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Outsourcing Library Functions

Many library services can be outsourced, and managing a library frequently entails negotiating the contracts and managing the people that deliver these services.

BY STUART HALES

Check out any library or information school curriculum, and you’ll see courses geared toward the practical, everyday aspects of librarianship—text mining, digital curation, electronic records management, and data visualization, to name a few. What you typically don’t see are courses that will help prepare librarians and information professionals to move up the career ladder and assume more responsibility and visibility—namely, courses in leadership and management.

To be fair, schools of library and information science are hardly alone in neglecting these areas of study. But as Sara Tompson, manager of the Library, Archives & Records Section at the Jet Propulsion Laboratory in Pasadena, California, points out in her “10 Questions” interview in this issue, many librarians and information professionals ultimately will become managers in name, so they need to be prepared to manage in deed.

“I feel that management and leadership courses should be a requirement for ALA accreditation [of library schools],” Sara says. “Many of us wind up being managers and need to be leaders, and we are not really prepared for this in library school.”

So, what does managing a library or information center entail? For some library managers, it means managing an onsite staff and an onsite collection. More and more, however, it means managing people and services located outside the library—outsourced functions, if you will.

“When they hear the word outsourcing, many people think of contracting with offshore organizations and personnel in places such as India,” writes Hope Bell, business information manager at KPMG in Ottawa, Ontario, Canada. “But you can also outsource services and functions to onshore providers and/or leverage the services of multiple companies or individuals. Outsourcing does not always result in replacing staff—it is another tool that you use to augment the tools you already have.”

Having managed a virtual team for almost 20 years, Hope has learned a variety of tactics to help her onshore and offshore staff work as one team and build a strong identity within the organization. Among her priorities: embrace differences, create trust, build personal connections, over-communicate, hold regular meetings, leverage technology, and understand and adapt to different workstyles. Perhaps most importantly, managing insourced and outsourced staff requires treating both the same way, using the same skills.

“A seamless and cohesive team does not come together overnight—it develops over time,” Hope writes. “Initially, there will be an ‘us’ and ‘them’ mentality. To change that mentality, you have to lead by example. If you perceive everyone to be part of a team and manage them as a team, they will evolve into a team.”

A team mentality is also what Jamie Marie Aschenbach advocates when discussing how to negotiate contracts with journal vendors. Though she laments the disproportionate price increases for journal access that have been imposed in recent years and the non-disclosure agreements that journal publishers insist librarians sign, she urges both parties to view each other as partners in the process of providing information to those who need it.

“Both parties need to work together to get through the negotiation so we can both walk away with a workable contract,” she writes. “The key word in this process is negotiate. You are negotiating, not fighting, so be professional. Prepare and share an agenda beforehand—this isn’t the time or place to waste each other’s time. Don’t hesitate to ask the vendor for any information you need to negotiate responsibly.”

Ultimately, librarians and information professionals must see themselves as not just negotiating a contract, but managing the process of arranging for an outsourced service. To that end, Jamie writes, they must be willing to look beyond price—a sensitive issue for librarians and the focal point of many negotiations—and take a broader view of contract discussions.

“Remember, you are contracting for the entire life cycle, from contract to renewal,” she writes. “This means the negotiation must include the level of support from the vendor, the content to be provided, and the quality of service.”

Read more of what Jamie, Hope, and Sara have to say in this issue of Information Outlook. And be sure to review Lesley Ellen Harris’s answers to frequently asked copyright questions, Dale Stanley’s tips on managing change, and David Stern’s analysis of micro-credentials. SLA
Revamped KMKS Program in Full Swing

SLA has rolled out an updated version of KMKS 103, “Knowledge Strategy: Developing the Enterprise-Wide Knowledge Culture,” as part of its popular Knowledge Management/Knowledge Services certificate program.

The course, which consists of five one-hour sessions, is based on the premise that an enterprise-wide knowledge culture is the foundation for organizational effectiveness. Developing such a culture requires incorporating a knowledge strategy that matches the company’s business strategy. The development and implementation of the knowledge strategy is a responsibility well suited to knowledge and information professionals.

Topics covered in KMKS 103 include the following:

- knowledge strategy basics (including the difference between “strategy” and “strategic”);
- organizational structure and the environment for KM/knowledge services;
- visioning vs. planning;
- determining strategic direction;
- change management and change implementation; and
- infrastructure and planning for future needs.

In September, two of the program instructors, Deb Hunt and Dale Stanley, will begin teaching KMKS 105, “Change Management and Change Implementation in the Knowledge Domain.” This course is designed to provide information professionals with a set of tools and an essential knowledge-sharing perspective for implementing change in their organizations.

Change management focuses on the “human” side of project implementation and works to develop and hone the interpersonal skills that lead to success in any operational activity. An estimated 60 percent of all large-scale project implementations fail to meet all of their objectives, and fully 80 percent of those failures are due to change management issues. These statistics make clear that information professionals involved in any new initiatives must learn change management and change implementation skills.

Topics covered in KMKS include the following:

- the five most important aspects of change management and how ignoring them will almost surely lead to a project’s demise;
- examples of change management and demonstrations of the critical implementation skills in organizational development; and
- the organizational knowledge services strategy as a framework for examples of how change management can be applied in your organization.

Members Offered Incentives to Refer New Members

SLA members can receive a 20 percent discount on early bird registration to the 2018 Annual Conference in Baltimore if they entice at least three other information professionals to sign up for SLA membership by November 3.

All qualifying new members who join through a member referral will be entered into a drawing for a $150 American Express gift card.

Only active full members in good standing (with no outstanding balance) can participate as referring members. Members who refer three new members to SLA will be highlighted in SLA Connections, on SLA.org, and through social media.

The program (https://www.sla.org/access-membership/sla-member-referral-program/) is valid for the following membership categories: full member, unemployed member, retired member, and organizational member.

A new member can only be referred by one current member. Former members are eligible for the program if their membership status has been lapsed since at least August 2016. SLA
Managing an Extended Team

Hybrid and virtual teams can be just as connected and even more productive than a traditional office team, but it takes some effort and know-how to achieve maximum results.

By Hope Bell

When they hear the word outsourcing, many people think of contracting with offshore organizations and personnel in places such as India. But you can also outsource services and functions to onshore providers and/or leverage the services of multiple companies or individuals. Outsourcing does not always result in replacing staff—it is another tool that you use to augment the tools you already have.

I have managed a virtual research team for almost 20 years. The onshore people that I manage have worked together, but have been physically located in different places across Canada. The offshore staff that I manage are located in India; we also leverage several onshore outsourcing contracts for specific activities (e.g., security pricing). Recently, even the researchers located in the same office and city were reassigned to a remote (work from home) arrangement.

Technically, we are outsourcing, but I do not view it as outsourcing. The way I see it, our combined onshore and offshore people make up one team. Our different time zones, diverse backgrounds, and unique tools and experiences make us stronger—more effective, more efficient, and better able to add value to the organization. We work together, have group calls, mentor each other, share recognition, and chat about what we did over the weekend. It doesn’t matter that everybody is in a different location, or that some of us get paychecks with a different name on them. What matters is that we are all working together and dedicated to the company.

My management style never really changed when we added the offshore component to our team. I was already managing a virtual team, and the offshore people were simply an extension of that. The people management skills for both the onshore and offshore workers are the same.

Managing and Supporting ‘Ghosts’

Being efficient and hiring the best person for the job have always been top priorities of mine. In the past, my hiring pool was limited to the people in my immediate vicinity; today, technology allows me to hire someone regardless of where he or she is physically located.

You, too, can hire any worker (full- or part-time or contract), subscribe to any service (such as a database, newsletter preparer, or content aggregator), or purchase any technology (e.g., gamification, virtual reality, or data analysis) you like. Many companies already offer some remote services. You have the ability to leverage these services to create a team that meets your exact needs while saving you money.

Managing a hybrid, extended, or virtual team can be a challenge, however.
How do you manage “ghosts”? How do you track and support people you cannot see?

Staff who work remotely face challenges as well. Personal interactions such as hallway networking and gossip sharing are limited, and this can contribute to staff feeling isolated. Remote individuals and teams also need to work harder to promote their accomplishments to the C-Suite and can miss out on the synergies they would experience by being in a traditional face-to-face office setting. The flip side is that remote work can be extremely productive—there are no office activities or responsibilities to create distractions, and working from home eliminates commuting time.

It is important that the overall team, as well as the individuals on it, have a strong virtual brand. This can have a positive impact on how your team and the information you deliver are perceived by others.

While every team is different, there are some lessons I have learned while managing outsourced staff and services that apply universally:

**Embrace differences.** Encouraging a variety of opinions creates a stronger overall team.

**Be positive and patient.** Onshore and offshore teams doing similar work in a similar (remote) structure should be treated the same way. A seamless and cohesive team does not come together overnight—it develops over time. Initially, there will be an “us” and “them” mentality. To change that mentality, you have to lead by example. If you perceive everyone to be part of a team and manage them as a team, they will evolve into a team.

**Create trust.** Trust is important in any setting, but it becomes more critical when teams are working virtually. Foster a feeling of trust by following through, meeting deadlines, and consistently delivering great work. Do not micromanage—just because you cannot see people does not mean they are slacking off. They are responsible professionals. Treat them as such and they will behave accordingly.

**Don’t show bias.** Approach any efficiency or outsourcing review with an open mind. Do not restrict your thinking to offshoring or replacing people—identify which products and processes are best outsourced and look at all of your options, including offshore, near shore, contract workers, software, and databases. These are all types of outsourcing, and each has its own pros and cons. As with goals, delegated tasks need to be SMART (specific, measurable, agreed, realistic, and time bound).

**Make sure you have input.** If you are hiring an outsourcing company, insist on some input into who will be on your team and provide feedback on their performance. Make sure you are able to interview and select your team members. You want to ensure that the personalities and work styles of all of the people on your team, both onshore and offshore, are compatible. Sometimes it’s not what’s on a résumé that matters. As long as someone is a good team “fit” and interested in the role, she/he can be trained to do a job.

**Build personal connections.** Face-to-face interaction will always be the best way for team members to get to know each other and generate connections. This is not always possible due to budget constraints, but you should try to organize some face-to-face meetings when possible.

If face-to-face meetings are not an option, create a slide deck when you initially introduce new team members so they can share a picture and some background information about themselves, such as their families and their hobbies. People feel more comfortable and connect more easily if they can “see” the people to whom they’re talking, and the slide deck will create talking points to start conversations and, ultimately, relationships.

Another tactic that helps generate relationships and connections is to assign people who would not normally work together to special projects. In addition to helping foster new relationships, it will create opportunities for
I have a collection of quotes and created “star cards” that I can e-mail to my team members to reinforce good behaviors and jobs well done.

Play together to stay together. Arrange virtual team-building games to provide opportunities to bond. Games that I have seen mentioned include a virtual office tour via webcam and a computer- or workspace-decorating contest, with the team voting on the best one (Soon 2014). You can also share “boards” on which team members can post pictures or text ice-breaker questions (Perrin 2015; Osman 2015), or you can start your meetings with a team or company trivia question to get people talking to each other.

Get to know your team. Call one team member each day (or each week) and chat only about non-work topics. Ask questions: What type of research excites you? What would you do differently?

Also, schedule regular calls with your direct reports, even if you typically speak to them on a daily basis. Make time to listen to their perspectives, learn what is bothering them, and so on. You need to understand what each individual team member needs, what their goals are, and how their performance is judged.

Keep in mind that outsourced employees may have different stresses and be judged by different standards. Your expectations and their performance managers’ expectations may conflict and leave them caught in the middle.

Understand and adapt to different workstyles. Just because the team works well together does not mean they all have the same workstyle preferences. Everybody is different, and the team leader needs to adapt to each team member’s workstyle and communication preferences. You want to have regular meetings with each team member, but the format and frequency of those meetings can vary depending
Recognize good performance. Do not underestimate the power of saying “thank you” or “good job.” You do not need a big budget to recognize a job well done. Just say it—in a meeting, in an e-mail, or in a video conversation. Send a graphic that can be printed and displayed on the person’s bulletin board or desktop. I have a collection of quotes and created “star cards” (see page 4) that I can e-mail to my team members to reinforce good behaviors and jobs well done. No matter which approach you use, make sure outsourced staff are provided with the same (or equivalent) recognition mechanisms as insourced staff.

Guard against overworking. Remote workers often put in extra hours, and this can lead to burnout. Overwork is just one facet of what I consider the hardest part of managing a remote team—it is often difficult to catch problems when they are very small. With outsourced staff, you do not see body language, facial expressions, or the state of someone’s desk. If you have good relationships with team members, you may see some signs—for example, a boisterous employee may be unusually quiet, a normally happy employee may seem down, or a reliable employee may start finishing projects late.

Be prepared for emergencies. At some point, your technology (network, IM, e-mail, or WRMS) will fail or you will be affected by a “local” emergency (e.g., an earthquake, power failure, or fire). To minimize the impact on your work pipeline, have an alternate communication system (such as cell phone numbers or personal e-mail accounts to contact team leads) in place so when an emergency occurs, staff know what to do and who to contact (and how to contact them).

The biggest single lesson I have learned is that hybrid and virtual teams can be just as connected and even more productive than a traditional office team, but it takes some managerial effort (and know-how) to achieve maximum results. If you have tips for managing virtual teams or can recommend virtual team-building activities that have worked well for you, please share them with me at hopebell@kpmg.ca. If I receive enough good responses, I will create a tips sheet to post on SLA’s website. SLA SOURCES
NEGOTIATIONS WITH VENDORS ARE FOR THE ENTIRE LIFE CYCLE, SO THEY MUST INCLUDE THE LEVEL OF SUPPORT FROM THE VENDOR, THE CONTENT TO BE PROVIDED, AND THE QUALITY OF SERVICE.

BY JAMIE MARIE ASCHENBACH, JD, MLIS

From 1999-2012, the U.S. Consumer Price Index (CPI), a measure of inflation, rose by 38 percent, but during that time, journal bundle prices experienced an average contractual increase of 5.5 percent per year, meaning they doubled during those 13 years (Bergstrom et al. 2014). To put this into context, consider a loaf of bread. In 1999, we paid about $0.89 for a loaf of bread; in 2012, we paid approximately $1.23 for it. But if publishers had been our bakers, we would have paid $1.78 for that same loaf of bread (Bureau of Labor Statistics 2017).

Granted, a difference of $0.55 doesn’t sound like much, but that's just for a loaf of bread. Now let's apply that same scale to purchasing database access. In 1999, we would have paid roughly $89,000 for access to a database with 200 journal titles. In 2012, based on the CPI, we should've paid about $123,000 for that same access; instead, we paid $178,000 for the database, which at that point only gave us full-text access to 180 journals, a loss of access to 20 journals.

We know this thanks to a 2014 article (Bergstrom et al.) that was researched and written by economists after learning that their librarians would no longer have access to some journals. The economists wanted to identify the market forces behind this development, and what they discovered was that different libraries were paying different prices for the same access. Some publishers were offering “big deals” that were “discounted” from the journals’ list prices, but those deals didn’t necessarily reflect the usage or value of the databases (see accompanying chart).

Part of the problem is that publishers’ contracts contain non-disclosure agreements, so we have no idea what other libraries of comparable size are paying for journals. Ownership, licensing, and accessing of the materials are also problems. Elgar is one of the few publishers offering ownership of the materials, with perpetual access set in the purchase price. Elgar bases its pricing on each university’s Carnegie Classification, which reflects the number of annual graduate students and the level of research they perform.

With some publishers, even if your library owns the materials, you may have to pay to access them. For example, many law schools own the materials from The Making of Modern Law (MoML), but the materials are stored on MoML’s servers, and the schools must pay an annual access fee. Even if a

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school decided to move the materials to its own servers, it would need to invest in creating a discovery tool to access the materials.

**What to Negotiate About**

Given these circumstances, how can we get the most information access for our money? We must improve our negotiation skills.

To become better negotiators, we need to remember that we are partners with our vendors. The vendors have what we want (information and databases), while we have what the vendors want (information users). Both parties need to work together to get through the negotiation so we can both walk away with a workable contract.

The key word in this process is *negotiate*. You are negotiating, not fighting, so be professional. Prepare and share an agenda beforehand—this isn't the time or place to waste each other's time. Don't hesitate to ask the vendor for any information you need to negotiate responsibly.

Obviously, you will negotiate the price, but there is much more to address. Remember, you are contracting for the entire life cycle, from contract to renewal. This means the negotiation must include the level of support from the vendor, the content to be provided, and the quality of service.

To start, think about the support you currently receive from your vendor, such as sales representative access, statistics, training sessions, and help desk assistance. Think about how these are provided and whether your needs are (or aren't) being met by your content provider. These are all items that you can negotiate.

For example, you can request that the sales representative or trainer be located in your geographic area or have a limited number of contracted clients. You can ask for a specific level of knowledge of the industry, or a minimum level of experience in the area. Identify the level of support you expect from the representative or trainer, then ask for it.

Negotiations can also include help desk assistance, issue resolution, and marketing. If your users require a lot of support, negotiate for that support. Ask how that support is provided by the vendor (e.g., face to face or web-based instead of by phone). Will that work for you and your users, or do you need a different type of support?

We all need statistics to see how our users are actually using vendors’ products. What statistics do you need, and what statistics can your vendors supply? Can they include “push” statistics, or do you have to pull them from their servers? Are the data just usage statistics, or can you get more granular statistics if needed? Negotiate for the statistical solution that will work best for you.

Finally, while this may seem obvious, don’t overlook the materials that will be included when renegotiating a contract. Are all of the previously included materials in there? Are any new materials included? Knowing the answers to these questions and basing your negotiations on the products, information, materials, and databases included in the contract will start you off in a better negotiating position.

When negotiating, present the parts of the contract you agree with first. These “non-argue” points will allow you and the vendor to begin negotiations on a positive note.

After the contract is signed, review it regularly, collect the data you need, assess the account management, and solicit product and service reviews from users. When it comes time to renew the contract, you’ll be in a better position to negotiate a new contract.

**How to Negotiate**

The process of negotiating is rather simple, provided you are organized and motivated to do so. Think of it as the DATA Method: discover, analyze, trans-
form, and approach.

First, you must discover what information and statistics you have on hand and what your current vendor can supply to you. You will need both quantitative data (e.g., accounting and systems data) and qualitative data (e.g., user satisfaction feedback). You can collect this data from vendor reports, internal systems, or third party systems.

Without data, you don’t know whether a product is valued by your users and, thus, whether you should keep or cancel it. If you are in the dark about the usage of a product, you can’t know whether it is worth keeping.

Second, you must analyze the data and determine whether you have what you need to make it relevant. Which data are useful, and what areas do you need more information about? As you can see, this step is easiest to complete if you collect (discover) the data throughout the lifetime of the contract and not just in the days or weeks leading up to the actual negotiation.

Third, you must transform the analyzed data into powerful visuals to share with your stakeholders. And yes, you need to talk to your stakeholders—faculty, deans, students, users, and anyone else who accesses your digital collection—and start including them in the discussions. They often don’t know there is a cost associated with database access, and if they do, they often don’t know what that cost is or that the funding comes from the library’s budget (Glassmeyer 2010). Creating powerful visuals will bring stakeholders into the discussion and help you to decide how to move forward in your negotiations.

Finally, you need to approach the negotiations. Before meeting with the vendor, you need to know the following:

(1) your goal in entering into the negotiations;
(2) what the data say and how to present them;
(3) who should be involved in the negotiation (i.e., whether you can do it yourself or need to bring in other interested parties);
(4) what information you will share with the vendor, and when you will share it;
(5) whether your negotiation strategy will need internal buy-in from other departments; and
(6) the questions you may be asked.

Only when you know the answers to all of these questions are you ready to sit down with the vendor and negotiate the terms of the contract.

Last but not least, you must be willing to walk away from the table if the negotiation is not proceeding in a mutually satisfying direction. If you aren’t willing to walk away, you have little or no bargaining power.

Vendors: Help Us Help You

While this article is written from a librarian’s perspective, vendors can help librarians negotiate better contracts. Remember, vendors and librarians are essentially partners in getting information to those who want and need it. Here are some of the ways vendors can help librarians get their products in front of users:

Don’t cold call us. Don’t hound us to try your product. Also, conduct research on us and our users before contacting us so you don’t waste our time by trying to sell us a product that is obviously not what we need (Berg 2013).

Show us the value you are adding. Does your product provide better analysis or service than a competitor’s product provides for access to the same information? Then tell us—customer service is everything to us! But don’t talk about how fast your company is growing if you aren’t providing support for your new customers and can show that the majority of them are satisfied. And don’t make excuses about why this or that isn’t working—solve the problem (Lapachet 2015).

All of us, librarians and vendors alike, need to communicate clearly and avoid wasting each other’s time. Let’s make sure we tell each other what we need to move forward and provide the information users want. SLA

**SOURCES**


**OTHER ARTICLES OF INTEREST**


Managing Change: Vital to Your Project and Career Success

INCORPORATING CHANGE MANAGEMENT TECHNIQUES INTO YOUR PROJECTS WILL HELP OVERCOME RESISTANCE AND ENTICE AUDIENCES TO ‘TRY THE WATER’ AND EMBRACE CHANGE.

BY DALE STANLEY

Most major projects fail to meet all of their major objectives, and fully 80 percent of those failures are due to poor change management (Conner 2012). If you have been involved with implementing new systems or projects, it is highly likely you have experienced these and similar sentiments.

- We had this great idea for improving productivity. We did our homework and had an awesome proposal, but management shot it down because they said everyone is too busy.
- Our new SharePoint® site is well-designed and will improve workflows and access to information for our project managers. The training went well, but now nobody is contributing or using it—they’ve all gone back to their previous inefficient ways of doing things.
- We can’t get this project off the ground. We’re trying to help the staff, but they won’t come to the meetings. How do we get staff to buy into this project?

When you incorporate change management techniques into your projects, you will greatly enhance the likelihood of success, and your work will thus have a greater impact on the organization. This reputation for success, along with the human skills of being a change leader, will contribute strongly to your career success.

My company (SMR International) has worked with dozens of organizations and hundreds of students, and we have always emphasized the practical aspects and value of incorporating knowledge management and knowledge services into existing information-based functions. We even appropriated one of SLA’s old taglines, “Putting Information to Work,” and amended it slightly to say that “Knowledge Services is Putting Knowledge to Work.”

But the challenge with being practical is clear: we need to see results. Sometimes that’s a difficult task—especially when it involves people and getting them to change. And when does it not? Helping people in organizations overcome human behavior obstacles and embrace change is what change management is all about.

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Fundamentally, change management involves leadership—and yes, you can be the change leader your projects and your organization need. Sure, you can fall back on excuses like “you can lead a horse to water, but you can’t force him to drink,” but there are a number of effective methods to entice your audiences to “try the water” and embrace the changes you and your project are presenting. Following are some proven change management principles and practical techniques that will help.

Principle: The Change Curve
William Bridges (1991) teaches us that change always involves “transition.” At SMR, we’ve adapted his version of what we call the “Change Curve.” The basic principle at work here is that during change, those affected by the proposed change will need to “let go” of something before the “new” can be embraced.

When faced with change, we all go through this curve. We each go through the curve at different rates, and there are different amounts and types of forces that can compel us to move through the curve or get “stuck” at any particular phase. Eventually, if we are successful, we—or most of us, anyway—will make it through the curve and realize the benefits of resolution.

Even the best change management process cannot eliminate the Change Curve. The goal is to create momentum and get through the curve quickly without falling too deeply into the Valley of Despair, where psychological drivers that cause resistance to change will more than likely cause a drop in productivity and attitude.

I will return to the Change Curve when I explain some techniques that you, as a change leader, can employ to help your users “let go” and ensure success.

Technique: Early, Consistent, Clear Communication
It may seem obvious that good communication is an important factor in motivating people to embrace change. However, in post-project evaluations and debriefs, communication (or “lack of sufficient communication”) is consistently the number-one reason cited for change failures. Following are the top pitfalls that always show up in such surveys.

Not connecting the purpose of the project to the larger mission, goals, and/or values of the organization. Stating that the rationale of the project is to “increase productivity” or achieve the goals or purpose of your particular department or function is insufficient. If you fail to tie the project to a meaningful, high-level business purpose or rationale, you likely will not sufficiently motivate your audience to engage. Ask yourself how the project affects the mission of your company or institution.

Waiting too long to communicate. Too often, communication with end users happens only at the beginning of projects, during “requirements gathering” meetings, and at the end, during training or “rollout” efforts. While these times are important, it is imperative that there be consistent and frequent communication about the project during its entire development life cycle.

Every phase of your project will present opportunities to connect with your end users. Typically, there are opportunities during the early stages to restate the business purpose and rationale for the project and introduce the statements and role of your sponsor (see below). During the development and testing phases of the project, end users need to be reminded that the project is under way and that there are opportunities for providing additional feedback (see below in “surfacing resistance”). Waiting to “install the system onto the users” with training at the end of the project is asking for trouble in the form of resistance, delays, re-training, demands for scope changes, and cost overruns.

Taking a “one-size-fits all” approach to communication. Sending a barrage of e-mail blasts to all end users on an arbitrary basis is rarely the correct approach. Consider using different messages and media tailored to the different user groups and staff teams, with different points of view and different work flow drivers. Also consider using established communication channels, such as engaging middle managers as champions and sharing information at established communication meetings and in newsletters and other media.

At SMR, we encourage our clients to actually map out their target audiences and then create communication plans for them, starting with appropriately timed, tailored messages and then selecting the media according to the audience and the message content. And speaking of content: Always tell the audience “why” (refer to the business
purpose) and then, explicitly, “what” you want them to do.

**Technique: Surfacing and Openness to Resistance**

Once a project is launched, the last thing you want to hear is someone saying why it won’t work. But the very act of asking for and responding to this “resistance” during all phases of the project is an extremely powerful change management tool. It engages users at a time when they are entering (or already in) the Valley of Despair.

Creating forums and other opportunities for end users to share what they are thinking and feeling about the impending changes is highly recommended and can create some benefits. For example, users, while they may not be able to change the project, will know that at least they have been heard and may be able to help you identify ways to influence how or when certain aspects are rolled out. Relinquishing even minor aspects of control to staff members who will be affected by the change can help accelerate the Change Curve significantly.

Following the preceding principle will allow you to identify and categorize users as “early adopters,” “resisters,” or “fence sitters.” The fence sitters (usually 30 to 60 percent of users) are the ones you need to convert, so use the early adopters as advocates and champions to influence them. This will help you create and maintain momentum through the Change Curve, which is your key objective as a change leader. Don’t spend too much energy on the resisters—they can very easily monopolize your time and energy and will only be converted when you have created plenty of momentum.

Surfacing and responding to resistance require specific techniques. Here are two of the vital tasks you should implement.

**Use “active listening” and ask open-ended questions.** Some end users (especially fence sitters) may be hesitant to reveal concerns or resistance, and you must give them space to explore and express the reasons. Creating small focus groups with ground rules, such as confidentiality within the room, and asking questions such as, “What are you thinking about the project now…?” will surface resistance more readily than simply asking, “So, do you like it?”

**Exercise care in responding to statements of concern and resistance.** Acknowledging and even repeating statements of concern is helpful; arguing or making in-the-moment concessions is not. Peter Drucker, the master management consultant, always advocated turning the question back to the questioner and asking him or her to suggest an answer to the question.

**Technique: Using Champions and Sponsors**

Earlier, I mentioned using early adopters to influence the other end users. I would expand that concept and recommend that you actually identify and train a set of “champions” for each segment or department or geographic sector, depending on what makes sense for your organization and project. (For example, does the project have phases or variations for different populations?)

Again, at SMR we advocate mapping out target audiences (consider starting with an organization chart) and looking for potential champions. Start with those who you know will be strong advocates, then look for and recruit others to fill in the gaps. Train these champions according to the following considerations:

- Make sure they know and can repeat effectively the business purpose and rationale for your project;
- Make sure they can answer simple questions about the timelines and status of the project;
- Make sure they know what kinds of resistance may be present and how to effectively surface them; and
- Make sure they know how to respond without arguing while also letting resisters know they have been heard and the project is moving forward.

I have saved what is likely the most powerful change management lever for last: You need a sponsor, and you need to select that person carefully to play a specific partnership role.

First, the sponsor must have organizational authority over the group of end users you wish to influence. It’s tempting to just ask your boss to do this, because he/she is likely to understand and support your project. But unless your boss also has strong organizational reporting authority over your user group, he/she probably will not be an effective sponsor.

In addition, the sponsor must be an active partner in your project. An executive may not have time to actively participate in managing the project, but you must, at a minimum, get him or her to personally engage in the following manner.

**Say it.** Once you have made the business case or rationale (remembering to connect the project purpose with the larger organization’s goals) and thus enabled the sponsor to say he/she will “sponsor” your project, you must emphasize that you need him/her to do a few things for “our” project. First, the sponsor must “say” that the project—and, by extension, users’ compliance with it—is important and required. It’s fine if you volunteer to write the messages or speeches for the sponsor, but the sponsor must say them.

**Model it.** Your change management message will be even more powerful if you can get the sponsor to say and model the desired behaviors. Get the sponsor to say that he/she will be participating in, using, and/or testing the new system or product.

**Reward it.** Work with the sponsor or his/her staff to develop reward (or punishment!) systems for compliance with specific behavioral requirements.

Finally, take frequent advantage of opportunities to re-engage and utilize the powerful lever you have created with the sponsor. Even very brief meetings for an update on “our project” are sufficient to maintain the relationship and identify additional opportunities for

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STAYING FLEXIBLE AND BEING PREPARED FOR NEW CHALLENGES HAVE HELPED SARA TOMPSON NAVIGATE BOTH THE SKIES AND HER LIBRARY CAREER.

BY SUSAN FINGERMAN, MLS

The story is a familiar one: a girl is born into a family of librarians, dreams of becoming a librarian herself one day, graduates from college, is accepted into library school, earns her library degree, begins working as a librarian, takes flying lessons, becomes an instrument-rated pilot, gets a job at the NASA Jet Propulsion Laboratory, is named an SLA Fellow ...

Well, maybe the last step isn’t so common.

“I tend to get bored easily, and I definitely like a challenge,” says Sara Tompson. “My dad changed jobs quite a bit, so perhaps he was my role model. I don’t mind steep learning curves—I’ve had them in learning to fly and getting my instrument rating.”

Now in her 30th year as a librarian, Sara has been an SLA member for more than 25 years and has been active at both the unit and association levels. Currently president of the Southern California Chapter, she served on the SLA Board of Directors from 2011-2013 and as president of the Illinois Chapter in 1999 and chair of the Engineering Division in 2000. In recognition of her many contributions to SLA and librarianship, she was named an SLA Fellow this year.

Notwithstanding her many years of service, Sara has no plans to go gentle into that good night.

“I certainly expect to be tapped by the board and staff for reasoned input and other contributions in addition to my continuing volunteer activities,” she says. “I am pretty busy and don’t slow down very much.”

Information Outlook caught up with Sara after she returned from the SLA 2017 Annual Conference in Phoenix, where the temperatures climbed so high—to 119 degrees Fahrenheit on June 20—that some planes could not take off from the local airport.

This year marks your 30th anniversary of graduating from library school. When and why did you decide to become a librarian?

At age seven, I wanted to become a teacher or a librarian, and the librarian choice was confirmed as a high school senior. I had several second cousins who were librarians, and a couple of aunts who volunteered in libraries, so I had role models for the career.

You were named a Fellow of SLA this year and honored at the SLA Annual Conference in Phoenix. Why and when did you join SLA, and now that you are a Fellow, how do you see yourself participating in SLA going forward?

I joined SLA in 1991 with the encouragement of several colleagues in Illinois. The Fellows “job description” explains...
the expectations of SLA that Fellows will continue to contribute, so I certainly expect to be tapped by the board and staff for reasoned input and other contributions in addition to my continuing volunteer activities. The Fellows have a discussion list and meet at conferences, and also have a website we are in the process of updating.

You are currently the president of the SLA Southern California Chapter and have held many other offices in several SLA divisions, including a stint as a blogger back in 2007. How have these positions enriched your career, and what skills have they helped you develop that have benefited you?

My SLA participation at the chapter, division, and association levels has developed and enriched my capabilities for project planning, working on and with teams, meeting deadlines, doing budgets, using GANTT charts, public speaking and, extremely importantly, given me some of my best friends in the world. My involvement in the National Organization for Women (NOW) previously strengthened some of these areas, but my many SLA activities really focused these skills.

While we’re talking about your career, outreach seems to be of particular professional interest to you. Why do you feel outreach is important, and how do you go about reaching out to different constituencies?

Outreach is our job. “If you build it they will come” is definitely a fallacy. We need to inform people about our expertise—we are subject matter experts in information resources and services, and it’s our job to tell our constituencies what we can do for them and the organization.

I believe that nothing beats face-to-face contact, but of course would include e-mails, blogs, and IM as tools for outreach. Having a seat at the table is most important—librarians can and should be included in meetings where we can have influence. Throughout my career, I’ve mostly been at a managerial level where I have been invited or been able to get invited to such meetings. In the academic arena, I support faculty status for librarians, as this gets us a seat at the table and enables us to get on faculty committees, such as the university-wide writing committee in which I participated at USC.

Events such as National Library Week can be used as a hook, but you need to sustain the outreach. I encourage my staff to get on institution-wide committees and then be alert for opportunities for library support.

Speaking of different constituencies, you’ve worked in corporate, academic, and research organizations and now serve as manager of the Library, Archives & Records Section at the Jet Propulsion Laboratory in Pasadena, California. What are the main differences and similarities you’ve encountered in these environments and especially in working with technical professionals versus students versus academic colleagues?

I’ve worked at two national research laboratories (Fermi National Accelerator Laboratory and now JPL) and two large research universities (the University of Southern California, Los Angeles and the University of Illinois, Urbana), and I’ve found that the national labs were less hierarchical and it was easier to communicate across levels of the organizations. I’ve found academia to be more snobbish, if you will, and hierarchical. Though you still have to prove yourself, I have more credence at JPL simply because I’m the manager of a section. As far as working with different constituencies, one specific tip is not to use the word “teach” or “training” around engineering professionals as you would in academia.

In your long and varied career, you’ve given many, many presentations. Do you find the technology challenging, do you have any favorite software, and do you have any tips for preparing and giving a presentation?

PowerPoint is the software of choice at JPL, so that is what I use. I’ve tried PREZI, but I find there is too much movement in the slides. I use some notes for my slides, mainly to avoid getting off topic or rambling, but don’t read anything verbatim. I feel that seems stilted. As an extrovert, I don’t have problems giving presentations, but of course I do a lot of preparation, which helps in being prepared when talking with executives.

On the subject of presentations—when you speak to library school students, one piece of advice you give them is to be willing and able to work in any type of library. You’ve certainly taken that advice to heart, given that you’ve worked in several different kinds of library environments. Why have you moved around so much, and what are the challenges and benefits of changing jobs every few years?

I was at USC for nine years, so I would not say “so much” (laughs), but I tend to get bored easily, and I definitely like a challenge. I’ve just moved on to better opportunities, more money (of course), and new challenges. My dad changed jobs quite a bit, so perhaps he was my role model.

I don’t mind steep learning curves—
SLA MEMBER INTERVIEW

I’ve had them in learning to fly and getting my instrument rating. I tell students that they should be flexible, since they never know what opportunities they will have. Our skills can be applied in many settings.

Speaking of students, what do you think about the current library school curriculum? Do you think it’s preparing future librarians for tomorrow’s information jobs, and if not, how would you improve it?

I feel that management and leadership courses should be a requirement for ALA accreditation. Many of us wind up being managers and need to be leaders, and we are not really prepared for this in library school.

Let’s talk a little about your interests. You recently co-authored a mystery novel with fellow librarian Lorri Zipperer. You’ve also published many peer-reviewed papers and book chapters. How do you find the time to write, and how does writing contribute to your career?

I am pretty busy and don’t slow down very much. Writing is my creative outlet, rather than other types of activities. I’ve been reviewing STEM-related books for Library Journal since 2004 and enjoy that as well. At JPL, my writing is confined mainly to reports. I put a lot of thought into my weekly assessment report to my JPL boss.

One of your hobbies—perhaps your main hobby—is flying airplanes. When and why did you decide to become a pilot? Does it enrich your current job at the NASA Jet Propulsion Laboratory?

My dad was a pilot, both in World War II and afterward, so his flying probably influenced me. When I was a senior in college, my mom passed away, and I spent some of my inheritance on flying lessons.

Flying gives me a lot of credibility at JPL, of course. My familiarity with the physics of flight and with avionics contributes to understanding the spacecraft we build and fly from JPL. We have a Cal Tech/JPL Flying Club to which I belong, and I’m also a member of the Women of the Skies section of that club. It’s great to socialize with colleagues within that setting! SLA

Sara poses with a working model of R2-D2 that was built by “Star Wars” enthusiasts at the Jet Propulsion Laboratory.
Tracking Your Library’s Copyright Questions

Keeping a list of the copyright questions you frequently receive and communicating the answers to your customers can help lower your risk of copyright infringement.

BY LESLEY ELLEN HARRIS, JD

What is the best way to address the various copyright questions that are asked in your library?

Copyright questions arise in libraries on a daily basis, and often the questions are repetitious. An experienced librarian will learn to recognize that many copyright questions fit within certain categories, such as analyzing fair use or using licensed content from an electronic database or periodical. Some libraries try to anticipate questions by creating FAQ documents, while others address questions in their copyright policy or guidelines and still others use each question asked as an opportunity for a one-on-one teachable moment.

Some questions are unique to certain types of libraries, while others are common to nearly all libraries. For example, many librarians are asked about using images of book covers in various ways, such as in catalogs and bibliographies. Is it permissible to scan the cover of a book for these and similar purposes? How about saving a copy of the cover from the publisher’s website?

Scanning a book cover is a reproduction of a work (as is copying that image from a website), so the question is whether this would be considered fair use as set out in the U.S. Copyright Act. Because fair use is an analysis based upon the circumstances of a particular case, you would have to analyze each situation involving book covers and determine whether each use would qualify under the four fair use factors:

- the purpose and character of the use, including whether it is of a commercial nature;
- the nature of the copyright-protected work;
- the amount and substantiality of the portion used in relation to the copyright-protected work as a whole; and
- the effect of the use on the copyright-protected work’s potential market or value.

Many organizations are comfortable applying the fair use factors and making their own judgment, whereas others want to be 100 percent sure their uses are within the law. If your organization is in the latter category, approach the book publisher and see whether the publisher owns the copyright in the cover art or whether you need to contact the cover creator directly.

Academic Library

Q: What if one of my co-authors posts a copy of our research article on ResearchGate or a website? Can one author of a co-authored paper provide print copies of the paper to his/her students?

A: When you write a paper with another author or authors and your contributions are inseparable, the U.S. Copyright Act calls this a joint work, and all of the authors are joint copyright owners. This means each author has an equal right to register the paper with the U.S. Copyright Office and to enforce any unauthorized uses. Each author may also distribute or exploit the article, and any proceeds from a commercial exploitation must be shared among the authors.

So, yes, a co-author may unilaterally post a paper, but this situation can be reversed by an agreement between the authors. Be sure to ask about any such agreement before one author of a co-authored paper posts or makes copies of the paper.

Q: Can I require my students to watch TV episodes on Netflix as homework?

A: Yes. Watching TV at home, even if required by a teacher, is not a copyright use of the TV episodes.

Q: Can I use LinkedIn Pulse articles as assigned course/training readings? Can I use the articles Harvard Business Review posts for free on social media as readings in my course? What if one of my students posts the text of a Wall Street Journal article on a Canvas discussion board?

A: Just because an article is freely available does not mean you can use it in any manner without permission. (You can, however, share the article’s URL, as that is not a reproduction of...
the article.) See if the article has a Creative Commons license, then review the terms and conditions of that license and determine whether your use falls within fair use. If you’re able to access the same article through an electronic database you license, see if the terms and conditions of the license allow your particular use.

Q: If universities are trying to encourage faculty entrepreneurship, at what point does database use for product/market research cease being educational and start being commercial?
A: There are no exact rules pertaining to this. The answer is a matter of fact, based on the particulars of the situation. If this is an issue that arises in light of a license agreement, review the license agreement—it may define what is (and isn’t) considered commercial and what types of uses are covered by the license agreement.

Q: Is the use of images and graphics on conference posters or in presentations covered under fair use? Does the intended audience—department, institution, local professional organization, or national professional organization—matter?
A: It all matters. Fair use must be analyzed on a case-by-case basis, taking into account the four fair use factors.

Public Library
Q: I work in a local archive, and we’re collecting oral histories from veterans in our community. We want to add them to the library’s online database, where the public could read the transcripts and listen to the recordings. When we collect these oral histories, what kind of permission should we ask the interviewees to grant us? Should we have them assign the copyright to us? Can they retain the rights to the materials, but give us a provisional copyright? What are the various options?
A: Oral histories are not protected by copyright—only fixed versions are protected. Thus, recordings or transcripts of oral histories are protected by copyright and are generally owned by the person or organization that first fixes the oral history in some form. Permissions and releases from veterans are important for non-copyright purposes, and they also help explain the situation to the veterans. You can include any sort of provisions the veterans are willing to sign, and they may be negotiable.

Q: If the copyright expires on a work, can I file for the copyright of the work (even if it is not mine)?
A: There are no copyright extensions in the United States. Once the copyright expires, the work is in the public domain and may be used without permission.

Q: If the creator of the copyright-protected work dies, does copyright pass on to the family? What if there is no family? When does an “estate” of an artist control the copyright, and how is an “estate” defined?
A: Like tangible property, copyright may be passed on to other persons through a will (or, where there is no will, by the laws governing intestate succession or passing of property upon death).

Corporate Library
Q: I downloaded an article from a database that my company pays to access. Can I share it with a customer?
A: This depends on the terms and conditions of the license.

Q: Can I include an excerpt of an article or other copyright-protected work in a presentation if I give the person who owns the information credit?
A: You need to examine the four fair use factors. Simply providing credit is not sufficient.

Q: Who owns government information? If a government agency or body creates information, can we just use it wherever and whenever? Are there situations where we have to seek permission?
A: Most (but not all) U.S. Government works are in the public domain and can be used without permission. For example, you do not need permiss-
Badges are a powerful way to designate certain types of specific qualifications and can play an important role in documenting learned skills, especially for professional advancement.

The traditional way to document skills is through diplomas for degree completion or certificates for course completion. This documentation approach works well if the material to be reviewed is learned and measured in a traditional classroom or an online teaching/learning environment. Doctoral, master’s, bachelor’s, and associate’s degrees are offered across many disciplines, and most organizations accept non-degreed certification courses as documentation of specific software expertise.

There are also many medium-length courses and continuing education courses for teaching complex skills and techniques, such as those associated with service quality improvement initiatives. Graduates of these shorter courses often move directly into consulting or other support careers. Course completion and grading in these types of settings often relate to learning specific content (e.g., hardware and software network configurations) or an entire process (efficient and effective programming in a computer language).

However, not every required skill is appropriate for an entire course. How can we measure the learning and document the attainment of such smaller-scale skills? Are there good ways to document things such as understanding the appropriate and legal uses of information (including the proper use of citations and other techniques for avoiding plagiarism) or the ability to apply critical thinking considerations to research processes (e.g., applying CRAAP test elements within a literature review)?

Alternatively, how would one document the theoretical perspectives and practical skills learned through work experience, such as project management expertise acquired during a career in carpentry or staff conflict resolution techniques developed in a supervisory setting? These types of abilities can be more difficult to measure in traditional grading scenarios and are sometimes not conducive to being taught using classroom-type materials, but they do provide important job-related skills that should be codified in order to offer credit.

In this arena of smaller-scale or non-classroom skills development, the ability to provide micro-credentials using badges can be a very effective supplement to traditional degree and certification documentation. As people increasingly create personal e-portfolios of their work and credentials, it is important that prior experience and targeted training be documented.

Many organizations have begun offering and accepting badges as either equivalents of, or acceptable alternatives to, degrees or course completion certificates. Some professional associations and educational institutions are offering badges for completing selected elements of full degree or certification programs; some of these same organizations are designing entirely new badge programs targeted at niche populations. Other organizations are creating and offering badge programs in areas that require micro-credentials. There is even a nonprofit academic learning platform that offers an add-on badge module for academic institutions.

One special challenge for this growing badge environment is determining the equivalency of knowledge gained through experience with that of knowledge gained through theoretical classroom study. While this question of equivalency is not unique to the badge scenario, it is extremely important to document that best practices were utilized—for both relevant tools and techniques—when offering credit for accumulated prior experience.

Given the proliferation of badge-granting organizations, it is essential that the badges are known to be equitable and verifiable. The process for confirming badge-related skills must be based on transparent standards, with clear learning goals and rubrics, to ensure the quality of the content, testing, and resulting skill sets. At this time, there are no industry standards or any official accrediting agencies for most badge-granting organizations. On rare occasions, the granting of badges may carry the imprint of the commercial producer of hardware or software or the reputation of the hosting educational institutions.
Managing Change: Vital to Your Project and Career Success

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the sponsor to be a visible advocate for your project. Work the sponsorship messaging into the ongoing communication plans you have established.

Your Role as a Change Leader
Successful project implementation often requires people to change, and change requires leadership. Practicing and using the techniques and skills described above will enable you to become a change leader and create for yourself a track record of success, both of which are keys to expanding your role and enjoying a successful career.

You can choose to be a reactive victim to change, join with those who resist change, or take positive control of your projects and your career. Consider taking the leadership approach by learning and practicing the vital change management skills of communication, surfacing resistance, and engaging partners and sponsors. You can be assured that when you do so, you will enjoy greater influence, confidence, and success in your projects and career. SLA

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