 *Aviation Week* workforce study stated that UCF produces more graduates who get jobs in aerospace and defense than any other university in the United States.

The College of Business Administration (COBA) at UCF is the largest business school among state universities in Florida. COBA students participate

in activities and programs offered by centers and institutes housed in the college, including the UCF Center for Entrepreneurial Leadership and the UCF Business Incubation Program, which was named the “Incubator Network of the Year” in 2013 by the National Business Incubation Association.

Organizing the Seminar

Once UCF accepted Ruth Wolfish’s offer to help plan, promote, and host the event, the first tasks were to identify potential stakeholders, determine who would most benefit from the seminar, and agree on the contacts that should be made to ensure the event’s success. Given the seminar’s combined emphasis on innovation, technology, and entrepreneurship, UCF assembled a planning team comprising five librarians:

- the electronic resources librarian, who was the initial point of contact with the IEEE CSM;
- the Patent and Trademark Resource Center (PTRC) librarian, who was brought on board to promote the center and also served as a panelist for the event (UCF is one of three PTRCs in Florida, and the only one at an academic institution);
- the engineering librarian, an obvious choice given the event’s connection to engineering and technology (the IEEE student organizations would be instrumental in organizing and promoting the event);
- the business librarian, who helped the team enlist speakers and pro-

moted the seminar within the College of Business Administration; and

- the science librarian, who promoted the event to the STEM fields.

Together, these librarians possessed the contacts and subject knowledge needed to help plan the event and recruit panelists. Any organization planning a similar event should, of course, play to its own strengths, adding or subtracting librarian members to represent the expertise and services of the specific institution. For example, very few universities have a PTRC, but several are affiliated with a law school, and many have an intellectual property librarian or a close relationship with their school’s legal counsel.

In the first official planning meeting, Ruth Wolfish provided the five librarians with background information on the workshop held at Drexel and Penn, shared important details and lessons learned, and encouraged the planning team to start thinking about how UCF could put a unique spin on the program based on its institutional strengths. She also provided templates and examples of promotional and event program material. Armed with the background information and an understanding of the tasks that needed to be tackled first, the UCF librarians got to work.

Each planning team member began targeting his/her own constituent group to help enlist panelists and work on promotional materials. The librarians leveraged their everyday working relationships with their contacts, reaching out to the College of Engineering



ATHENA HOEPPNER (left) has worked for the UCF libraries for 20-plus years and currently serves as the discovery services librarian. Her interests and areas of research include user behavior and user experience, resource discovery and delivery technologies, and trends in scholarly communication and open access.

REBECCA “MISSY” MURPHEY is the Patent and Trademark Resource Center librarian. She disseminates patent and trademark information, teaches preliminary patent search strategies, and supports the intellectual property needs of the public. Her research interests include library accessibility issues, geographic informa-



tion systems, and intellectual property. **MIN TONG** is the business librarian at the Hitt Library and previously worked as a regional campus librarian at UCF. She was selected to, and participated in, the 2011 American Library Association Emerging Leader Program.

and Computer Science, the College of Sciences, the College of Business Administration, the Blackstone Launchpad (an entrepreneurial coaching service for UCF students), the National Science Foundation’s I-CORPS program, the UCF Office of Technology Transfer, the local inventor’s council, and the regional network of business incubation programs. Their efforts attracted two interested UCF alumni who have created successful businesses, a faculty member who works in the COBA and is also an entrepreneur, and members of both the Office of Technology Transfer and the Center for Entrepreneurial Leadership.

These five individuals, together with the PTRC librarian, comprised the seminar panelists. Ruth Wolfish served as the moderator and thus was the seventh member of the program roster.

While some of these panelists seemed to fall into the planning team’s collective lap, others required a little more work to find and recruit. For example, it took some digging to bring to light successful UCF alumni entrepreneurs. Searching Google and LinkedIn profiles that mentioned relevant UCF degrees and combing through *UCF Today* news articles about featured alumni proved to be effective approaches, as did reaching out to the university’s technology and small business incubator programs.

Once the planning team had identified potential panelists, the next step was to secure their interest and attendance in the seminar. The team created invitations, complete with a summary description of the seminar and its intended purpose and audience. Two of the three UCF entrepreneur alumni responded positively; with the entrepreneur panelists secured, the librarians approached the UCF Office of Technology Transfer and the Center for Entrepreneurial Leadership to fill the additional spots.

To stay organized and “on task,” the planning team met regularly every two to three weeks. Near the end of the planning period, the president of UCF’s IEEE Student Chapter joined the meetings. The science librarian stepped up

Patents & Entrepreneurship Workshop
Position your University's Resources as the Innovation Hub

- Promote library services around patenting and innovation
- Increase visibility of the library
- Raise awareness of library databases and resources
- Build relationships with other departments (Technology Transfer Office, etc.)
- Reach a broader audience and new constituents
- Offer value-added programming beyond traditional database training

Partner with IEEE to host an entrepreneurship workshop on your campus.
 It's easy—the IEEE CSM team helps you coordinate every step.

Contact an IEEE Client Services Manager at training@ieee.org.

Invite a young entrepreneur and/or alumni to attend.

Showcase campus resources, IEEE Xplore, and research and patent tools during the workshop.

Partner with other campus resources—business school, law school, Technology Transfer Office, and student groups.

Stimulate discussion through exercise ideas and an interactive Q&A.

"I learned about courses related to entrepreneurship that I did not know before!"
 —Workshop attendee

For more information on IEEE workshops that highlight and expand your library's services, contact training@ieee.org
 The IEEE CSM team has the sample templates you'll need to host a workshop, including invitation flyers and evaluation forms.

IEEE
 Advancing Technology for Humanity

17P-M035-5/17

Figure 1: IEEE workshop poster presented at SLA 2017 Annual Conference

to schedule the meetings, reserve the room, prepare the agendas, and send out reminders.

Various team members took notes at each meeting, helped compile minutes, and shared lists of tasks and items needing attention. As tasks were assigned, team members stuck to deadlines and fulfilled duties as agreed. By meeting regularly and staying on top of deadlines, the team completed its tasks in ample time before the big day.

Marketing the Seminar

Marketing is vital to the success of any library program and played a key role in

generating interest in the seminar. The UCF Library is fortunate to have positions devoted to both graphic design and social media, two elements that are essential for creating a successful marketing program.

Marketing and promotional materials created for the seminar included the following:

- a simple, eye-catching logo;
- a Google Form RSVP page;
- an informative promotional flyer with an RSVP link;
- a LibGuide site;

- an event program for attendees; and
- various name plates, signage, name tags, and question-and-answer forms.

The promotional materials included both a link to an RSVP form (created in Google Forms) and language encouraging attendees to bring a question to ask the panel. Bringing a question automatically qualified an attendee to win raffle prizes, which proved to be a very effective method of generating interaction during the event. The RSVP form, in addition to gathering name and contact information, asked a few optional questions about the attendee's affiliation with UCF (student, faculty, community member, etc.), membership in IEEE, ACM, or other student organization, and so forth. This additional information, along with the timestamp, will enable the planning team to assess the effectiveness of its marketing efforts and channels.

To consolidate the event information, the team created a LibGuide that highlighted the panelists and their bios, provided important information such as event location and time, and linked to the RSVP form. The science librarian created the LibGuide shell; other team members added content as it became available. The LibGuide made sharing and embedding URLs very easy, and the authors highly recommend using LibGuides for this purpose.

In addition to using social media and other online venues and tools to market the seminar, the team placed flyers in strategic areas on the campus and posted signage around the library. The subject librarian team members (business, engineering, science, and intellectual property) reached out to their constituents to gain traction with student groups, the student body, and other faculty. These efforts led to one of the planning team's greatest successes: working alongside student groups on campus. The IEEE Student Chapter, for example, pitched in on the pre-event planning and assisted on the day of the event. The authors suggest reaching out to as many student groups as

possible and working with them to help minimize the burden on library staff on the day of the event.

Overall, the planning team marketed the seminar through these outlets:

- Blackstone LaunchPad;
- the UCF College of Business Administration;
- the UCF Center for Entrepreneurial Leadership;
- the UCF College of Engineering & Computer Science;
- the Inventors Council of Central Florida;
- the UCF Library (including its website, Facebook and Twitter presences, and digital signage);
- the UCF Office of Technology Transfer;
- student chapters of IEEE and ACM; and
- the UCF events calendar.

The Day of the Event

Prior to the event, the speakers and volunteers were confirmed, the venue was scheduled, and the snacks and refreshments were ordered. Each team member had a checklist of individual responsibilities to fulfil to ensure that important details were not missed.

The seminar was held in the evening, so the team had ample time to prepare the event space. An area in the front of the space was transformed into a living room of sorts, with a comfortable seat for each panelist and a coffee table for water bottles and nameplates. Also near the front was a table with the raffle prizes provided by IEEE. Attendee seating was arranged in rows facing the speakers, with an aisle down the center of the room. Large tables at the back of the room provided space for some handouts and refreshments.

The team set up a registration table outside the seminar room. The UCF IEEE Student Chapter members served as ambassadors and managed the registration table, confirmed RSVPs, wel-

comed visitors, and answered questions about the evening's program. As guests entered, they were handed a raffle ticket to write down questions they might want to ask the speakers. The raffle tickets also served as their entries to win drawings for different prizes. After signing in and writing down their questions, guests were directed to the back of the seminar room, where food and refreshments were available.

The panelists were asked to arrive a half-hour before the program's start time to review the format and address any questions or concerns. The early arrival gave the panelists and planning team members a chance to connect and clarify their roles for the seminar.

The seminar ran 90 minutes, with many questions from the audience. Ruth Wolfish moderated the program and guided the questions based on audience interest and the strengths of panel members. Due to time constraints, not all questions entered in the raffle bowl were answered; however, the panelists stayed afterward to field more questions and provide additional insights

Lessons Learned

The seminar owed its success to great planning and constant communication. By staying organized, the planning team limited the number of unexpected issues that arose. Following are the key lessons the team learned from planning and conducting the seminar:

Keep the description as open-ended as possible when promoting the event.

Per Ruth's suggestion, the planning team enlisted the UCF IEEE Student Chapter and the ACM Student Chapter to cosponsor the seminar and provide volunteer assistance. The UCF campus is full of extremely active student organizations, including SPIE (The International Society for Optics and Photonics) and a few honor societies in the College of Business Administration. These student voices would have added depth and variety to the program, not to mention help on the big day.

Create a marketing/PR checklist.

Each member of the planning team

shared information with his/her respective department, but for campus-wide promotion purposes, it would have been useful to compile a central list of prospective media outlets to contact.

Librarians, take the opportunity to toot your own horn! The panelists were the only people who fully introduced themselves. A few of the guests had hoped to hear about resources they

letting attendees know that additional resources will be available for follow up, such as UCF program descriptions, panelist contact information, and helpful entrepreneurial websites.



The UCF IEEE Student Chapter helped with pre-event planning and assisted with event registration.

Make sure the program plays to the strengths of the host institution.

UCF boasts a Patent and Trademark Resource Center and the first National Science Foundation I-CORPS sSite in the state of Florida. The PTRC was well represented; however, I-CORPS, which focuses on pairing researchers with seasoned business coaches to take innovation out of the lab and into the marketplace, was not showcased as heavily. Partnering more closely with the I-CORPS office will be a logical decision the next time the program is offered at UCF.

Make sure all speakers can be heard easily.

Technical problems with a wireless microphone prevented some panelists from being heard throughout the event space. Be sure to have proper audio equipment available, and test it before the day of the event to ensure everyone's voice can be projected. No one wants to miss out on relevant and useful information.

could use for industry research—a topic that easily could have been addressed by the business librarian in the back of the room. Include some air time for yourselves, and have materials on hand to share if a question arises.

Offer takeaways. It would have been helpful to include a table with literature about the library's entrepreneurship resources and another with literature from the panelists. The UCF table could have included applications for the I-CORPS program, flyers about the entrepreneurship certificate program at UCF, a list of technology transfer specialists and the technologies they cover, and business cards for the business, engineering, science, and PTRC librarians. As for the panelists, they were delighted to share their insights and talk about their work, but they would have enjoyed having a place to display their promotional materials. If we reprise the seminar, we may consider updating information on the LibGuide and

Final Thoughts

The UCF librarians consulted their IEEE CSM for help and guidance throughout the planning process, and she provided them with templates that made their tasks easier. Although the event was not easy to organize and required a great deal of time, energy, and resources, it did pay off in the end. Based on the after-event feedback forms, the seminar received an overall rating of 4.44 on a 1 to 5 Likert Scale. Event goals included building collaboration and cooperation among like-minded entrepreneurial students, introducing them to the variety of UCF resources available, creating viable networking opportunities, and sharing real-world UCF alumni success stories.

Since the library staff were instrumental in orchestrating the event, they received great recognition from the library administration along with some dynamic praise from the program centers around campus and positive feedback from the UCF alumni entrepreneurs. Their hard work paid off in terms of making new contacts, connecting with key players in the UCF community who want to partner on future events, and generating a positive vibe around the significance of innovation and entrepreneurship in the STEM disciplines. Having brought together students, community members, faculty, leaders, innovators, and future entrepreneurs for the event, the librarian planners are now well prepared to stage a repeat program or an annual event.

Creating a New Service Model to Support Entrepreneurs

THE JAMES J. HILL CENTER DEVELOPED A NEW SERVICE MODEL THAT ALIGNED WITH ITS HISTORIC MISSION OF SERVING ENTREPRENEURS WHILE ALSO FOSTERING ENGAGEMENT WITH THE HISTORY AND EDUCATION COMMUNITIES.

BY LINDSEY DYER, MLIS

The James J. Hill Center in St. Paul, Minnesota, has a nearly 100-year track record of supporting business owners. When it opened in 1921 as the James J. Hill Reference Library (it changed its name to the Hill Center in 2013), it touted itself as the place to go for the serious scholar “engaged in the work of original investigation,” according to its articles of incorporation. Indeed, the Hill Library served as the research backbone for up and coming Minnesota-grown companies like 3M, General Mills, and Hormel. In 1976, the Hill narrowed its collection to focus exclusively on business resources and has maintained that focus ever since.

At the core of all Hill Center tasks is the building of an ecosystem that supports the local community’s entrepreneurs, of which there are many. The rate of entrepreneurial growth has been rising

steadily since 2013, with entrepreneurial and co-working spaces popping up all over the nation. According to a 2016 report by the Kauffman Foundation, the United States can expect a “boom” in entrepreneurship in the coming years, specifically in high-growth industries (Kauffman Index 2016).

“We’re going to see new sectors emerge that are ripe for entrepreneurs,” the Kauffman Foundation’s president and CEO, Wendy Guillies, announced as the report was released. “And the barriers to entrepreneurship are going to continue falling.”

The Hill Center supports entrepreneurs on both individual and holistic levels, with business research at the core of all services. The center’s networking events, professional development programming, workshops, classes, and facilitated opportunities to meet with industry experts for one-on-one

advice are all geared toward the skills needed to build a business. Our information services are delivered through instructional classes, with topics like “Finding Funding,” “Market Research,” and “Researching Your Business Plan.” We also offer free access to some of the most in-depth and highly valued business databases available to the public. All of our services point to a well-rounded approach to entrepreneurial support.

Changing the User Experience

When I arrived at the Hill Center in February 2017, the service model for our reference operations was a traditional one: our librarians managed the reading room floor during open hours, answering the questions and supporting the research needs of our walk-in visitors. As anyone with a small team (there are three of us) understands, supporting open reference hours can be difficult while also delivering instructional classes, providing one-on-one reference support, managing the print collection, and performing the administrative tasks necessary to run a research operation.

To provide research services that would successfully meet the needs of our local entrepreneurs, the service model needed to change. The chal-

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lenge was to create and implement a library operation that equally fulfills the following objectives:

- meeting the needs and expectations of our community;
- considering all available organizational assets; and
- ensuring all services point back to our mission.

To discern how to meet the needs and expectations of our community and understand the current user experience of our organization, I focused on two simple questions: (1) why are visitors coming into the Hill Center,

experience assessment in partnership with Prime Digital Academy, a UX code and bootcamp school in Minneapolis.

When the surveys, focus groups, assessments, and anecdotes were boiled down, there was a clear need to create a more accessible service model for reference services at the Hill Center. In response, we created a new service model that focuses on outreach, multiple levels of information access points, and a paid membership option for one-on-one research support. By monetizing our membership platform, we are able to sustain the best business research databases and talent to provide our entrepreneurs with the

For any librarian interested in growing foot traffic, it is essential to refrain from focusing on trying to find the “right” reason for visitors to use your library and start taking an active interest in all motives for walking through the door.

and (2) what do they expect to find. To answer the first question, we created multiple survey forms and assessment points and instituted them across all of our classes and services. Identifying what visitors expected to find took a bit more massaging. The Hill Center is an organization with close to 100 years of local engagement, and visitors’ assumptions of what to expect when they walk through the door can vary greatly depending on when they last interacted with us (I sometimes meet people who last visited in the 1960s).

To get to the core of our current user experience, we held a focus group and asked for “pie in the sky” ideas of what a business library that supports entrepreneurs could look like. We also participated in a student-led user expe-

premium research resources necessary to stay competitive. With these changes, our research services transformed from a passive reference desk to an active model based on outreach, membership, and revenue generation for sustainability.

The second objective of our new service model was to ensure that we were considering all available organizational assets. The Hill Center was already well known for its business research amenities, but our survey results revealed that 40 percent of all walk-in traffic were people who came to “see the space.” And it’s no wonder that a significant portion of our visitors are tourists—the James J. Hill Center is a recognizable pillar of downtown St. Paul’s historic landscape and was recognized as a

National Historic Landmark in 1975.

While you might say that providing tertiary services to cater to incidental visitors (in our case, sightseers) doesn’t align with your library’s mission, I would challenge you to consider such audiences an asset. For any librarian interested in growing foot traffic, it is essential to refrain from focusing on trying to find the “right” reason for visitors to use your library and start taking an active interest in all motives for walking through the door. Perhaps there is a way for you to build engagement in creative and surprising places.

At the Hill Center, I sought to provide a learning experience for our tourist visitors so we could engage them. I created a library museum that interprets our organizational history and explores our dense archives; the museum tour includes a walking exhibit of Hill artifacts, artwork, and historic library furniture and machinery (like our iron book press from the 1890s). Now, when visitors pop in to check out the Italian Renaissance architecture and impressive display of pink Tennessee marble and Kettle River sandstone, they end up leaving with further knowledge about our information resources, programs, and classes. More importantly, they begin to develop an emotional connection to our library, which is essential to growing an engaged community of supporters.

Our daily influx of tourists also spurred an increase in public tours of the library museum. Once held free on a monthly basis, the tour program expanded threefold to include paid tour options during more attractive weekend times. We also branched out into private group tours for adults, seniors, and students in grades 3-12. The tour brings to life our mission, our unparalleled facilities, and the stories of library staff during our pivotal era from the Great Depression to the end of World War II (our period of significance).

Further, the tours provide an opportunity to discuss historic preservation and “what it takes” to maintain a nearly-100-year-old historic site. While most

libraries do not operate out of a National Historic Landmark, I would encourage you to consider the signature assets of your special library—assets that may or may not be obvious. Perhaps those assets relate to your library's location, its unique book collection, or its dynamic path to incorporation. There is usually a story to tell that has the potential to grow engagement.

Providing Creative Support

The third and most important objective of our new service model is to ensure that all library services point back to our mission—to provide valuable and sustainable resources while still living up to our reason for incorporation. Put simply, James J. Hill's vision was to build a library that would provide resources for the "original thinker" to bring new ideas into the world. To remain true to that vision, the library should help our visitors not only learn about Hill's story as a rags-to-riches immigrant entrepreneur, but also make their own mark in the patchwork of today's business landscape.

Not unlike James J. Hill, an immigrant from Canada who became a leading railroad executive, today's new immigrants are twice as likely to start a new business as native-born citizens. According to the Kauffman Foundation, 28.5 percent of U.S. entrepreneurs in 2014 were new immigrants, more than twice the level of 13.3 percent in 1997. This boost in diverse communities building new businesses is not new—in fact, more than two-fifths of the Fortune 500 companies in 2010 were founded by an immigrant or the child of an immigrant (Stangler and Wiens 2015).

In reaching out to the Hill Center's immigrant entrepreneur community, we regularly visit our partner organizations that support diverse entrepreneurs to share our resources, promote seamless communication, and encourage referrals between organizations. I have found that supporting entrepreneurship in the special library community can come in many shapes and sizes—and



The interior of the James J. Hill Center

my impulse and advice is to be nimble and try on everything to see what fits. Collectively, special libraries can make huge strides in providing creative support for their entrepreneur communities.

At the Hill Center, we have the opportunity to lean on our legacy to support our future. Through careful evaluation, we have restructured our services to draw out new and diverse audiences while also maintaining old ones. The Hill Center is now not only a premier research facility, but a space to learn about the history of entrepreneurship through our library museum. We are still learning and still evaluating.

In the coming year, I most look forward to assessing and increasing the impact the Hill Center can make on educating youth in entrepreneurship. We recently invested in a curriculum to kick off a summer day camp for middle and high school students to learn about entrepreneurship and what it takes to turn an idea into a successful business. We are excited about the launch of this program, as it lays the foundation for youth to understand the opportunities and resources available to turn a dream into reality.

Learning to become an entrepreneur

means breaking down barriers and discovering ways to dream big and work hard to turn an idea into reality. For youth and adults alike, this is a hopeful arena in which to live—and certainly a proud space in which to work.

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10 Questions: Arne and Sharon Almquist

THE HUSBAND-AND-WIFE AUTHORS OF A BOOK DESIGNED TO ENCOURAGE ENTREPRENEURIAL INSTINCTS AND PRACTICES AMONG LIBRARIANS TALK ABOUT THE NEED FOR UNDERGRADUATE LIBRARY EDUCATION, CONFUSING TASKS WITH VALUE, AND THE HIDDEN COSTS OF CHANGE.

BY ELIZABETH PRICE, MLIS

The libraries at Ashurbanipal and Alexandria are rightly considered transformational institutions, but *librarians* historically have not been seen in the same light. Indeed, when *Forbes* compiled a list in 2012 of the 10 most promising careers for aspiring change agents and entrepreneurs, librarianship didn't make the cut.

Arne and Sharon Almquist think that perception needs to change. The husband-and-wife librarians—he's the dean of the library at Northern Kentucky University, where she's an adjunct professor in library science—recently published a book, *Intrapreneurship Handbook for Librarians*, that provides insights and ideas on how information professionals can be change agents in their libraries.

"A true entrepreneur is concerned with creation, growth, and providing a better way of doing things—and I think there are plenty of librarians who fit that description," Arne says. ". . . [But] we have to be bold; we have to be looking out for what's relevant to our users today."

Information Outlook interviewed Sharon and Arne about their book, their

thoughts on how to change librarians' attitudes toward entrepreneurship, their advice on improving elevator pitches, and how libraries are like pizzerias. The interview is excerpted below.

The title of your book is *Intrapreneurship Handbook for Librarians*. Aside from their point of reference—intrapreneurs work from inside, or within, organizations, whereas entrepreneurs work externally—what are the key differences between entrepreneurship and intrapreneurship?

Arne: That point of reference is key to the differences between the two. The intrapreneur is working, generally, from a comfortable cocoon inside a larger organization. So while there is some risk, it's not really an existential risk in terms of losing one's livelihood—it's

typically a loss of credibility. There's no real financial skin in the game on the part of the individual.

Entrepreneurs often work independently. They may work within a larger organization for a while and build up a nest egg, then use that nest egg to put an idea into operation. And oftentimes, they will leave that larger organization and be on their own. For that reason, the entrepreneur—other than the social entrepreneur, who is looking at social good as being the central goal—is perceived perhaps by others as being more motivated by financial return. And yes, they are, but that's necessary for their survival or to replenish resources for their next project or to keep their current project going.

The basic similarity between the two is the act of creation—the new structures, the new ways of doing things, the



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new solutions to problems. That really is at the center of things. People who are not entrepreneurial often look at entrepreneurs and think they're motivated only by greed—they only want money for a better lifestyle or whatever. But often what you see is that both entrepreneurs and intrapreneurs are in it for the creation. The money part of it, on either side, is to further their work or, in the case of entrepreneurs, also to survive.

Sharon: I'd have to agree with that. I think there are a heck of a lot more similarities than differences between the two. As Arne stated, they're both driven by a special passion to make a needed change or help people or do something good in the world—or all three.

The key difference is indeed in the risk, and it's the financial risk, essentially. When I look at projects that I want to start as an entrepreneur, I think, OK, do I have to mortgage my house to get this off the ground? Whereas, if I'm an intrapreneur, all I must do—and it's not *all* I must do—is convince people to spend their money on my idea. The entrepreneur has to do that as well, but both the intrapreneur and the entrepreneur have to convince other people to believe in their project. That's the basis of both approaches.

Given that librarians typically work inside organizations, can you conceive of an entrepreneurial librarian? For example, could a librarian in a consulting role be an entrepreneur?

Sharon: Absolutely! Consider Melville Dewey. When he originally set up the American Library Association, he was looking at it as a business. If he had convinced others to follow his original plan, ALA might have become a business rather than a cooperative, non-profit organization. But one of the problems Dewey ran into is that he couldn't get approval for a corporate entity, so he turned his concept into a nonprofit.

Arne: Fred Kilgore comes to mind. Here's someone who had an idea for applying information technology at a very early stage, when librarianship really hadn't made full use of comput-

ing technology, to the problem of creating a worldwide catalog.

Yes, someone who creates a consulting firm can be an entrepreneur, but note that there's a big difference between someone who is self-employed and someone who is a true entrepreneur. A lot of librarians, when they reach the end of their careers, will start a consulting business for a few years. But if someone opens a business and they're content to just make enough money to keep themselves comfortable for a few years and they're not into huge innovation, they're just self-employed. A true entrepreneur is concerned with creation, growth, and providing a better way of doing things—and I think there are plenty of librarians who fit that description.

Knowledge specialist Guy St. Clair theorized that librarians may disparage entrepreneurship because it compromises our ability to be “admired moral leaders.” Do you agree, and if so, how can our profession overcome that?

Arne: This comes back to the reluctance of librarians to accept concepts, techniques, and tools that come from the business world. Many of us come to librarianship with an altruistic desire—we want to serve our users, we want to even out the differences between the information haves and have nots. These are great things. I certainly believe in them in the work that I'm doing.

But when you've got a homogeneous group of people who share similar goals, desires, and perspectives, they tend to look at different groups with a jaundiced eye. For example, they see various entrepreneurs out there, the exceptions who really are in it for the money, and they don't realize that the vast majority of people who are entrepreneurs really are in it for the creation. The times when entrepreneurs become successful tend to be a little more public; the times when they put their heart and soul into something and it fails, or they put their heart and soul into something because they are trying to serve human needs, are often invisible.

I think a lot of librarians tend to see

entrepreneurship and even such concepts as marketing and sales techniques as tools of evil. They think, I'm not in this to make money; I'm pure in intent. We look at what we do as moral, and at what those other people do as immoral or amoral. But in fact they're tools, and all of these tools can be used to advance our altruistic efforts as well as increase resources.

And, by the way, as altruistic librarians, we have to be concerned with the resources we have. I personally think it's more satisfying and more effective, and often more successful, to figure out ways to build resources and use them more efficiently than to have to go hat in hand to the powers that be and say, please, please, gimme.

Sharon: Or even worse than that, instead of asking for funds and permission, sabotaging others' efforts and saying, oh, if we don't get more money from you, we can't provide reference services in the evening. This is a totally negative way of looking at things.

When librarians partner with businesses or step outside their comfort zone, they often find there are a lot of great ways to improve services that aren't available from traditional methods. There's no way you can sit on your high horse and say, yes, we're pure, but we're poor, so we can't provide you with services any more. That's just not going to happen. And certainly public librarians have really moved beyond that, because so many public libraries are now basically community centers that partner with outside services and other people to bring services and programs into the library.

Arne: It's not just money—it's also looking at better ways of doing things. It's the *connection* with the money, from the perspective of the librarian, that taints it. We need to move beyond that stereotype and look at these things as important tools that can help us advance goals.

When we think of entrepreneurs, we often think of a solo genius such as Steve Jobs or Mark Zuckerberg. You quote American entrepreneur Gifford

Pinchot as saying that “intrapreneurship is not a solo activity.” Why not?

Arne: In entrepreneurship or intrapreneurship, you can only go so far on your own. If you’re going to try to be the lone wolf out there, bringing your idea to fruition, you’re not going to be able to take it beyond a very basic level. You’re going to have to work with investors, with governments, with employees and partners, to grow your idea. That’s the entrepreneurial world.

In the intrapreneurial world, it’s even more so because you are totally dependent on the parent organization for resources. Generally, as an intrapreneur, you don’t provide start-up resources other than your time—and when you’re working for your parent organization, your own time, unless you’re doing it outside of working hours, isn’t really your own time. It’s a resource that belongs to the organization.

So you have to have the permission of those above you to direct the organization’s resources toward your purpose. If you want to grow its impact, you may have to work with donors, grant providers, government, fellow employees, and people both above and below you on the organizational chart. And you need to be able to persuade and lead a group toward the desired goal.

Sharon: This is key, because if you can’t collaborate, you aren’t going to get any support, whether you’re an intrapreneur or entrepreneur. What’s really interesting with Steve Jobs and Mark Zuckerberg is that they had partners starting out, and they worked with a variety of other people. The other reason they became so successful is that they were able to sell their ideas to people, and that’s important in libraries as well. Being altruistic, sometimes we think everyone knows what we do and realizes how important we are and what good we’re doing. And a lot of times, that’s just not the case. People are busy, and they need to be convinced.

You wrote, “A pizzeria is a pizzeria is a pizzeria, and a library is a library is a library. Both pizzeria and library provide the same basic services and



Sharon and Arne Almquist

functionality to their particular client base.” If we’re all doing the same thing, how much room is there for innovation in our industry, and why should librarians bother to undertake change initiatives that are likely to be incremental in nature?

Arne: If you look at the pizzeria example, think of what a pizzeria provides. It satisfies hunger, it stimulates pleasure. But there’s been a great deal of innovation in the pizza field—it’s *how* they do it that affects the products they provide.

For example, there’s one famous chain that started out simply putting together pizzas. It didn’t cook them; it made them to order so parents could pick one up on their way home from work and bake it fresh in their own kitchen. It’s a totally different spin on the product. Others changed cooking methods, with wood-fired pizzas and so on. And you also have new products, such as pizza-derived alternative foods.

So the same basic needs are being

met, but the people who are providing these products and services, the pizza entrepreneurs, are seeing customer needs that aren’t being met and identifying needs that perhaps hadn’t been articulated previously. And they’re creating a whole new model of serving those needs.

In terms of libraries, I think we have long confused the *value* that we provide with the traditional *tasks* that we perform. We don’t see the tremendous value, for example, in the ability to effectively search for, organize, and synthesize information. We think, well, that’s just apparent, it’s very basic. So we don’t bother to communicate the value of those basic skills we have that most other people don’t develop. And these are incredibly valuable skills.

What we often do is provide traditional services and products and hope people will use them. We ask ourselves, why don’t people come to the reference desk for assistance? Why don’t they use

the book collection as much as they used to? Why aren't they coming to the library anymore? I know—let's do a promotional campaign!

I am, at heart, an information scientist. The foundations of my area are very close to the foundations of special librarianship—we're concerned less with the package in which information comes and more interested in the information itself, in user expectations, and so on. These call for major changes in our field, and they are not incremental changes. They may require stepping completely out of our comfort zone and providing totally different services.

I think my library is a beautiful example of that. We're an academic library;

are there, the *how* and *what* we are to provide are critical. Do we continue to attempt to build collections volume by volume based on what should be in the collection? Do we continue to staff walk-up reference services in the same ways we did in the past, even as we lack the staffing to provide new services?

You know, it took a long time for libraries to drop their card catalogs. I remember librarians telling me, Oh, these new online catalogs we're installing were supposed to be a labor saver, but actually it's adding a job on top of our traditional card catalogs.

We have to be bold; we have to be looking out for what's relevant to our users today. We need to look at our

us out of our comfort zone and saying "a library is a library is a library" is true, but the library is the heart of its community, it's an information center.

At one point in history, public libraries were considered the people's university, and I think we're coming back around to that again because of the services that librarians and libraries can provide. They're exceedingly important, and it's up to us to make sure people know they're important.

You acknowledge that it can be difficult for aspiring change agents to react constructively to an initial rejection, and you encourage intrapreneurs to understand the nuanced meanings of the word "no" when proposing initiatives. What tips do you have for moving forward after being rejected?

Sharon: If you're going to be really stubborn and say you're not going to take no for an answer, you're probably going to dig yourself into a deep hole, particularly as an intrapreneur. As an intrapreneur, you are working for an organization; you are not working for yourself. If you want to go rogue, then take the financial risk and be an entrepreneur. As an intrapreneur, you're still going to have to convince other people, particularly your co-workers and your superiors, that your idea is important.

One of the things you need to do is turn "no" into a win-win situation. Don't get stubborn, and don't get nasty. Remember that sometimes "no" means "not now, but try again later"; sometimes "no" means "there's no way we're going to be able to implement this because your plan wasn't good enough," or "you haven't thought it through," or "we're not going to do this because it doesn't follow the goals and objectives of this institution." So sometimes you must go back and think through your plan and come back with a better one that you can present at a favorable time.

Arne: My suggestion, which we discussed in the book, may seem a little odd to people, but it's to develop empathy *up* the ladder. Much ink is

I think there needs to be a great deal of change in how we educate librarians. My library, my university, is part of a movement to reinvent and reinvigorate something that we in the field rejected a number of years ago, and that is *undergraduate* library education.

we're serving a comprehensive urban university. Here at Northern, we have reversed the traditional order of things in an academic library. We put the transformation of people first, through information, working to make them more effective navigators and users of information. This is a skill that is incredibly valuable and important, not only in the professional lives of these people but also in their personal lives. It will help them make life decisions in a much more effective way. Then, secondly, we present the library as the resource that provides much of the information they're going to need, in a convenient place, where we can help facilitate their information seeking.

So, while the basic needs and skills

traditional strengths and consider how to leverage those strengths using new technologies. Entrepreneurship and intrapreneurship are important because we need bold, brave librarians to step forward and say, let's try things a different way. And I really do believe this is an existential question for librarianship.

Sharon: I just have a few comments to add to that. Sometimes one incremental change leads to another, and suddenly people are thinking. And that's always a good thing.

Also, librarians need to maintain their competitive advantage. We talk a lot about that in our book—we have competition out there. People think, I can Google it, so why do I need to use the library's database? In that sense, pulling

spelled in publications about the need for managers to develop empathy for the people under them, but we then think that those above us can take care of themselves. However, if you don't understand why your boss or someone else higher up the ladder makes the decisions they do, and if you take every "no" or rejection as a personal insult or a mark of stupidity, you probably won't get very far as an intrapreneur.

There are competing needs for resources across an organization. A person in an administrative or managerial position has to try to figure out how to cover multiple needs with limited resources. Your idea may come along at a time when a major system has crashed or budgetary pressures are intensifying. So you have to be able to understand something about the managerial process and why these answers may come. And if you develop that understanding, it's going to show a mark of maturity to those who control those resources, and it will give you a lot more credibility and help you understand the nuances of timing.

On the topic of change initiatives, you emphasize that there is no such thing as a no-cost intrapreneurial initiative. Why not?

Arne: There is a cost to everything we do. For example, if you calculate the cost of time in terms of a proportion of your salary and benefits, you may be very surprised at what it's actually costing your organization to do such-and-such. If you involve several people, costs will go up very rapidly. What will be the effects on other units in the organization? Will it add work for other people? Will it conflict with or reduce the usefulness of others' efforts? How about the costs of goodwill?

An under-allocated or poorly planned service could undermine the goodwill of the organization's users, requiring an expenditure of other resources to correct the problem. All of these are costs, and you can put a price on them.

Sharon: No matter what you do, it's going to cost the intrapreneur's time and the organization's time. Time is

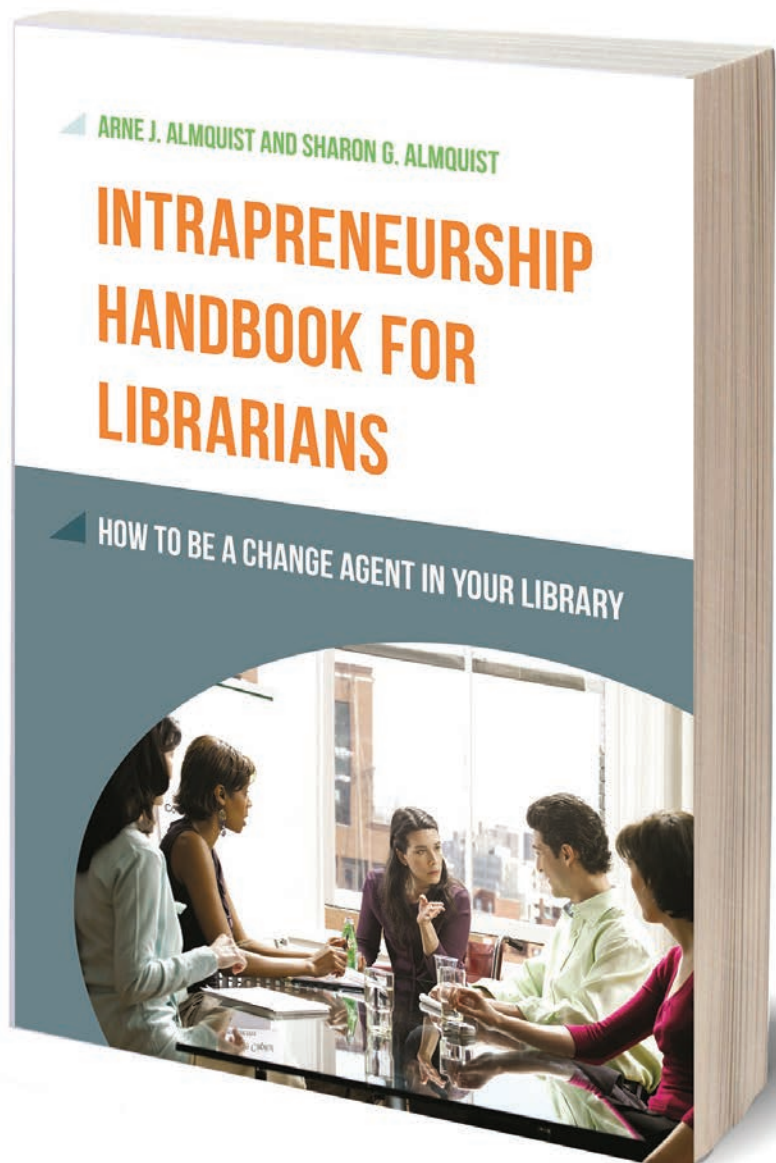
money. Also, you might want to factor in, along with the goodwill, the resentment costs—you're doing something that's pulling people out of their comfort zones, and all of a sudden productivity is going down because there's a new initiative and people are resenting it or are jealous of it or just plain overworked.

Your book is aimed at library employees who want to be change agents. How would your advice differ if the audience were managers who want to create climates that support intrapreneurship?

Sharon: We actually spent a good deal of time in the book talking about managers and what they need to do

to create an intrapreneurial win-win culture. To encourage and empower individuals, you have to listen to them, create cross-departmental teams, and actually be a mentor—and, as Arne often says, a cheerleader. You also have to work through political battles, because a lot of times people come up with a great suggestion but have no idea what land mines they're stepping on politically in their organization.

A manager, to support an intrapreneur, often has to assume the risk rather than take the glory, and that's a tough situation to be in. Or a manager might say, what about modifying your idea this way, and the intrapreneur runs with it—the manager then needs to be



willing to step back and say, it's your idea, it's your project, I'm not going to try to take any glory for that. Managers take the risk, but not the reward.

Arne: I would add to that the service leader concept. I consider the most important part of my job, the hardest part of my job, to be cheerleading. Even when things aren't going well, we need to keep our forward momentum, we need to keep feeling like we're

science curricula and our professional development?

Arne: I think there needs to be a great deal of change in how we educate librarians. My library, my university, is part of a movement to reinvent and reinvigorate something that we in the field rejected a number of years ago, and that is *undergraduate* library education.

Let's face it, sometimes the only way we're going to get more support for libraries is to go out and get it ourselves. It's not going to come from the standard funding sources. And until we realize that and move forward, we won't be innovative.

going to get out of this situation, we need to keep moving along and making resources available. You may have an entrepreneurial or intrapreneurial librarian who's rather low on the organization chart who's looking to you and saying, I need these resources, and it's up to you to advocate to get those resources for that person.

Sharon also mentioned not feeling like you need to take credit for everything. There's a performance review for most managers every year, and the accomplishments of the library are considered to be representative of the accomplishments of the manager. However, in the day to day, you really need to give credit to the employees who are doing the work. Even if you come up with an idea and sell it and they bring it to success, you need to give the credit for it to those people. And that can be incredibly hard for some managers to do.

Speaking of things that can be hard—elevator pitches are a crucial part of successful entrepreneurship. How can we better emphasize that skill in library

I think before you can bring more specialized training into graduate-level library science programs, you've got to free up time in those programs. We spend a lot of time at the graduate level introducing people to the library field and to the basic concepts of library science, because we are preparing people from *other fields* to become librarians. I think strong undergraduate training can provide those fundamentals and free up time for graduate coursework that can inculcate entrepreneurial concepts and provide training in leadership and administration.

In many cases, in many of the library science programs at the graduate level, there is little or no training in these particular areas. So people come out of library school with an MLS and they're not prepared to move up the ladder, to become managers, to eventually become directors or deans, to learn on the job. They don't know anything about budgeting. And they certainly haven't learned anything about the concepts of entrepreneurship and intrapreneurship.

A few years ago, I was in a meeting

with library directors and representatives from one of the major library schools. The school representatives asked, what skills would you like to see in our graduate students that you're not already seeing? Over the course of the next hour and a half, there was a huge variety of responses—there are just so many opportunities for specialization. But there simply is not enough time, within a 33- to 36-semester-credit-hour program, to provide the kinds of specialized classes that we need to adequately prepare our librarians. By strengthening the undergraduate programs, we then provide the opportunity to inculcate some of those things at the graduate level.

Sharon: At all levels, a management class needs to be required for librarians and information specialists. I teach the management course in the bachelor's program at NKU and assign students a variety of mini-projects for each module. One project requires students to write and videotape an elevator speech.

Elevator speeches are hard—trying to whittle down everything you want to say about your library or service into 30 seconds is challenging. I hate to compose elevator speeches myself, and spend a lot of time writing them before coming up with one that's cogent and just 30 seconds long. But when you use them effectively, elevator speeches are awesome.

Arne: What we're saying here is not that we want to diminish the value of librarianship and turn it into an undergraduate-based profession, but to make it better.

I have three degrees in music. When I pursued my master's degree in music, I would not have been able to come in with a bachelor's degree in English or in math. I had to have a bachelor's degree in music. So if we're going to create this new type of librarian and provide the skills that will allow them to take full advantage of the technologies and the entrepreneurship, we need to provide a better foundation at the undergraduate level and use the graduate level to polish professionals.

If you're already in the library field,

and especially if you're in the academic library field, there are often expectations for a second graduate degree. Earning a master's in public administration or something like that would be helpful because that catches the managerial side; however, what it doesn't catch, unless you take additional courses within the program, is the entrepreneurial side. There are strong entrepreneurship programs in the business schools in this country, as well as courses and training through various community services.

Sharon: There are also webinars and other types of online courses you can take on your own time or in the course of your day. And you can read articles online.

You quote Steven Bell in saying that “most librarians are more afraid of success than failure.” Do you agree, and if so, what does this portend for the future of intrapreneurship within librarianship?

Arne: I see this a lot, and it's a catch-22 situation. We're accustomed to working with limited resources, and success, in many cases, means we get a lot more usage and users. So we have to put more of a load on top of the things we're already doing with existing resources. There's a tendency to take tentative steps when we feel we need to innovate rather than jumping full-bore into something and taking the risk that we're going to create something we won't be able to sustain.

I think this is caused by a deeper problem in our profession, which is that we have not developed better ways of demonstrating the library's impact. There's a lot of talk right now about assessment and making the case about impact; merely stating that the academic library is the heart of a university or that the public library is the “people's university” is not enough. We need to be able to show results, show how we're making things better. And by showing results, we can convince the powers that be, very credibly, that we need additional resources for our services.

Another thing is that we have a habit of maintaining traditional services and tasks long after they have faded in

relevance and utility. We keep layering and layering and not letting things go, and then, when someone comes along and says, hey, I have a great idea for a new service and it will meet this need, and I've done some research and determined that there is a need for this service among the users out there, we say, oh, no, we don't have the people to devote to this. Well, are there things we're doing right now that we can possibly do away with or diminish so we can free up people for this new service?

One of the questions we address in the book is the cost inherent in any intrapreneurial initiative. Legacy services carry costs, too. By realizing that and deciding what to drop and telling this to the powers that be, it shows them you're being a proactive steward of the organization's resources. And it increases your credibility when you go to them for additional resources.

So, yes, I agree with Steven. What happens many times is that people are afraid they're going to have to do more with the same resources, so if a new initiative succeeds, it's going to be a risk.

Sharon: This is where the manager comes in, because you can't work someone 80 hours a week. Intrapreneurs need managerial backup—someone willing to take the risk, run interference, defuse tense situations.

The other thing the manager has to do, when we're talking about being afraid of success, is be the filter for those people who are saying, why are we wasting time and money on this initiative? The manager deflects criticism—and there are always critics, unfortunately.

Intrapreneurs have to be self-confident, too. If you're always afraid of something—oh, it's going to be more work with less money, or people will make fun of me—you really can't move forward. Let's face it, sometimes the only way we're going to get more support for libraries is to go out and get it ourselves. It's not going to come from the standard funding sources. And until we realize that and move forward, we won't be innovative.

We can't just sit and be caretakers of

what we've already got and keep doing the same things over and over and expect to get a million-dollar grant. If we're scared or afraid of being humiliated, or afraid of the backbiting that might happen, or of losing our job, then we are never going to get anywhere as a profession.

Being innovative is what drives librarians, both in the past and today. We see opportunities where others see roadblocks. It's what drives librarians to be intrapreneurs and innovators.

WHAT DO INNOVATION AND ENTREPRENEURSHIP MEAN IN THE SPECIAL LIBRARY CONTEXT? THREE SLA MEMBERS REFLECT ON THEIR EXPERIENCES AND SHARE THEIR INSIGHTS.

Everyday Innovation and Entrepreneurship

BY SCOTT BROWN, MLIS



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Innovation is a particularly “buzzy” word these days, no matter where you work in the information world. Working in the high-tech industry, I can’t go a week without innovation being mentioned in a conversation or article. But what does innovation look like in actual practice?

Say we want to make our information organization more customer-focused. When we ask our customers about our offerings, we might get surprising feedback about what they actually need—for example, something that requires a major shift. We can resist this feedback and continue providing services as we’ve always done. To truly innovate, however, we need to give ourselves the leeway and opportunity to explore new ways of doing things, and to experiment.

Experimentation can manifest itself in different ways. It might take the form of pulling together data from various resources to create a comprehensive picture of content use across our organizations. It might involve creating a new service aligned with the needs of our department heads or key stakeholder groups. It might mean creating a series of short videos to convey key information to our audiences. Can we make an effective video that’s under a minute in length? Under 30 seconds? What does that look like for us?

An absolutely necessary accompaniment to experimentation is the freedom to fail. If our information function (or our larger organization) is too risk-averse, we’ll never do anything truly innovative. Having the freedom to fail means we can plan and experiment wisely, knowing we won’t be overly “punished” for an idea that doesn’t work—because we’ve thought about the risk, planned for both success and failure, and discussed the experiment with our stakeholders.

For me, entrepreneurship is a related concept that is tied more intimately to my everyday work and my longer-term career. While entrepreneurship is typically associated with starting one’s own business, I define entrepreneurship as taking initiative, whether in my workplace, my outside activities, or my career. Often, the spirit of entrepreneurship helps me bring an innovative idea to fruition.

Let me share one example. In one of my past work settings, our team was sharing usage statistics for some of our resources with a key stakeholder. When we finished, the stakeholder wondered aloud, “But are they getting what they need?”

The answer was, we didn’t know. And the question that went off in my head was, “Why don’t we ask them?”

This led us to create an internal employee group that we regularly turned to for feedback on our ideas and services and the impact of our work. This group filled several key needs for us—they fostered greater involvement from some of our champions, helped us build stronger relationships with our internal customers, and ensured that we provided our clients with the information they needed.

Being dedicated to our ideas and committed to seeing them through is critical to successful entrepreneurship, both in our organizations and in our careers. Personally, when I combine this approach with an openness to new projects, roles, and opportunities, I’ve always found interesting work. I’ve filled roles, built skills, and completed projects that I never anticipated, because when the opportunities presented themselves, I was willing to pursue them. As an independent information professional (an actual entrepreneur), I’ve been a content developer, run my own business, coached, consulted, and taught. I’ve advised company executives about their business models. I’ve even written a book—yet another thing I never really imagined I’d do.

I’m still open to whatever may come my way next. To be innovative and entrepreneurial, it’s critical to stay open to the next steps in your career—including those possibilities you never considered.

REFLECTIONS

Entrepreneurial Thinking is an Essential Skill for Everyone

BY JANE DYSART, MLS



Jane Dysart is senior partner at Dysart & Jones Associates in Toronto. She served as president of SLA in 1995-1996. She can be reached at jane@dysartjones.com.

It's often difficult to describe things you do instinctively. I once put together a panel of SLA members and asked them to describe themselves by discussing the question, "How do I know what I know?" SLA member Anne Mintz, at *Forbes* magazine at the time, told me it was one of the hardest things she had to do!

My business partner, Rebecca Jones, describes me as being curious. I am, but I just found a better description in a book by Amy Wilkinson, *The Creator's Code: Six Essential Skills of Extraordinary Entrepreneurs*. The first skill is one I have talked about in workshops I've conducted for SLA on seeing the big picture and strategic planning. Wilkinson calls it "finding the gap"; I call it "looking for opportunities" or "identifying pain points and finding a solution."

Here's what Wilkinson says: *By staying alert, creators spot opportunities that others don't see. They keep their eyes open for fresh potential, a vacuum to fill, or an unmet need. Creators tend to use one of three distinct techniques: transplanting ideas across divides, designing a new way forward, or merging disparate concepts.*

In innovating, reinventing, and experimenting, we do things differently, in a new way for our environment, as a creator or entre/intrapreneur. I find I learn a lot from others in other industries, organizations, and disciplines. One of the strengths of SLA has always been that those planning conference events bring in practitioners from their specialized fields so we can learn from them and apply their strategies and techniques in a new way in our environments—transplanting ideas across divides. This also happens at *Information Today* conferences (e.g., Computers in Libraries and Internet Librarian), whose

programs I design and of which SLA is a prominent sponsor.

At these events, we transplant ideas across different types of libraries. Years ago, as a special librarian, I didn't believe I could learn anything from public and academic libraries. Ha! It is amazing what public libraries do to engage their customers and how special librarians learn from them—for example, setting up a *Pokemon Go* in a government library, setting up makerspaces or innovative places in corporate workplaces, or creating book clubs in organizations.

As an entrepreneur and consultant, I am always looking for new ways to move forward and create new designs that will engage our audiences and clients. I enjoy focusing on what might be ahead, creating visions, looking at different scenarios, and giving people something to think about when they consider the future and how their organization or library has to evolve to keep up. For example, take my granddaughter Logan, who is now a year and a half old. What will her life be like as a young adult? Consider that she may never learn to tie a shoelace (as there is now Velcro as well as new types of laces), she may never learn to drive (now that driverless cars are coming online), and she may never learn cursive writing (since everything is done with computers today, and more is being done by using our voices)!

So, if these types of kids are our future clients, what should we be planning in terms of programs and services to stay relevant? Certainly, mashing things up to try different approaches to programs and services is happening everywhere, especially with content and new tech tools—using Paper.li to create a current awareness product on the fly, using bots to reduce repetitious activities, and creating online tutorials that can be watched at the point of need or "in the flow" (as APQC calls it).

Entrepreneurial thinking is for everyone in every environment. Do it by keeping an open mind, observing different organizations and places, listening, and grabbing ideas from others and trying them out (experimenting). And pay attention when someone has a problem or criticism, because there is definitely an opportunity there! **SLA**

A Rose by Any Other Name

BY KAREN I. MACDONALD, MBA, MLIS



Karen MacDonald is the business and entrepreneurship outreach librarian and an assistant professor at Kent State University. She can be reached at kmacdon4@kent.edu.

In almost any discussion about librarians or libraries, someone will observe that libraries and librarians need to be more “entrepreneurial.” Then, invariably, someone else will respond with the observation that entrepreneurial concepts cannot apply to a nonprofit organization such as a library. Entrepreneurship, after all, is associated with business and the profit motive; librarians, in contrast, are dedicated to a much higher calling—the pursuit and preservation of knowledge. The library should remain the scholarly ivory tower.

Well, whether we like it or not, the profession of librarian has changed. The daily activities of a librarian in the 21st century bear very little resemblance to the work of librarians in the early 20th century. (As to the 22nd century, depending on which prognosticator you follow, the work of a librarian may be obsolete. So, to mitigate that eventuality, librarians need to be entrepreneurial.)

This case has been presented in various venues and formats for years. Perhaps, as an intelligent, aware professional, you even concede the point that librarians need to be entrepreneurial. That does not change the fact that the word *entrepreneur* is most closely associated with business and the profit motive, and you may not be comfortable with that.

I have a suggestion for you: be entrepreneurial, but find another word to describe your mindset and behavior. Words associated with entrepreneurial thinking include *creative*, *inventive*, *innovative*, *forward-thinking*, *visionary*, *resourceful*, and *adaptable*. So, don’t call yourself an entrepreneur—be someone who finds alternative solutions, is an original thinker, a problem solver, a change agent, or even a risk taker. Be someone who sees the big picture and seizes opportunities. Alternatively, if you aren’t comfortable thinking outside of the box, stay inside the box—but paint the walls a different color.

Changing the words we use to describe ourselves and what

we do is an easy way to start being entrepreneurial. A few years ago, when I started spending more time working with scientific inventors on campus to help them find commercialization information for their initial patent applications, I started calling myself a business information specialist. That was an entrepreneurial decision that worked—the scientists seemed to have a better understanding of what I did and how I could help them, and my interactions with them increased.

Now, as the demand for my work in this area increases, I would like to change my title to technology commercialization librarian. How entrepreneurial of me to recognize a need and then adapt my role as a librarian to meet that need!

This change can apply to any activity in a library. Do you have a digital projects librarian in your organization? Do you want to hire a data curation librarian or an assessment librarian? How busy is your first-year-experience librarian? Would a global education librarian better serve a vital group of your patrons? What about an instructional technologist?

Many of these job titles didn’t exist in libraries 10 or 15 years ago, but entrepreneurial thinkers identified opportunities when they looked at changes in patron demands, advances in technology, or updates to government policy. Now, if these positions don’t already exist in your library, there’s probably interest in creating one or more of them.

If you’re more of a process thinker, look at what you do. You probably understand your job better than anyone else does. Can you do it faster or better, or for a lower cost? Be entrepreneurial and try to identify and implement these changes. Demand-driven acquisition (DDA) policies are changing things in monograph collections. Do you have ideas that could have a similar impact in serials management, cataloguing, or interlibrary loan? Take a risk. Try it out.

Maybe your change won’t work—but it might. When it does, you will free up some resources for that new job you need that hasn’t been named yet.

FURTHER READING

MacDonald, Karen, and Wyoma vanDuinkerken. 2015. “Libraries Surviving as Entrepreneurial Organizations: A Creative Destruction Perspective.” *New Library World*, 116: 7/8.



Expertise Sharing: Which Database(s) Do We Use?

Several issues must be considered when creating communities that enable members to share their expertise and benefit from that of others.

BY DAVID STERN, MLS

In our ever-more-complex world, you often need to identify and consult with people who possess higher and deeper levels of knowledge to maintain your competitive advantage. Networking is almost essential to your success. So, which tools should you use to build such connections? Are there preferred tools for sharing expertise?

Some communities have their own online networks that may include membership directories, expertise databases, or mentoring applications. Many of these tools subdivide people into membership categories, providing granularity by congregating like-minded people. Some of these tools may even utilize metadata taxonomies to identify specific expertise areas, levels of expertise, willingness to share expertise (free or for a fee), and other aspects that are important for effective networking.

Other general communities (e.g., LinkedIn, Mendeley, and diigo) can capture member expertise information. This embedded connection and relationship information can be used creatively to identify potentially helpful colleagues. Compared to membership databases, there is less structure, but you have a very wide community of participants from which to draw. The

confirmation of credentials requires critical thinking and evaluation when the information is self-reported and when the material is not part of a professional community network. In this case, academic degrees, industry badges, and current employment titles are used to recognize appropriate expertise.

As information professionals, we would expect our community to be strategic about sharing our expertise (or at least about documenting it). Our online community should have a way to search for and contact people with particular skills, techniques, and experiences. This expertise information would be used for answering quick questions, serving as an occasional resource about best practices, identifying potential mentors, or even developing consulting relationships.

Capturing and Sharing Expertise

Let's take a minute and review our current expertise support structure. What do we in SLA have now, where are we going, and what are our important system considerations?

At the moment, SLA records and presents member expertise primarily by associating people within unit clusters. These clusters assume a set of

common experiences and expertise. Unit communications via SLA Connect communities can be used for contacting other unit members, and inter-unit communication can be used to reach members in other areas or disciplines.

Our unit communities are targeted niches in which sharing may be very effective; however, some units are rather large and contain many types of expertise, making it difficult to identify people with specific expertise. Some units include sub-discipline special interest groups or roundtables that provide more granularity.

Best practices for specific communities may be found on unit websites or unit SLA Connect platform spaces or through inter-personal communication (made possible by our Connect online directory). Other cross-unit expertise can be discovered by contacting hosts or participants of targeted conference sessions. Some units have even developed their own expertise databases (e.g., the SLA Fellows have created a Google expertise tool to identify and match Fellows with new SLA members.)

SLA is now looking at a new association-wide module for capturing and sharing member expertise and perhaps for facilitating mentoring. Plans are under way to more fully utilize existing Connect and web tools and to implement recently selected and soon-to-be-released additional networking modules so that SLA can offer a variety of expertise and mentoring options. These tools should seamlessly connect to our revised career services materials and distributed best practices materials found on our public and SLA-only platforms.

The details are still being finalized about the rollout timeline, the population of data from existing member information, and the addition of extended expertise information through manual submission. Staff at SLA headquarters are just beginning to become famil-

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Should you be able to identify those who are only willing to provide a quick opinion versus those willing to offer consultation-like interactions that might provide mutual benefit?

iar with the possibilities and will soon contact members for input about the implementation process.

High-Level Considerations

Finally, let's look at a few high-level considerations to be addressed when incorporating additional expertise details and associated functionalities. What types of data do we want to capture that might provide other levels of functionality? What considerations are important as we look to develop an even more effective expertise tool?

The initial considerations are these: What content should be captured? How granular do you want to make your subject topics, and do you want both a

controlled vocabulary and folksonomies to help you capture hot trends? Do you need to document many levels of knowledge? Should you be able to seek people with familiarity (versus comprehensive knowledge) to speak a common language? Do you need to document many levels of service? Should you be able to identify those who are only willing to provide a quick opinion versus those willing to offer consultation-like interactions that might provide mutual benefit? Can you limit searches to those willing to provide free mentoring versus those offering fee-based consultation services? Can you restrict your results to only those with recognized certifications?

A second set of considerations are these: What tools are acceptable? Do you want to support a stand-alone database, an integrated tool, or even a tool behind a firewall? Are you willing to pay for this functionality? There are already existing commercial tools, some of which may integrate with SLA Connect. There are also open/free tools on platforms such as Google or Facebook, but of course these have archiving, security, and privacy issues.

Finally, do you insist on community membership (i.e., providing a level of authority by joining free communities, such as LinkedIn or Mendeley)? Would you prefer to federate with other related association-based directories? In addition, you may desire or require different tools for networking and mentoring, depending upon the desired functionalities and included content. Perhaps it is worth maintaining dedicated expertise and mentoring tools.

There are so many questions to be considered. As SLA explores solutions, your feedback will be appreciated—and will be strategically sought.

The premier event for information professionals who want to develop essential skills, network with colleagues, explore noteworthy trends in knowledge and information management, and access leading information product and service providers at the INFO-EXPO.

tinyurl.com/yabk2cs4