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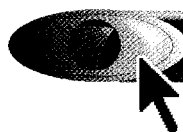
F i n a n c i a l   O m n i s c i e n c e

DISCLOSURE

Information Outlook

Contents

SLAPUBLISHING

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Have you paid a visit to the Virtual Bookstore yet (www.sla.org)? If not, what are you waiting for? Our virtual shelves are filled with resources targeted directly to you in the information profession. With our online ordering system you can place an order 24 hours a day, 7 days a week from anywhere around the world. Our payment options have been expanded to include Visa, MasterCard, American Express, or Diner's Club.

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Enter SLA's Web site at www.sla.org. Click on "Publications", then "Virtual Bookstore" and you will be linked to the bookstore's welcome page. If you'd like to browse by subject area, choose from the listing and enter the pages. If you are looking for a particular title, select "Find a Book" from the menu bar on the left of the screen and follow the search prompts. Books may be found by subject, title, key word, or author. Each book entry includes a full color graphic of the cover, a brief summary, and table of contents, followed by a shopping basket icon along with instructions to "Add to Order" or "Go to Order". Once you've added an item to your order, you will be asked to register.

For SLA members, your "username" is your last name and your "password" is your membership identification number (this number can be found on the mailing labels of literature you receive from headquarters). *In order to receive member discounts, you must enter your membership identification number.* For nonmembers, you will be asked to enter your name and select a password. Once you have registered the first time, your information will be stored in our database. For future visits, you will be required to simply enter your username and password. Keep in mind that registering does not obligate you to make a purchase.

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Executive OUTLOOK

Full Speed into Fall

Have you noticed that when we swing into the glorious season of fall, the feeling in the workplace changes? For some reason, an internal clock seems to alarm and everyone feels and acts more productive. It is what I like to call the "back-to-school syndrome." Remember assembling all our new supplies—brand new pencils, pens, notebooks? The efforts to polish our outward images with new "school" clothes? Mind you, staff has not been on a shopping spree, but these past few months, moving us forward on the calendar into fall, have seen the staff busily working on projects for this association year and planning for the future.

With a successful annual conference behind us, staff is concentrating its efforts on executing the plans and achieving the objectives set forth by the Board of Directors and you, the membership. The Board of Directors and Association Office Operation Committee (AOOC) have created a framework of traits needed by association staff to evolve into a more efficient team to serve you, our members. While these directly relate to staff, these traits also trickle over into attributes that the information professional should be embracing in an increasingly challenging and fast-paced, technology-tested world.

In the information age, the special librarian is asked to look outside his or her immediate speciality and range of knowledge and use the skill sets or traits required of a broad-based, multitasked information gatherer and interpreter. These attributes are targets for us all to assimilate into our daily jobs and special tasks throughout the year.

Flexibility—It is truly a talent to be able to do a number of tasks at the same time and then be able to return to any one of them and pick-up where the project had been interrupted. While this is not always the preferred modus operandi, in this age of multitasking it has become crucial to hone this skill, and with practice, it can become second nature. In all tasks, we must strive to be flexible and adapt to the changing environment while keeping our "eye on the prize," the ultimate success of a product or service.

Adaptability—One of the true competencies of the information professional is the ability to analyze an incredible amount of information, apply it to a company or organization culture, and then fold those findings into that particular structure's work plan. This sometimes takes re-analyzing information and looking at an issue from different vantage points to establish direction; however, once this task is done, adapting the information to support the work plan becomes a positively challenging and rewarding job.

Be an Expedition Leader—This requires that one take risks and explore the unknown. We must all search for new ways of doing things and apply those methods to accomplish our organization's strategic objectives. In order to get the recognition and support we need in any job, taking educated risks and leading programs forward for the good of the organization is a sure way to increase your credibility and value within your organization.

Be Team Oriented—With today's focus on the "team," it is crucial to be able to work in fluid group settings adjusting to a variety of different work styles, needs, wants, and environments. Whether you are a member of a two or 20-member team, the dynamics of sharing, compromise, and openness to ideas are equally real and as challenging. We can use the aforementioned traits, flexibility and adaptability, to help us be better members of teams. It takes conscious work and patience—but the payoff is worth the effort.

Manage the Unknown—Since much of what is happening within the field of information management and technology is being re-invented or discovered in real time, each of us must develop methods for managing within a consistently changing work environment. It is true to say what seems real today will likely not be the same tomorrow.

Work With Knowledge Behind Each Transaction—Each of us must possess the knowledge required to fulfill each information request, using the most up-to-date methods. The ability to do this will enhance our value as a vital member of the organization. Take advantage of the new technologies available, use them, and show your employer how you have adapted this method and the resulting knowledge to enhance your organization's mission with this knowledge.

Whether you are part of the association staff, board, or valued membership, each of us must master both the skills required to work within our own organization's infrastructure and must incorporate the technological advances we are seeing in the profession today.

Use these traits as guidelines on your quest to be a better, more efficient information professional. Rest assured, these traits and their utilization are a high priority here at headquarters and I believe you will like the results. Class is in session!

David R. Bender, Ph.D.

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Jack Pluenneke
Business Week, August 1996

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MaryAnn Whitney, Team Leader, Library Services,
Chevron Services Co.

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Mike Hogan
PC Computing, November 1996

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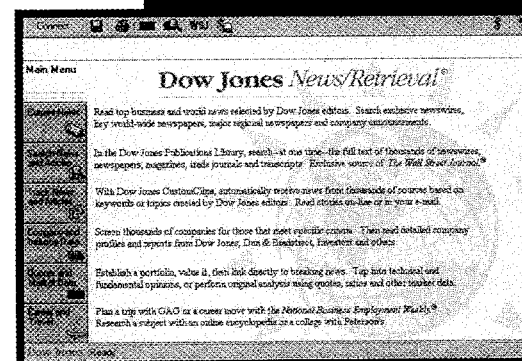
News
MAKING

SLA President Field Visits Zimbabwe

SLA president Judith J. Field, ALA president Barbara Ford (also an SLA member), and eleven members of the ALA delegation attended the Zimbabwe International Book Fair held August 2-9 in Harare, Zimbabwe. This year's theme was "Access to Information" and highlighted issues of special concerns to librarians. The delegation was permitted to meet and share information with librarians from Zimbabwe, South Africa, Zambia, Nigeria, Botswana, and Uganda. Field presented the Zimbabwe Library Association with a selection of current SLA publications which will be housed at the Harare Polytechnic Library and Information Science Collection.

Legal Division
by Barbara Silbersack

The following division summary was inadvertently omitted from the August issue of Information Outlook.

The Legal Division is four years old and at last count had 826 members—this with no recruiting effort whatsoever. The hard work the division put into the Seattle conference paid off; we had 18 programs, three CE courses, and a variety of social events conducive to networking. We are getting increased support from vendors and increased interest from law librarians around North America and the world. It is an exciting and revolutionary time.

As there are many programs presented by other SLA divisions that might be of interest to law librarians, we put together a Law Librarian's Guide to the Seattle Conference several months prior to the conference itself, advertised it on some listservs, and placed it on our Web site so that people could have access to a handy version of the full program. Some of the topics covered by our programs were Asia Pacific information—how and where to get it, the future of Hong Kong, security issues in cyberspace, external and internal outsourcing, electronic court filing, copyright compliance in the for-profit library, training end users, the best of the Web, the status of regulatory harmonization, upcoming ADA issues, the pros and cons of an electronic law library, a business education primer, and a variety of presentations on dealing with vendors—including a panel of executives from four major legal vendors who answered questions posed by a panel of librarians and the audience. We have added two new roundtables to our division. In addition to our Tax Roundtable, we introduced one on Emerging Technologies in the Law and the other on International Law. They were met with enthusiasm and praise. Our CE courses were very well-received and our social events were a great success as well. We have a tremendous Executive Board for the coming year led by Chair Gayle O'Connor, so I know that the future will only be better.

SLA Scholarship Opportunities

The deadline for submission of SLA's scholarship applications is October 31, 1997. SLA's scholarship program consists of five different scholarship categories for study at the Masters, Doctoral, or Post-M.L.S. levels. Each year, the association offers up to $30,000 in financial aid, generally broken down into scholarships of $6,000 each.

Scholarship applications can be downloaded from SLA's Web site at www.sla.org or by contacting SLA headquarters at 1-202-234-4700, ext. 775. The application process requires submission of each of the following:

* A completed application form
* An essay (guidelines for which are included in the application packet)
* Transcript(s) of college credits
* Provisional acceptance by an accredited library school to do graduate work
* Three (3) personal letters of reference

In addition, applicants who successfully submit each of the requirements above will be expected to complete an interview conducted by the president of the SLA chapter nearest to their location. SLA's scholarship program is open to all library students of Canadian or United States citizenship. Preference, however, is given to current SLA members.

SLA strongly encourages library students to make time in their busy schedules to complete and submit an application. 🕮

For more information on "Student News," or to contribute to the column, please contact Director, Membership Services Christine Kennedy at: 1-202-234-4700, ext. 648, fax: 1-202-265-9317; e-mail: christine@sla.org.

The Sixth International Study Conference on Classification Research

Sixty-four people from 20 countries attended the Sixth International Study Conference on Classification Research, held at University College London (UCL), June 16-18, 1997. Eight other people from four countries were unable to attend but submitted papers that were distributed at the conference. The list of attendees included delegates from Argentina, Belgium, Canada, Croatia, Denmark, Finland, France, Germany, India, Italy, Lesotho, The Netherlands, Norway, Poland, Romania, Slovenia, South Africa, Sweden, the United Kingdom, and the United States.

The conference was held in England partly to commemorate the 40th anniversary of the first Study Conference held in Dorking in May 1957. A number of people who had attended the earlier conference were able to return for and speak at this conference. All of the participants of the original Dorking conference were invited to join in the Celebration Dinner.

The conference chair was Ia McIlwaine, head of the School of Library, Archive and Information Studies at UCL, chair of FID/CR (International Federation for Information and Documentation/Committee on Classification Research for Knowledge Organization), and editor of the Universal Decimal Classification. Among others

in attendance were Joan Mitchell, editor of the Dewey Decimal Classification; Jack Mills, editor of the second edition of the Bliss Classification; and M.A. Gopinath, editor of the latest edition of the Ranganathan Classification. Themes explored at the conference included:

- The role of classification in the management of information
- Classification research for retrieval of information published electronically
- Automatic methods of classification
- The researcher and the real world
- Tools for classification and classification as a tool
- Data modeling

The first day of the conference began with an opening speech by Jack Miles, who set the stage for the conference, discussing topics of interest in 1957 which are still of interest and concern today. Other speeches included, "Definitional Approaches to the Design of Classification and Thesauri and Their Implications for Retrieval and for Automatic Classification" and "Subject Searching of Large Scale Information Stores Embracing All Fields of Knowledge: Classification and Concept Matching." Several papers dealing with classification and the Internet were presented as well as a paper on "Data Structures and Indexing for Museum Collections Management." One of the papers on the Internet was given by Marcia Lei Zeng, an SLA member.

The second day—which included the highest attendance—was set up with simultaneous sessions, with one all day track focusing on "classification," a half-day track on "theory," and another half-day

track on "thesaurus." The classification sessions were moderated by Elaine Svenonius in the morning and Philip Bryant in the afternoon; the theory session was moderated by Douglas Foskett; and the thesaurus session was moderated by Hanne Albrechtsen.

My paper, "Mathematics in Four Classification Schemes: A Discussion," was given at the morning classification session. Other papers presented included, "Language Barriers and Bridges—A Comparative Study on Three UDC Editions," "Challenges Facing Classification Systems: A Dewey Case Study," "The Role of Classification in the Creation of Author and Work Displays in Online Catalogs," "Classifications and Linear Orders: Problems of Organizing Zoology," and "Decomposition of Complex UDC Notations."

The third day included several final papers before the closing of the conference. Two of the papers were "Frame-Based Systems and Classification Systems," and "The Influence of Mathematics on Ranganathan's

Classification Theory." A summing-up was done by Brian Vickery and a final talk was given by Michael Hill.

I have a copy of the complete program and abstracts of the papers presented. I would be happy to send the program and copies of specific abstracts to anyone interested. It is anticipated that proceedings will be published in the near future.

The conference was considered highly successful, not only because of the papers which were well-received, but because there was sufficient time for discussion and interaction. Each paper was followed by time for comments and questions from the audience. Time was also allowed for tea and coffee breaks and unhurried lunches. Two receptions and the Celebration Dinner provided further opportunities for interaction and individual conversations with other attendees and the organizers. Thanks go to Ia McIlwaine, Kerstin Michaels (departmental administrator), and all of the others who were involved in the arrangements for this excellent conference.   ⊠

by Dorothy McGarry. For more information on "International News," or to contribute to the column, please contact Barbara Hutchinson at: 1-520-621-8578; fax: 1-520-621-3816; e-mail: barbarah@ag.arizona.edu.

IRC converts systems to Inmagic

All the SLA IRC systems have now been converted to Inmagic software thanks to the kind generosity of Betty Eddison. Inmagic's DB/Textworks software is being used for the IRC Catalog, Archives, Board Documents, Serials, and Reference Statistics. There are three additional DB/Searchworks access points for IRC staff and the IRC public access PC. The CONSULT database was converted to Inmagic Plus in 1996, also thanks to Betty's generosity. This database will shortly be seachable through the IRC Web site.

Professional Development Outlook

Take Advantage of SLA's Self-Study Programs

Today, more than ever, information specialists are faced with the need to acquire new skills while spending less time and money learning them. SLA's Self-Study Program provides members with a convenient, self-paced, cost-effective means of developing or updating these skills. Established in 1988, the program has grown to a collection of 14 workbooks and kits. Not only is each workbook or kit completed according to your schedule, but continuing education units (CEUs) are awarded for all courses. The Self-Study Program includes titles in the areas of technology, library management, financial management, and communication.

Getting Started on the Internet, scheduled for release in December, is the third SLA self-study kit focusing on technology. This new kit is an interactive course that covers the basics of the Internet. The practical, easy-to-follow exercises include communicating by e-mail, getting answers in discussion groups, transferring files, and navigating the World Wide Web. For special librarians who are in the process of creating a database, *Database Design: An Introductory Guide to Planning and Creating a Database* provides the additional support needed for developing a controlled vocabulary, creating documentation for users, and networking computers. The workbook also includes software directories and sources of software reviews and evaluations that will help to select the right database program. Members who are involved with developing and managing their organization's Intranet site will be interested in a new self-study kit which will become available later this year titled *How to Implement a Successful Intranet Site*. This kit includes a workbook, resource guide, and accompanying CD-ROM that details how to

use Intranet tools, effectively design and build Intranet documents, manage and plan Intranet projects, and secure an Intranet.

In the Library Management series, there are four workbooks that provide pragmatic solutions to the everyday problems that special librarians encounter. The newly revised workbook, *The ABC's of Cataloging*, outlines the basic building blocks necessary to help the small special library organize material. The interactive exercises cover how to organize a collection of materials, achieve an accessible library, and overcome any fears of cataloging. *Subject Indexing: An Introductory Guide* is designed for information practitioners who handle unique specialized materials that are lacking access tools. This course builds an understanding of the principles, basic concepts, terminology, and the structure and arrangement of subject indexes. If you need to know how to research legal problems but do not have a formal education in law, *Legal Research for Non-Lawyers* outlines the steps to organizing a legal research project, determining the research tools needed, and systematically using these tools to support the desired judicial argument. Looking for ways to improve your on-the-job performance? *Time Management in the Special Library* will help you to discover the importance of planning, the power of priorities, working with deadlines, and successful delegation.

The Self-Study Program also features a three-part financial management series. *Money Talk: Accounting Fundamentals for Special Librarians* is designed to provide special librarians with an introduction to the concepts needed to manage the financial affairs of a library or information center. The workbook provides a broad overview of accounting fundamentals, along

with some detailed information intended to enhance the user's ability to understand how various activities affect the financial position of the organization and the library. Part II in the series, *Control of Administrative and Financial Operations in Special Libraries*, explains the administrative and accounting processes required to manage the operations of a special library including the purchasing process, control of physical assets, internal accounting controls, and internal administrative controls. The newest workbook in the series, *Analyzing Library Costs for Decision Making and Cost Recovery*, provides you with the background to analyze the cost of various information services, evaluate financial alternatives, and support cost recovery. In addition, for the information professional who hopes to be a more effective fiscal manager, *Owning Your Numbers: An Introduction to Budgeting for Special Libraries* offers simulations and exercises to practice a variety of budgeting techniques.

There are four self-study courses that will enable you to improve your communication skills—vital to today's special librarian. *Communicating with Library Users* is designed to raise awareness of the factors that affect the communication process and to provide techniques for improving communication. Presentation know-how and ability can be learned through the series of written and verbal exercises in *Presenting with Power: An Introduction to Public Speaking*. You'll develop greater confidence in your ability to make presentations and to speak in public. If you're looking for ways to write more effective letters, memos, and reports, the exercises and quick tips included in *Grace Under Pressure: Writing with Clarity, Conciseness and Impact* are essential. The workbook shows you how to write more quickly, clearly, and powerfully. *Winning Marketing Techniques: An Introduction to Marketing for Information Professionals* takes you step-by-step through the

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For more information on "Professional Development Outlook," or to contribute to the column, please contact Director, Professional Development Valerie Taylor at: 1-202-234-4700, ext. 617; fax: 1-202-265-9317; e-mail: valerie@sla.org.

Money Matters

Assessing SLA's Financial Condition

For each of the past five years, SLA has participated in the Association Information Management Service, Inc., commonly referred to as AIMS. The service is designed to assist management in assessing SLA's current financial condition. The AIMS report includes an analysis of the association's financial and operational performance as compared to the performance of other similar associations. AIMS provides trend data and financial and operational ratios; makes meaningful peer comparisons; and identifies areas of strength and weakness. The focus of this management tool is to offer objective, comprehensive information for fiscal planning, in order to foster sound decision-making. This data analysis adds confidence and credibility to the management of our association.

Some of the key findings from the 1996/97 analysis report include:

- SLA had a strong financial year with good ratios of financial health, although a lower percentage profit was realized.
- Accounts receivable are being collected more promptly in response to SLA's pre-payment policy. SLA earns a higher percentage of revenue from activities that customarily result in accounts receivable than is typical of comparable associations. It is therefore critical that SLA continue its efforts in keeping receivables low. SLA should continue to encourage its members and customers to pay promptly or to pay in advance.
- SLA's annual conference remains its largest source of net revenue (a percentage much larger than comparable associations). In the 1995 report it was noted that SLA must be cautious in relying too heavily on non-dues income sources such as the conference activity. The 1996 report shows that the profit margin on the annual conference declined and is a likely indication of future performance. Again, it was noted that SLA should not rely too heavily on one activity to fund the major activities of the association.
- For the second year in a row, the average compensation and number of full-time employees (FTEs) per member decreased at SLA. SLA should more closely align staff salaries and the number of FTEs per member to market benchmarks to provide for greater productivity.
- SLA earns more revenue from non-periodical publications than other associations. The inventory as a percentage of total assets was reduced in both 1995 and 1996 and is lower than is typical of other associations. These measures indicate that SLA is exercising good control over its inventory.
- While travel industry costs continue to increase and average eight percent annually, the percentage of expenditures for SLA staff travel remain significantly below the levels of other associations. This indicates a cost-conscious travel policy.
- SLA maintains a lower than normal fixed assets ratio and has very low long-term debt. This indicates that SLA's decision to own its headquarters space was financially advantageous and that the space continues to be operated in an economical manner.

Overall, the report indicates that the association is currently financially sound but that revenue sources need to be continually examined. The association management and leadership will continue fulfilling their fiduciary responsibilities in examining and reviewing the issues brought forth in the AIMS report.   ✂

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by Richard Wallace. Wallace is manager, Technical Information Center, A.E. Staley Manufacturing Company, Decatur, IL. For more information on "Money Matters," or to contribute to the column, please contact Wallace at: 1-217-421-3283; fax: 1-217-421-2419; e-mail: rewallace@aestaley.com.

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development of a marketing plan and helps you to put knowledge to work with a library marketing case study. Topics include identifying competitors, acquiring and maintaining higher visibility, overcoming common roadblocks to marketing library services, and effectively promoting the library's products and services.

Earning CEUs for any of these courses is easy. Simply complete all of the exercises, then mail the program evaluation to the Professional Development Department. SLA will mail you a certificate of completion and record your CEUs in our transcript database.

All self-study courses are in the process of being converted to CD-ROM format. This new, interactive format provides participants with immediate feedback on all of the exercises. The entire conversion will be complete by the end of 1998.

For more information on SLA's Self-study Program, contact the Professional Development Department at 1-202-234-4700, ext. 649 or via e-mail at: profdev@sla.org. Detailed descriptions of all workbooks and kits and an order form are posted on the SLA Web site, www.sla.org under "Educational/Career Opportunities."   ✂

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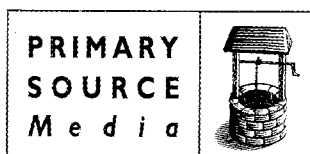
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Harry S. Truman, May 8, 1954

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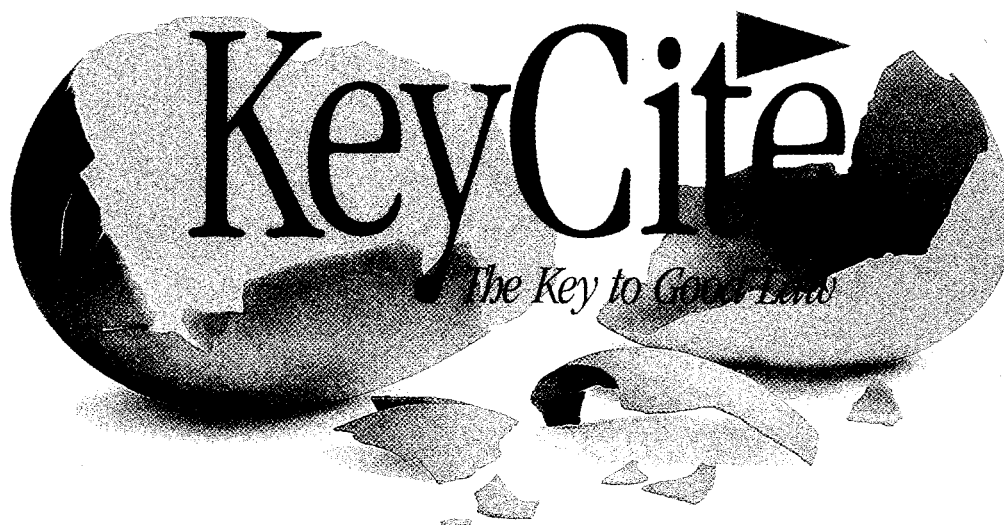
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Public Relations Outlook

Librarian Network Uncovers Scam

Super sleuth member **Carol Doms** of the Heart of America Chapter in Kansas City, MO, sent us a note sharing a victory for special librarians and the networks of information which information professionals utilize to benefit their organizations or companies. Doms wrote to us citing "another way our profession can save companies money."

Her important discovery may have saved many organizations money. The shady company in question, Winward Properties, Ltd., had been targeting advertising agencies all over the United States with a telephone scam—including Doms' employer, NKH&W, Inc. "I was asked to investigate this company before we replied to an RFP (request for proposal). I could not find anything from my resources on this company, so I posted a note on the BUSLIB-L listserv asking for assistance. Through this group, I found out that the company was a fraud. I was able to report back to my CEO to warn him of this and ultimately prevent the company from being taken."

Doms' discovery was made with the help of Claire Fund, a librarian at the College of Charleston in Charleston, SC, who had seen Doms' posting on the listserv. Fund, in turn, posted a message to the listserv with information that she had just seen an article in her local paper regarding the deceitful practices of Winward Properties, Ltd. The company was allegedly in search of an advertising firm to handle a promotional campaign for real estate development in the U.S. Virgin Islands.

As part of this scam, a request was made for any interested company to fax background information and a proposal to Winward Properties via a fax number with an 809 area code. Victims of this plot were unaware that a call to the number carried a charge of $50 to $75 (USD) per minute. According to the Better Business Bureau, this scenario fits the profile of the latest in phone scams involving overseas toll calls.

This was such a positive story that we wanted to pass it on as a great example of the ways special librarians can promote their value and enhance their positions within their organizations. Doms' CEO was thrilled with her findings and made a company-wide announcement hailing her efforts.

"I know that in my company I help co-workers obtain information to help clients and to obtain new business. But I had not thought about how our profession could save our company from being scammed." Let us all be so aware! ✂

For more information on "Public Relations Outlook," or to contribute to the column, please contact Director, Public Relations Jennifer Stowe at: 1-202-234-4700, ext. 634; fax: 1-202-265-9317; e-mail: jennifer@sla.org.

Awards Nominations

Nominations are being accepted for the SLA 1998 Awards and Honors Program as well as the Public Relations Awards and Honors Program. Nomination forms are found at www.sla.org under the Public Relations link or with your chapter president or division chair. Please contact SLA at 1-202-234-4700, ext 633 or e-mail: pubrelations@sla.org if you need assistance.

Special Libraries Association 1998 Awards and Honors Program

Awards and Honors nominations must be submitted to Jane Dysart, chair, Awards and Honors Committee. Send forms to: 47 Rose Park Drive, Toronto, ON, M4T 1R2 CANADA, FAX: 1-416-484-7063 or e-mail: dysart@inforamp.net. Nominations for the Innovations in Technology Award should be sent directly to the Chair of the Innovations in Technology Committee, Hope Tillman, at Babson College, Horn Library, Babson Park, MA 02157 USA, FAX: 1-617-239-5226, or e-mail: tillman@babson.edu. Deadline for nominations, unless noted, is December 5, 1997.

Dow Jones Leadership Award -
   21st Century Competencies in Action
Fellow of the Special Libraries Association
H.W. Wilson Company Award
   (no nominations sought—conferred by committee.)
Hall of Fame
Honorary Member
Innovations in Technology Award
John Cotton Dana Award
President's Awards
Professional Award
Rose L. Vormelker Award

1998 Public Relations Awards and Honors Program

Public Relations Awards nominations must be submitted to Director of Public Relations Jennifer Stowe: 1700 Eighteenth Street, NW, Washington, DC 20009-2514 USA, FAX: 1-202-265-9317. These awards are decided by the Public Relations Committee. Deadline for nominations, unless noted, is December 5, 1997.

Media Award
Member Achievement Award
International Special Librarians Day Award
   (Thursday, April 23, 1998) *Deadline: May 1, 1998.*

Government Relations

Copyright Bills Crowd U.S. Congressional Agenda

Last December, when the World Intellectual Property Organization (WIPO) approved two new treaties concerning copyright protection in the digital age, someone should have predicted that the U.S. Congress would not consider the treaties until the eleventh hour.

Just prior to leaving Washington for summer recess, legislation was introduced in both the House and the Senate that would amend existing U.S. copyright law in order to observe the agreements made during the WIPO diplomatic conference. With a deadline for global ratification of the treaties set for midnight, December 31, 1997, time is of the essence. Congress has a full plate to consider prior to adjournment for the year. With the 1998 budget and several other commitments waiting in the wings, there's not much time for serious debate on copyright law.

No one should be surprised. Earlier this year, the Chemical Weapons Convention Treaty was approved at a very late hour. In 1993, the North American Free Trade Agreement (NAFTA) was ratified on the last possible day. With the WIPO Treaties, Congress must ratify them *and* ensure that U.S. law is compliant. Ratification will be easy. It's the implementation within U.S. law that will be difficult.

H.R. 2281 and S. 1121, both titled **"The WIPO Treaties Implementation Act"**, would institute a ban on all devices that are used to circumvent copyright protection systems. Additionally, both would hold individuals liable for removing copyright management information that is designed to protected copyrighted works.

The "black box" provision—as the proposal has been described—threatens to stifle innovation and would negate whatever rights are accorded to users under copyright law. It could be read by a court to prohibit the use of any electronic components in the design of a recorder or computer that fail to respond to any anti-copy technology that a content owner might choose.

If enacted, the proposal would:

- damage education and research by allowing copyright owners to "lock up" public domain materials, and frustrate the "fair use" rights of information consumers;
- impede encryption research, which helps ensure secure networks;
- prevent legitimate "reverse engineering" in the development of new software (effectively overturning a series of judicial decisions recognizing it as a legitimate "fair use");
- outlaw or force the redesign of perfectly legitimate devices with substantial non-infringing uses (effectively overruling the Supreme Court's Betamax decision that spawned the VCR revolution to the benefit of all American consumers);
- give judges the authority to second-guess manufacturers' decisions about the best design for new generations of consumer electronic equipment and computers;
- frustrate efforts to provide parents with the capability to monitor and control children's online activities; and
- threaten the personal privacy rights of electronic consumers by penalizing those who resist efforts to track their online usage.

Just as significant is what the bills *do not* address. H.R. 2281 and S. 1121 fail to confront fair use, the first sale doctrine, library preservation, distance learning, online service provider liability, and the enforceability of non-negotiated license terms. Such matters should be resolved in order to maintain the existing balance in U.S. copyright law.

SLA is very supportive of the treaties that were approved by WIPO during its diplomatic conference in Geneva last year. The language of the agreements required that participating nations provide "adequate legal protection...against the circumvention of effective technological measures." Unfortunately, the legislative proposal that was submitted to Congress by the Clinton Administration is too broad to receive the support of the information users community.

The matter of online service provider (OSP) liability is actually addressed through separate legislation. **H.R. 2180, The Online Service Provider Liability Act**, establishes certain liability exemptions for Internet and online service providers when copyrighted works are received, transmitted, distributed, or otherwise made available on the Internet or an online service. While the legislation is a good starting point for the debate, SLA and the Digital Future Coalition have called for the provisions to be clarified and incorporated into the WIPO Treaty Implementation Act.

To make matters worse, yet another piece of legislation has been introduced that would expand criminal penalties for willful infringement of copyright law. **H.R. 2265, The No Electronic Theft (NET) Act** would make willful infringement via electronic reproduction a criminal act and would also criminalize illegal receipt of copyrighted works. SLA opposes expansion of the criminal penalty provisions in such a fashion that would limit the fair use provisions of the U.S. Copyright Act.

I encourage you to contact your representative and senators to let them know that you oppose these bills in their present form. For more information on their potential impacts on your profession, contact SLA staff.

To view the text of the WIPO Copyright Treaty, visit the WIPO Web site at http://www.wipo.org/eng/diplconf/distrib/94dc.htm.

To view the text of legislation, visit the Thomas Legislative Resource Site at http://thomas.loc.gov. ✂

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by John Crosby, *SLA Director, Government Relations. For more information on "Government Relations Outlook," or to contribute to the column, please contact Crosby at: 1-202-234-4700, ext 629; fax: 1-202-265-9317; e-mail: john-c@sla.org.*

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Success

by Gloria Dinerman

Is success its own reward or do you only feel successful when other people admire your accomplishments? The form taken by success is actually outlined in two separate halves—the half that is the public persona and the half that you hold within yourself. The public gives you the applause, the private identity exposes the pride.

Does achievement constitute success? When you harness your energy to meet a short-term objective the immediate gratification you feel through the completion of your project is soon forgotten. The applause of yesterday's audience dies quickly. It is the winning of the long-term goal that provides the impetus to reach that pinnacle in your career where you would consider yourself successful. However, a measure of people on the move is that they keep pushing that goal ahead so that they never quite attain the point of complete self-satisfaction. There's always one more rung in the ladder to boost you over the top.

Ambition fires drive. Without ambition the smartest person can languish in mediocrity. The state of being a non-success is so common to the societal norm, that people who achieve even a small flare of recognition stand out from the pack. If we are ordinary—if we don't stand out—does that mean that we are less successful or less ambitious? Probably. Sometimes that drive to accomplish more and to be outstanding just isn't there.

People refer to an overachiever as one who has gone beyond their technical or intellectual boundaries. A workaholic is driven by a psychological compulsion to strain and strive and produce to the exclusion of all other forms of activity, but regardless of whether or not there is a positive end to the exercise, he or she has not overachieved. The word is an anomaly.

We tend to think that if someone is rich that he is successful. What is rich? During the great depression, if your family was making $5,000 a year, you were rich. In today's economy, you may have a salary or a family income over six figures, and you are still considered of moderate means. If being monied is relative to the economy in which we live, then success could be relative to an occupation, an art, a profession, a society, an era.

Librarianship may be rewarding as we daily meet our short term goals of providing service to our public but do patrons look upon us as being successful? Does management treat us as successful career professionals? Do we feel personally successful or only satisfied?

An information professional may see the glimmer of success when responsibilities within the job structure broaden in scope. The more work, the more recognition, the more satisfaction, the greater the success. Is that really the path of upward mobility? Taking on more work may not necessarily be a promotion but only an expediency for the benefit of the corporate bottom line. Additional duties without commensurate compensation is not a compliment to our ability but an insult to our status that causes discontent and resentment. And yet librarians in all settings constantly and consistently produce more with less.

It would be difficult for an experienced library manager to function without self-assurance.

Here is a test to see if you are really satisfied with yourself. Suppose you are adding to your staff an assistant manager who will take over some your responsibilities and perhaps be your successor. Do you want that person created in your own image? Do you want a clone? What qualities do you see in yourself that you want replicated in a close associate? If you are pleased with your reflection and secure in your personality, then you will search out a copy so that any transition in personnel will be seamless. The work will carry on your way. Are you willing to train and to give someone the benefit of your experience so that they can profit from your knowledge and learn your methodology? The important significance of the above is that the more you like yourself, the better chance you have of becoming a success and staff selection telegraphs your tastes, your attitudes, your ego.

Success is status. Success is the spirit within. Success cannot be handed down to your heirs—everyone has to achieve his or her own recognition.

When you look ahead to future possibilities of continued accomplishment instead of looking behind with regrets, then you are successful. What you could have done has passed and the opportunity will never be repeated.

You may be a slave to success or you can be its master. So many individuals are spectators of life. It is the risk-takers that experience the highs of achievement and the pride of seeing that efforts are rewarded. They also learn through discouragement and failure. Mistakes are a given—repetition of errors is foolish. By acknowledging that a decision or any action proved to be wrong, you have made a gigantic stride toward making the next decision more positive and productive.

Enjoy your job. Select challenging outside activities. Seek success as a means to an end to get what you really want—whatever that may be. Some of us want fame, or leisure time, or money, or the ability to travel, a Swiss chalet, or independence, or all of the above.

Success is not for everyone—only those who are discontent with the ordinary. ⊠

Gloria Dinerman is founder and president of The Library Co-Op, Inc., a corporation providing technical, automation, and placement services to special libraries throughout the country.

Avoiding the Ax:

How to Keep from Being Downsized or Outsourced

by Mary Ellen Bates

We've all heard about corporate libraries that have been outsourced or closed altogether. Libraries are doing more with less, and less and less... On the other hand, there are stunning examples of special libraries that are stronger than ever, with the staffing and budget to meet the increasing needs of their parent organizations. What can information professionals do to ensure that they are part of the latter group instead of the former?

There are no guarantees, of course. Some excellent library managers have lost their jobs, despite their best efforts. For those, however, who are in a position in which it is not foreordained that the library is to be closed, the following may provide some guidance in not only how to prevent the library staff from being downsized or outsourced but also how to strengthen the position of the library for future development.

First, remember that the library always has competition. Whether it's college interns who surf the Net and claim to be able to find "everything you need...for free" or the good old boys' network, there are always alternative sources for information within an organization. In fact, the toughest competition may be the "ignorance is bliss" syndrome, those whom Guy St. Clair calls the "information indifferent"—the people who decide that either they can find the information themselves or that they'll just do without.

And, although information has intrinsic value, no special library or information center is guaranteed its existence. Just because it has been around for years does not guarantee it will be around next year. With the possible exception of academic libraries (since most accrediting programs require an adequate library), no organization has to have a library in order to conduct its business. It may not be able to compete adequately in the long run without a library, but that in itself doesn't guarantee that a library will not be closed or downsized.

Think Like a CFO

Since every organization has a financial bottom line, it's critical that library managers understand the organization's financial drivers. Is it short-term revenue enhancement? Long-term growth? Is the organization at the top of its niche—the company with the largest market share, the leading association in the field, a government agency that has seen its Congressional support grow? Is the organization expanding in new regions or new markets? What parts of the organization are growing? The answers to these questions will determine where the money will flow within the organization.

Every librarian should be able to read the parent organization's annual report, including the financial footnotes and technical jargon. Read the quarterly reports; read the reports that go out to major stakeholders, whether that's shareholders, financial donors, trustees, or members of Congress. If reading financial reports feels like reading the ingredients on a can of Cheez Whiz, this is a great opportunity to get to know the "shareholder relations" office or equivalent.

Identify the key profit centers within the organization, keeping in mind that even non-profit or not-for-profit organizations have centers that drive, define, and establish the funding for the organization. Decide how the library can become essential to these profit centers and develop a plan to accomplish your goal.

Read the periodicals the executives read. That probably includes *The Wall Street Journal*, *Business Week*, and one or two major industry magazines. While you don't have to read all of them cover to cover, it's important to at least skim the major stories. Understand the financial environment in which your upper management lives and learn to think that way.

Identify your key executives and, more importantly, identify the person who controls the purse-strings two levels above you. Establish a relationship with that person, and make sure he or she understands what the library does, who it serves, and what your strategic plan for the next three years is. (That plan does reflect the priorities of your organization, doesn't it? And it focuses on the areas that have been identified by the latest annual report as being mission-critical, doesn't it?)

Mary Ellen Bates is the principal of Bates Information Services, an information brokerage and library consulting firm. She received her M.L.S. from the University of California, Berkeley and worked in special libraries for 15 years before starting her own company. She can be reached via e-mail at: mbates@BatesInfo.com or 1-202-332-2360.
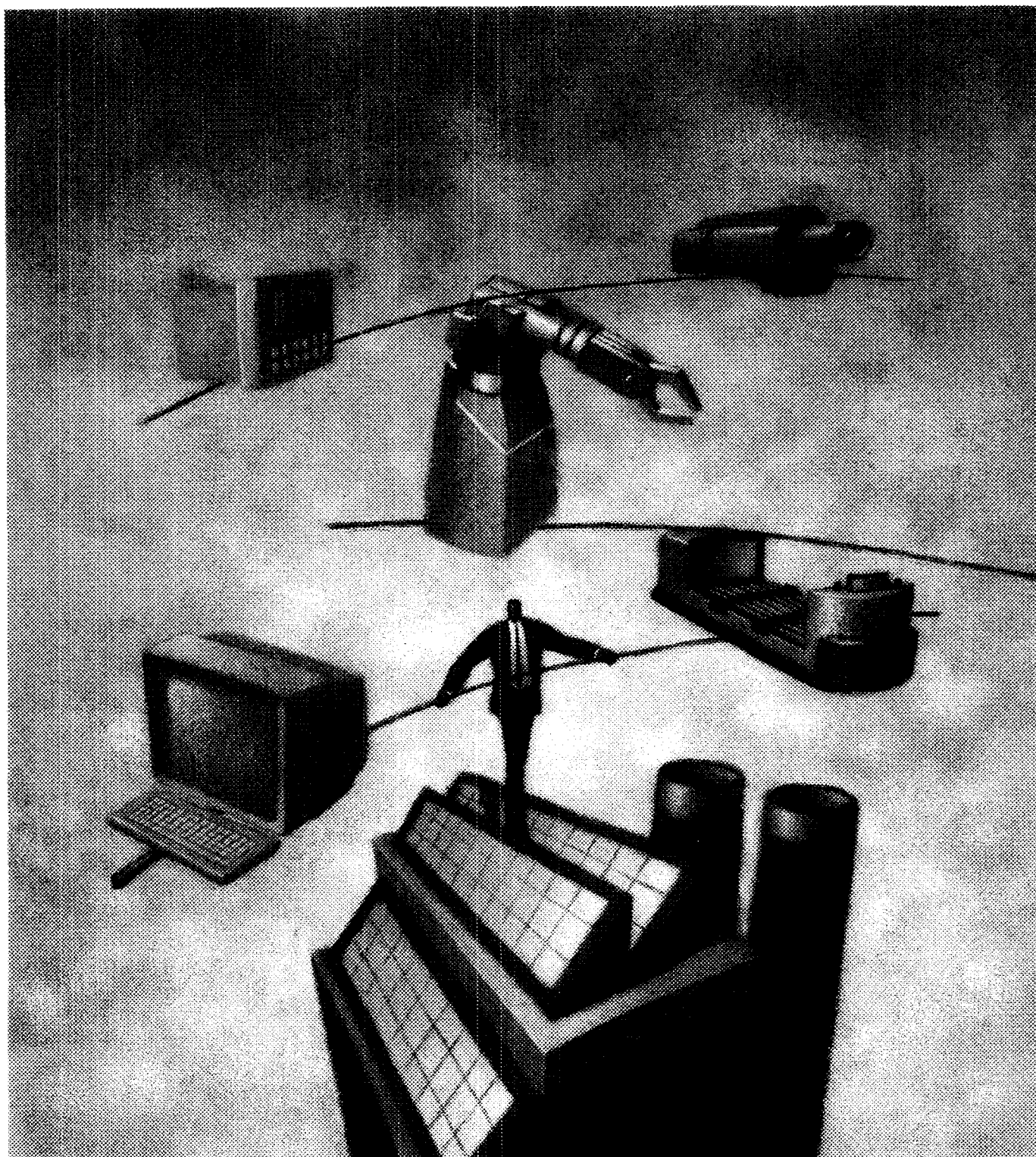
Making the Information Center Downsize-Resistant

Thinking like upper management, you know that it's always better to be part of the revenue-generating side of the organization rather than part of the overhead. If the library is not already associated directly with the income side of the equation, determine how you can define the library itself as a profit center. Can you charge back by the project? How about setting up Information Center Subscriptions, by which subscribing departments or groups get value-added service (in-depth reference services, fast turnaround, proactive environmental monitoring, and so on) and non-subscribers get minimum service? Can you charge back each budget area at the beginning of the fiscal year, based on usage from the past year? Even if this is just internal dollars flowing from one department to another, it establishes the value of the information center and

means that you represent a source of income to the executive to whom you report rather than one more place where the budget can be cut if needed.

Identify the key patrons of the library, particularly those who could successfully lobby for you. This doesn't mean the friendly sort who come in every day to read the sports pages; it means the people who depend on the library for their information and who are themselves part of the

revenue-generating side of the organization. Form a Library Board of Directors, a Library Brain Trust, or a Library Advisory Council. This group isn't your new boss and it's definitely not a Friends of the Library group. These are members of your SWAT team—the people who remind upper management of how the newest product couldn't have been developed without the research provided by the library; the people who provide you with an early warning system to alert you to new directions of the company or threats to the library; the people who will lobby for you year in and year out.

As everyone learned in Special Librarianship 101, ceaselessly market your library and the library professionals' skills. Even when you are already busy or barely keeping up with requests, be sure your key patrons know what you're doing for them. As any business owner knows, even maintaining repeat customers means constant marketing. And as noted earlier, all libraries have competition, both within and outside the organization. Promote the library professionals as in-house consultants—the information experts who both understand your organization's needs and priorities and who have the expertise to find the information needed. Consider using information brokers or other outside support if you need additional help in meeting the promised service level.

And remember that libraries need to provide "consistently outrageous service." By making yourself indispensable and providing service patrons would be willing to pay for, you both ensure that a threat to close the library would be met with strenuous objections by critical users and that you could, if necessary, begin charging for your services.

Studies have shown that unhappy customers tell seven to ten people about their experience, whereas satisfied customers tell

two or three. That means that the library needs to aim to delight—to provide service that more than overcomes the occasional negative experience a patron may have. Develop the ability to say "no" without saying NO. That is, learn the art of negotiation so that instead of telling a patron that a request is out of the question or can't be done, you can agree upon the scope, depth, and turn-around time that is within the bounds of possibility and still meet most of the patron's needs.

Be pushy—get invited to departmental and group staff meetings, lunches, and planning sessions. By becoming an essential team member, librarians can both provide proactive information services and gain allies who appreciate the value of the resources of the information center. It's also important to get out of the library and show up in patrons' offices. Library users (and non-users) often don't think to come to the library, which is why it behooves librarians to make the effort to go out of the library and put in "face time" around the organization.

Avoid what I call the "Black Box Syndrome." It's easy to take a research request, pull together the information from a number of sources—library collection, professional online services, the Internet, and an interlibrary loan, for example—and then present the material to the patron without an explanation of where the material came from. It is important to remind users of the wide variety of resources the library has; this fights the tendency to assume that "it's all on the Net" or that the research services provided by librarians are simple or straightforward. Include a list of all the resources used for each reference request—the reference books used, the CD-ROMs and online databases searched, the Net sources used, the telephone calls made, and so on. Make sure your patrons know how many specialized

sources to which you have access and the contacts you have developed over the years.

Remember to put your mark on everything you send out. If you are word-processing the results of a search, add a footer with the library's name, mail stop, phone number, and internal e-mail address. If you are sending out photocopies, be sure the first page is property-stamped. If you e-mail the results of a search, be sure to put a notation at both the beginning and end of the document that this information was compiled by the library. Remember that the information you send out may be passed on to several other people; you want to be sure to get credit for the material you prepared.

Beat Them to the Punch

Embrace the Internet. Every librarian knows that the Net does not present a serious threat to the research services provided by information professionals and it's important to get that message out to everyone in your organization. Offer training sessions on how to use the Net most efficiently. Develop and maintain a library home page on both your Intranet and on your organization's public Internet site. Become the in-house Internet guru before someone else takes the title. Who better than information professionals can claim the role of navigating through the vast but untamed resources of the Net? [For more ideas on how to view the Internet as an asset to the library, see Bates, Mary Ellen, "The Internet: threat or asset?" *Information Outlook* (January 1997) p. 20-23.]

MIS and network support departments are exploring how to deliver information to the desktop. They may not understand how to evaluate information sources—rather than see their initiatives as a threat, insist on working with them as the content expert, helping them to determine which information sources are the most appropriate and cost-effective resources for your organization. Explore ways for the library to bring information to your patron's desktops. Work with key users to set up Net-based updating services that monitor the most appropriate sources for information. Explore both free Net "push" technologies such as PointCast and Reference.com as

well as fee-based services—the traditional alerting services of DIALOG or LEXIS-NEX-IS and services such as Individual Inc.'s HeadsUp and First! services and the San Jose Mercury-News' NewsHound. By being seen as part of the new trend to deliver current information continuously, the library maintains its place as the source of both information and information experts.

Some upper-level managers come to believe that they can replace the library with a "virtual library"—one with no hard copy and, often, no professional librarians. One way to address this threat is to adopt your own version of The Virtual Library in a manner that truly meets the information needs of your organization. This doesn't mean doing away with your books or magazines, but it does mean keeping an open mind to alternatives to paper, particularly when you can get mileage out of the conversion. Take a hard look at the usage of each of your periodical titles and decide which could be canceled, using those funds to pay for electronic tables of contents and online retrieval of articles as needed. Promote this move as a transition to "just in time" delivery of information. Explore the cost-effectiveness of moving from hardcopy to CD-ROM versions of some of your key reference sources, particularly if those CDs can be made accessible through an internal network.

If you're a DIALOG subscriber, take advantage of DIALOG's Quantum Program—a program specifically designed for special librarians that includes excellent materials on how to market the library and strategically position information professionals as knowledge officers.

Benchmark the library's performance before any threat of outsourcing. Benchmarking takes time and resources, neither of which are in abundant supply when faced with the possibility of a significant budget cut. Instead, collect meaningful statistics continually and compare them to the performance of comparable libraries. By "meaningful" I have in mind numbers that a CFO would want to see—sales closed because of the information provided by the library, amount billed back to other departments or to clients, time/money saved by having the library do the research. [Note: this last item can be very persuasive if done

properly. It requires that you ask users to estimate how long it would have taken them to do the research; then you calculate the average fully-loaded hourly wage for professionals, multiply that by the number of hours saved by having the library do the work, and project that estimate out for the rest of the library's research services.]

You may already be counting items such as number of books added, interlibrary loans sent and received, and so on. These are useful library management statistics, but they are usually irrelevant for the purposes of showing why the library should not be downsized.

Know your worth in dollars and cents and in the added value of being the in-house experts. That means being familiar with the full costs of the library and being prepared to defend those costs. Be able to prove that the services you provide are not easily replaceable—that you offer industry and subject expertise, that you have access to internal resources not duplicated outside the organization, or that your in-house collection and specially negotiated information service contracts are unique.

And When Push Comes to Cut

If, despite your efforts, your budget is slashed, follow the example of federal government agencies—use the Washington Monument Gambit. When the U.S. Park Service has had its budget cut severely, one

of the first things it has done is close the Washington Monument. "Sorry, tourists... no money. Perhaps you want to wander up the Mall and visit your member of Congress and express your concerns?"

While it's difficult for librarians to curtail a popular service, often this is the only way library patrons will realize that the library is in dire straits. If you simply absorb the cuts by buying fewer resources, using the Net rather than a commercial online service (which often saves money but wastes time), or cutting back on professional development, it sends the message to upper management that the library had fat it could cut. If everyone who uses the library sees the curtailed services or is otherwise directly affected by the reduction in service, they are much more likely to be strong advocates for restoring funding to the library.

And finally, remember that a budget cut isn't necessarily forever. See what portions of your mission you can still meet. If that means charging back for outside support or referring callers to other resources (and keeping track of those referrals as an indicator of ongoing demand for library services), do what you can to provide quality information services, take names of all your supporters, and fight for either more budget or the ability to bill your costs to users. It may not be pretty, but at least you survive until it becomes eminently clear that your organization needs a library.   ⚋

Additional Resources

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Managing Upward:

Working Effectively with Supervisors and Others in the Hierarchy

by Kevin P. Kearns

Jane Dawson spent much of the weekend putting the finishing touches on next year's budget for the corporate library. Jane will submit the budget proposal to her boss, Allison Jones, on Monday morning. Dawson is hopeful that Jones will support her ideas, including a 10 percent budget increase for the purchase of new computers and online databases. The cost-benefit analysis prepared by Dawson is superb and she is confident that with this budget increase, the library will be on the leading edge of information technology.

But as Jane signs the cover letter to Allison Jones, she suddenly realizes that she has absolutely no idea whether her proposed budget will be approved or not. Who makes the final decisions on budgets? What will happen to the proposal once she turns it over to Jones? How much power does Jones have in the budget process? What are the competing priorities in the corporation? The company's budget process has always been a mystery to Jane, and she has the feeling that she is "out of the loop" on the bigger issues facing the corporation.

In fact, after two years on the job, Jane must admit that she does not know as much as she would like to about her employer, a small specialty steel company. She spent the first part of her career in nonprofit and public sector service organizations, and she is not yet accustomed to the constant pressures for production, cost control, and profit margins. Jane finds the new environment to be

Kevin P. Kearns is associate professor of public and nonprofit management at the Graduate School of Public and International Affairs, University of Pittsburgh. He has written two books and many articles on strategic management. He has presented over 100 seminars for executives in business, government, and nonprofit organizations. He is a regular presenter at SLA conferences.

interesting and fast-paced. She especially likes her interactions with her clients, most of whom are younger employees engaged in highly specialized parts of the company's manufacturing and production process. They use the library primarily for their technical research. The marketing staff and some of the sales representatives are occasional users of the library; Jane suspects there is more potential among those employees, but she does not know how to tap into it. Also, Jane is still confused by the corporate culture and the constant emphasis on cost control. She was completely baffled for example, by a remark from the corporate controller several months ago, wondering if the library could conceivably become a profit center for the corporation rather than part of the overhead costs.

Then there is Jane's boss, Allison Jones. What a mystery she is! Jones is the corporate attorney who knows nothing about libraries and, more importantly, seems only mildly interested in learning more. Dawson and Jones have a regularly scheduled monthly meeting which Jones sometimes cancels and often postpones. Since Jane Dawson rarely has a prepared agenda for these meetings, she is usually relieved when they are canceled. Jones seems bored and distracted during conversations about the library, and Dawson finds it stressful to meet with her. Jones is most interested in talking about the uncertain future of the corporation and complaining about the male-dominated corporate culture. Whenever Dawson tries to turn the discussion toward the library, Jones delivers her standard "lecture" about the steel industry as a closed "good old boy" network where sales and corporate performance seem to be based more on personal relationships than on product quality or competitive intelligence. Dawson does not fully agree with this pessimistic assessment, but Jones has a volatile personality,
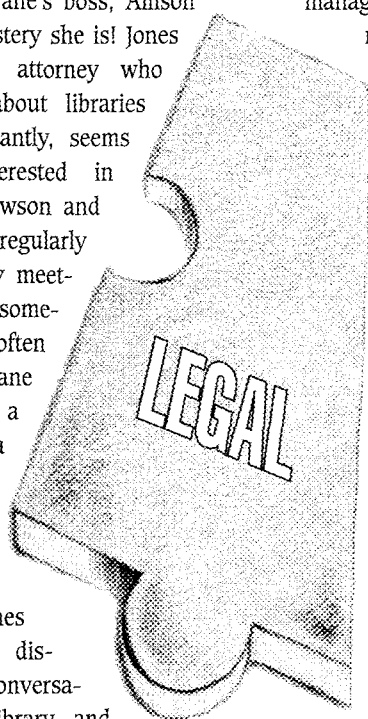
and Dawson finds it easier (and safer) to listen politely while Jones vents her frustrations. Finally, Jones rarely reads any of Dawson's reports. Yet she is quick to reprimand Dawson (and any other subordinate) whenever she is presented with surprise information—especially when it is bad news.

In fact, as Dawson puts her carefully prepared budget proposal into the envelope, she is overcome by a sinking feeling that this proposal is doomed before it even leaves her hands. She realizes that she has devoted so much time and energy to the library itself, that she had not paid attention to essential tasks of *managing upward*.

A Familiar Dilemma

Jane Dawson's dilemma is familiar to many information professionals. How to manage upward in a corporate environment that may be ambivalent at best and perhaps even hostile. You devote enormous time and energy to managing downward—assessing your staff, assigning responsibilities, evaluating performance, and taking corrective action, coaching, mentoring, educating. But the ultimate success of the library and your own progress as a professional depends on how well you manage upward as well as how you manage downward.

Every middle manager faces the dilemma of managing upward, but it is even more challenging for information professionals because the executives to whom they report may have inaccurate and, perhaps, negative perceptions of the role of libraries. Information professionals must spend more time managing upward than other middle managers.

Managing Upward

Before outlining and then discussing an approach to managing upward, we must be perfectly clear about what is NOT advocated here:

- *Managing upward is NOT apple polishing or psychological manipulation.* Some articles and books on this topic will suggest that you find out what type

of food your boss enjoys and order it for lunch, or that you invite your boss to go sailing so you can spend some quiet time together. I have no objection to genuinely friendly interaction, but it should not be the foundation of your strategy for managing upward.

- *Managing upward is NOT about being a sycophant or simply adapting your style to match your bosses.* Some experts suggest that you determine your boss's management and decision-making style and then adapt yours accordingly. Surely, it is important to understand your boss's style, but there is much more to managing upward than simply mimicking the boss's behavior.

- *Managing upward is not a simple matter of "going along to get along" with the boss.* In fact, as in any effective relationship, managing upward may require that you try to develop more constructive ways to negotiate shared goals, build mutual trust, and openly acknowledge differences and conflicts with your boss so that they may be constructively resolved rather than ignored.

What are the essential components of an effective strategy for managing upward? There are no easy answers to that question because every situation and organizational context is unique. What works well in one organizational setting may be a disaster in another. Nonetheless, there are a few common sense principles for managing upward:

- Take time to understand the corporate environment including its strategic position, its goals, objectives, and strategies.
- Walk a mile in your boss's shoes and develop a realistic set of expectations regarding what you want from the boss.
- Assess your boss's strengths and weaknesses and how those interact with your own strengths and weaknesses.
- Understand that managing upward is not about managing the boss; it is about managing yourself within a complex set of peer and hierarchical relationships.

Let's briefly examine each of these principles using the opening case study for illustration.

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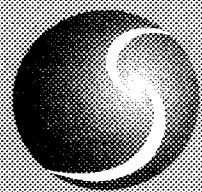
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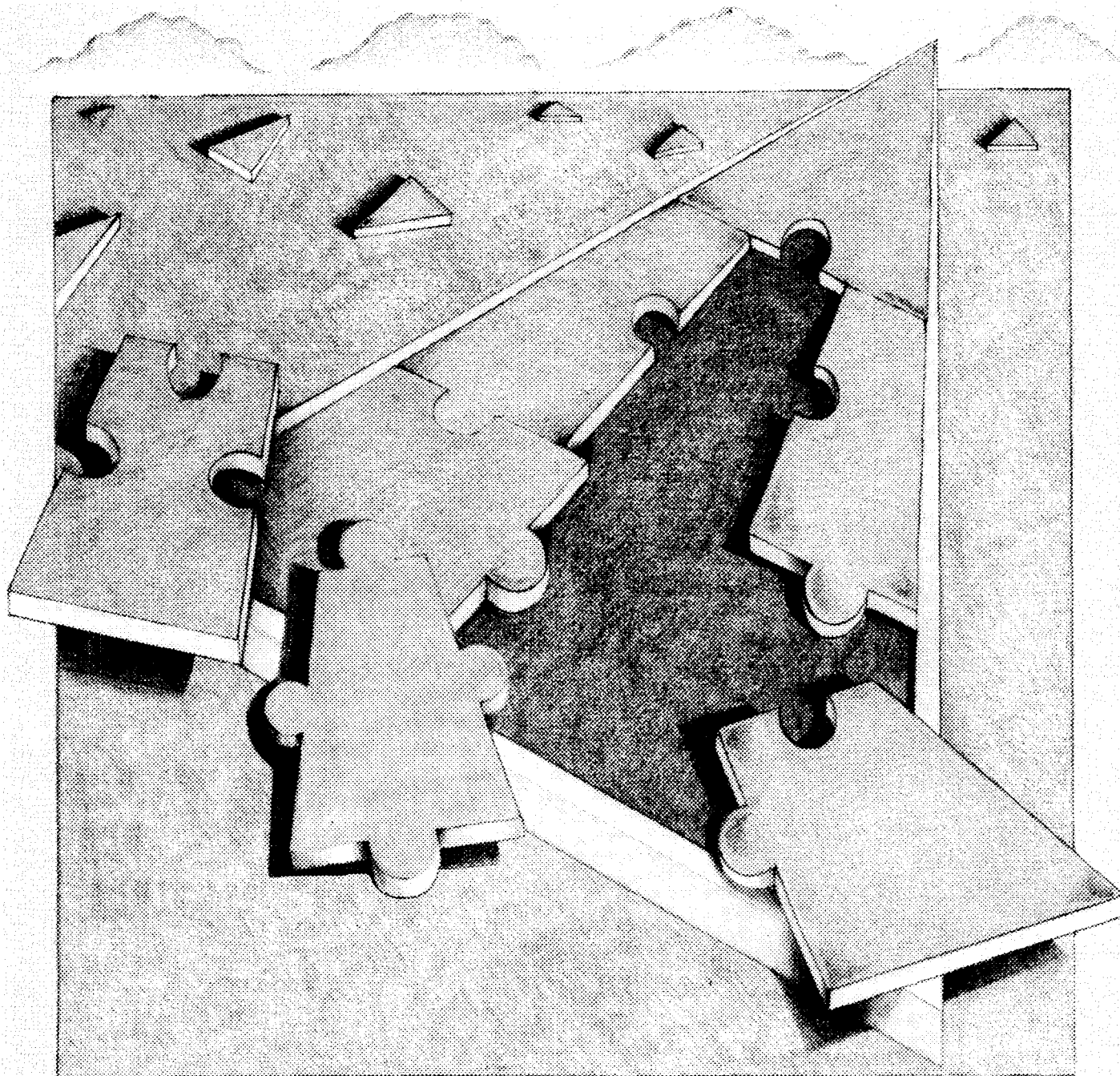
The Corporate Environment, Goals, and Strategies

To manage effectively upward, you must know how the library fits (or does not fit) within the organization's goals, objectives, and strategy. This is perhaps even more crucial if the library is classified as a support function rather than an independent profit center. As a profit center, you probably already know how the library fits within the corporate strategy; as a support or overhead function, you need to continually justify your existence.

What is the parent organization's strategic position in the marketplace? What are its comparative advantages and market niches? How secure or vulnerable is its position relative to the competition? What is the parent organization's long term vision? What are the implications for the library? Do you know the difference between horizontal and vertical growth strategies? What is the difference between a diversified growth strategy and a conglomerate strategy? Is your corporation in an acquisition mode or is it liquidating assets? What financial ratios does it

use to assess its performance and what trends, if any, do these ratios show over the past few years? If your organization is a public or nonprofit firm, what measures of performance does it use?

And, perhaps the most important question of all: why should you care about all of this? You should care because you must be able to speak the language and think in terms of the concepts used by those above you in the organizational hierarchy. To promote and market the library to internal customers and to educate the boss on the role
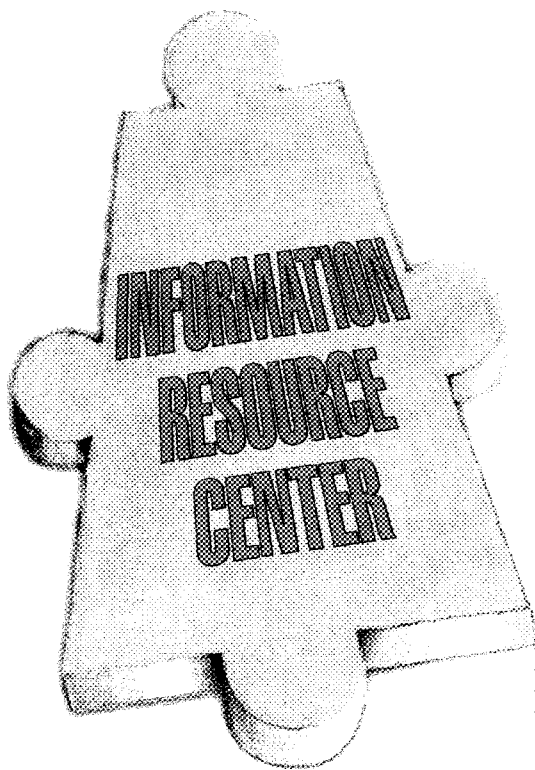
of the library in advancing corporate objectives, you must understand the bigger picture of the organization and its strategic environment. Otherwise, you are simply flying blind without a clue as to whether your initiatives in the library are consistent with the direction and strategy of the organization.

In our case study, Jane Dawson knows little about her organization and its place in the market. She seems to be learning a bit here and there by osmosis but she is generally baffled by the concepts and business logic used by those above her. Not only has Jane not taken responsibility to teach herself about the specialty steel industry, but she may have missed a golden opportunity to learn from Allison Jones who seems quite willing to talk about the industry and its challenges. Jones's view, according to Dawson, seems pessimistic and one-sided, but still it is one perspective that Dawson should consider among others. Dawson would be well-advised to listen carefully to Jones for any special insights or pearls of wisdom.

Define Realistic Expectations of the Boss

What do you want from the boss and what can the boss realistically provide? If you do not have a very clear idea of what you want and need from the boss, then there is not much point in worrying about how to get it. Also, you are more likely to

be disappointed and resentful toward the boss when your expectations are implicit because you want the boss to be a mind reader—to miraculously discern your needs and how to meet them.

We generally are more clear about what we expect from our subordinates than what we expect from the boss. But any successful relationship—with your spouse, siblings, parents, or whoever—ultimately depends on reaching agreement on a core set of shared goals and operating principles. Naturally, you need not agree on everything. But unless there is a strong foundation of mutually developed and agreed upon goals and objectives, then the relationship is doomed to failure. Sometimes these expectations are made explicit from the outset. Sometimes they evolve over time. And sometimes they are negotiated on a case-by-case basis.

Finally, with respect to this point, your expectations of your boss must be *realistic*. You must remember that the boss, like you, is trying to handle competing priorities and most likely is also trying to manage upward through the hierarchy. Take a moment to reflect carefully on the context in which your boss works and the daily issues they confront. What has been the boss's history with the organization and what is your boss's current status? How much power does your boss have? Is their career moving forward, backward, or laterally? Do they face any particular constraints or opportunities within the organization?

In our case study, it seems that Jane Dawson has not thought very carefully about what she expects from Allison Jones. Sure, she wants Jones's support on the budget proposal, but she is not sure that Jones can influence the outcome even if she does support the proposal. Beyond the budget proposal, it is not clear that Dawson has any expectations of Jones. For example, Dawson seems to approach her monthly meetings with Jones in a rather casual (if not reluctant) manner, without a prepared agenda and with no particular expectations. Therefore, Jones cannot be blamed if she appears bored and distracted since Dawson has made no apparent effort to actively engage Jones in a substantive dialogue on their respective goals and expectations.

Dawson resents having to suffer through Jones's regular lectures and venting on the

many problems facing the organization. Even here, however, there may be an opportunity for an astute observer to pick up something from Jones's diatribes. For example, Jones clearly feels frustrated with the male dominated culture of the organization and the traditional ways in which important decisions are made through the "good old boy" network. Thus, Dawson might begin to assess more carefully Jones's power within the organization. How often does Jones get what she asks for in this company? How often is her advice solicited and followed? Does she have access to the top?

Knowing a bit more about Jones's stature within the company might serve several important purposes. First, Dawson can use this information to develop realistic expectations regarding what Jones can and cannot do. Second, Dawson can use this information to help Jones make the strongest case possible for the needs of the library. Third, Dawson should keep an open mind about Jones's rambling complaints. After all, Jones might just be completely accurate in her assessment of the organization and this is information that would surely be valuable to Dawson as she interacts with other managers in the company. Fourth, we already know that Jones is a person who does not like to be surprised. Dawson should have warned Jones that her budget proposal contains a 10 percent increase.

Understanding Strengths and Weaknesses

There seems to be a curious contradiction in how we manage downward versus upward. When managing subordinates, we expect them to have weaknesses as well as strengths. In fact, without weaknesses, there would be little need for direct supervision. Their weaknesses define at least a part of our jobs. We, therefore, spend time mentoring, developing, and assessing the performance of subordinates taking corrective action when necessary. Yet when working with our boss, we often expect them to be perfectly competent and utterly infallible, even in domains beyond their training and expertise. Perhaps we implicitly believe that the boss's larger pay check demands that they be experts in everything.

The other contradiction is that when managing downward, most of us (except the

most compulsive micromanagers) acknowledge that our subordinates have certain types of expertise that we as managers do not have and we generally are pleased when they appropriately exercise responsibility and take accountability for their actions. When managing upward, however, we sometimes feel resentment when the boss knows less than we do on a certain subject or when we are asked to make difficult decisions and take accountability for them. Again, our expectations of the boss are often unrealistic and not very constructive.

The point is that each one of us—bosses and subordinates—is a combination of strengths and weaknesses. In managing upward, the key is to look for ways that your strengths complement your boss's weaknesses and the boss's strengths complement your weaknesses.

In the case study, Jane Dawson brings a relatively fresh and open attitude to an organization that may be dominated by tradition. Her strengths seem to be in the technical aspects of information access, retrieval, and dissemination. She seems to have very good instincts regarding other possible markets for the library's services (among the marketing and sales staff), but she does not know how to pursue these opportunities. Jones, on the other hand, lacks Dawson's technical expertise (naturally) but she has a broader view on the organization and its position in the marketplace. Also, despite her cynicism, Jones may have insights on how Dawson might make the library's services more attractive to a broader clientele.

Is Jones a perfect manager? Obviously not. Perhaps Jones is not even a competent manager. But unless Dawson chooses to pack her bags and look for work elsewhere, she must find a way to build on whatever strengths Jones brings to the table.

## Managing Yourself in the Hierarchical Relationship

One of the most thoughtful and thought-provoking reflections on the topic of managing upward is Gene Boccialetti's book, *It Takes Two: Managing Yourself When Working With Bosses and Other Authority Figures* (San Francisco: Jossey-Bass, Inc.,1995).

Boccialetti's thesis is that we should spend time assessing our subordinate style as well as our boss's leadership style. His research has uncovered several important factors that influence our subordinate style:

* Deference: The extent to which you want to hold a large share of the power (and accountability) in the boss/subordinate relationship. Do you want to have a say in most decisions, or are you happy letting the boss take responsibility? Are you uncomfortable merely implementing directives from above, or do you prefer to be given unambiguous guidance?

* Distance: The extent to which you are comfortable with a person-to-person relationship with the boss or just a role-to-role relationship. Do you feel comfortable expressing values and feelings about work related matters, or do you prefer a strictly objective exchange of factual information? Do you feel comfortable with displays of certain emotions (anger, frustration, elation) from the boss, or do you prefer that emotional displays be eliminated?

* Divergence: The extent to which you believe your goals are well-aligned with your boss's. Do you believe your boss is your competitor or your ally? Do you believe your boss has the best interests of the organization in mind, or do you distrust the boss's motives?

Boccialetti notes that different combinations of these factors may be appropriate depending on circumstances. In our case study, Jane Dawson seems to display what Boccialetti would call a diplomat subordinate style—reasonably high on the *deference* scale, somewhat in the middle on the *distance* factor, and somewhat high on the *divergence* scale. It may be that Dawson needs to assert herself somewhat more in her relationship with Jones. She might, for example, challenge some of Jones's implicit assumptions about the corporate culture. Regarding the distance scale, clearly Jones feels comfortable venting her frustrations to Dawson. Even though Dawson apparently feels uncomfortable with these displays of emotion, she may want to slowly and carefully "open up" with Jones regarding her own lack of knowledge about the steel industry and her need for Jones's assistance in learning more. On the divergence factor, Dawson may want to take a "wait and see"
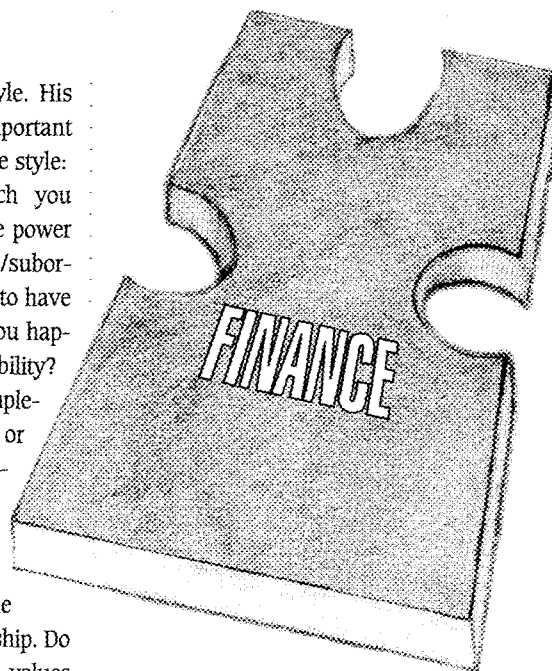
position with respect to Jones. It is not yet clear that Jones and Dawson are "on the same page" regarding the goals of the library and Dawson doesn't yet know enough about Jones's apparent vulnerabilities within the corporation to fully trust her.

Summary: Back to Basics

Managing upward is a skill that some people master more quickly than others. But it is important to remember that it is a skill and, like any skill, it can be learned and eventually mastered. To succeed, however, we must abandon some of the stereotypes and prejudices toward the topic. Managing upward is not based on manipulation, apple polishing, or sycophantic behavior. It is based first on understanding the role of the library in advancing organizational objectives. Second, it is based on building and nurturing a mutually beneficial relationship. Here you should follow the common-sense tactics of developing shared goals and complementing each others' strengths and weaknesses, remembering that ultimately the only variable you can truly control in this relationship is yourself.

None of these suggestions will help you overcome the stifling effects of a truly dysfunctional organization or a cruel and incompetent boss. However, these strategies are certainly worth the modest investment of time and effort, if for no other reason to help you determine whether or not your relationship with the boss and with the larger organization is strong enough to build a foundation for the future. ✂

The Information Experience

by Diane Senese

Often information professionals are in the enviable role of those who are indispensable to a corporation's strategy. But is some of our success based on an outdated model? Certain hallmarks of our tradition such as good service and professional image can seem confining to me now, but I find it rewarding to reflect on ways in which to re-imagine our roles. A new information era is emerging—one that is linked to experiencing knowledge rather than to receiving it. The time to revitalize our thinking and address the new challenge is now.

Do some of our defining traditions look tired? Answer yes and two come to mind: good service and professionalism. The service that we provide for our corporate customers has to be impeccable. Creative on-line searching, custom problem-solving, tailored information delivery: all of these

invaluable contributions, once an information horizon, are now the minimum expectation. That is how far technology has upped the ante. So is the "good service" model still an appropriate vision, or is it as safe and restraining as a seatbelt? Think of user surveys, long considered an essential evaluative tool and a linchpin of the good service model. Do they put you to sleep, too? Neighborhood dry cleaning establishments conduct satisfaction surveys now. They proudly announce successful results—more power to them—but if the service model is this mainstream, it is time for us to move on to something better. In no way can we let our services slip, of course. Just as we have always striven to deliver research on time or early, we need to continue to do so now. But what was once the aspiration has become the ground rule. The concept itself has flattened out.

Professionalism can be another cliché. Not the integrity of our profession, mind

you. That is more vital and its manifestations more tangible than ever. The technical and interpersonal demands of our roles ensure that. But paradoxically, as our professional growth expands into exciting and uncharted territory, the need to trumpet ourselves as professionals within our corporations shrinks to a surprising low. For isn't everyone a professional now? Think of the term's currency in today's workplace. The word "professional" has become the minimum status to confer on anyone doing a good job. Last summer when my older son was home from college and checking out a summer job at a car dealership, he recounted his interview with pride. When the owner asked him if he had ever washed cars before, my son answered thoughtfully, "Well, I have for my family...but not professionally."

A fair response, and for me, an instructive one. How many times have I explained to bankers that although they search the Internet, we do it professionally. I don't deny the statement's veracity, but I do question how people within corporations perceive it. In the business world we are

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Diane Senese is a vice president and manager of the Business Information Center at Harris Bank, part of the Bank of Montreal Group of Companies.

professionals just as others are. The shift from hierarchical structures to team-based matrices has altered the way business thinks, and now everyone mixes, professionals all.

So in a team-based business culture where good service is a minimum and professionalism is a given, how do we, as information experts, continue to distinguish ourselves? We have an opportunity right now because a new landscape is emerging. The service economy, like a houseguest with good manners but too many vacation days, is leaving the scene. It is time for the "experience economy" says trend forecaster John Naisbitt in his Trend Letter.[1] You studied the agrarian era, you remember the industrial era, you lived the service era, now get ready for the experience era. Naisbitt describes this changing landscape, citing the work of the consultant B. Joseph Pines II whom he says first developed this idea of the experience economy. Naisbitt goes on to tell us that companies now find they need to "repackage their products and services to deliver unique experiences." Are we prepared? Together our profession needs to create "the information experience."

An experience is something personally encountered. Hence the popularity of falling in love or riding a rollercoaster. To imagine ourselves creating information experiences requires that we think of customers individually and that we use adaptive methods of problem-solving. We once created excellent products like "company searches" and "M&A histories" and matched them with good service. Now we have to rise to another level, and it is a potentially chaotic one since it requires attentive interaction with people. John Naisbitt tells us that "in the experience economy...services are linked together to form memorable events that personally engage the customer."

Memorable events? Is this strategy too fanciful for the information world and more appropriate for, say, resort hotels?

A corporate information center is not Disneyland, although some days find us in Adventure Land. The Banana Republic now sells much more than sportswear because the management realized that its customers did not want to just shop at The Banana Republic, but to "live" The Banana Republic.[2] So out came the leather sofas and bedsheets. Canadian Pacific Hotels' share of

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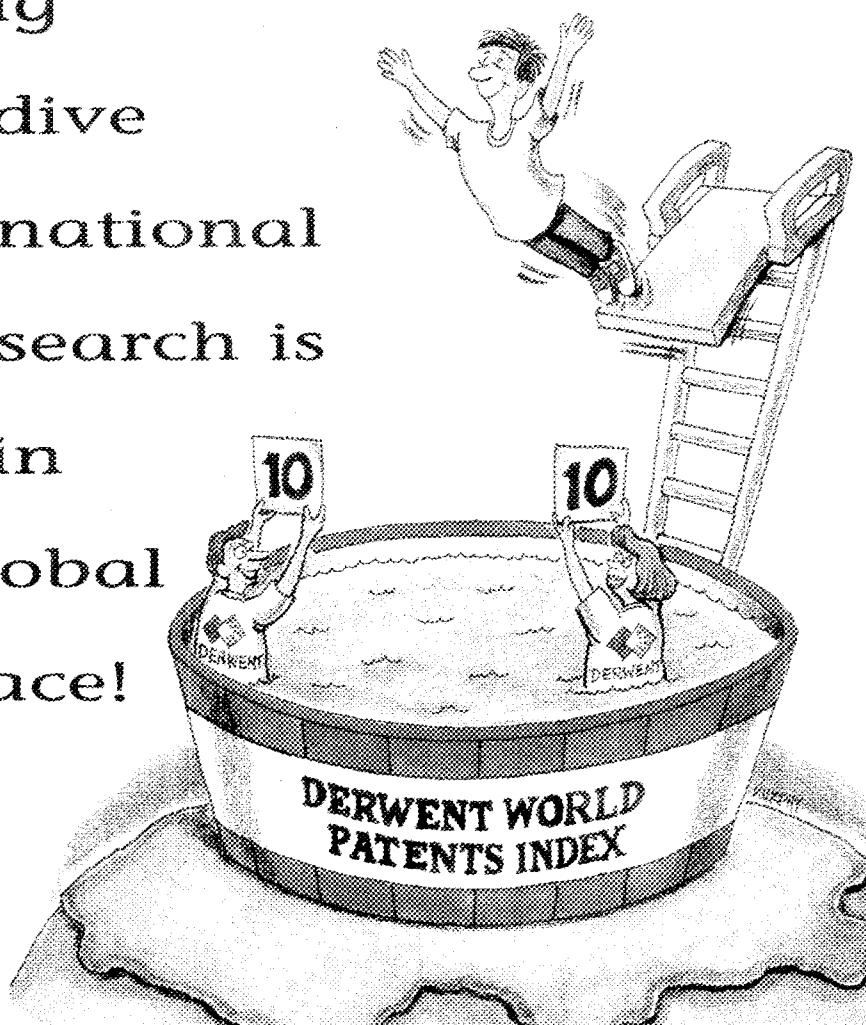
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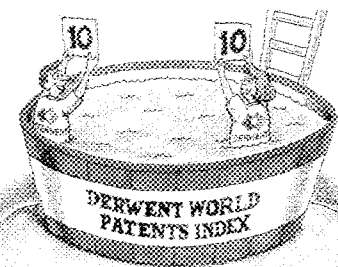
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Canadian business travel rose significantly once the company began creating "guest experiences" by mapping together bits of customers' preferences and expectations.[3] And Land's End hopes to boost retail sales by transforming its outlets into "inlets" which will offer customers "the catalog experience."[4] Savvy marketers everywhere are selling experiences.

But can we sell information experiences? We not only can, we must! The information climate is changing; users are changing. How we adapt to these challenges will define our futures. One example occurs to me as a prototype of the changing mode. I can point to a user group in our bank which can be described as extremely successful and influential. The group deals with a specific market and has both primary and secondary sources at hand. The research that we had been doing for them over the last few years was excellent and well-received, but I felt that our group was a wallflower at the party. How could we penetrate their world and work with them as partners? We did it by creating experiences.

No more anonymity. We assigned one researcher to work with the group so that a subject specialty could be developed. No more virtual. We walked their floor daily and talked with them. No more sighing. We accepted people's short attention spans as a given. No more group pitches. We created specialty databases for individuals. And as an overriding philosophy, we chose patience. We would patiently return to a person again and again until he or she was ready to talk about information. Identifying that readiness to communicate is critical because it is something that we cannot orchestrate. Educators call it "the teachable moment." We have to follow the user's rhythms and take advantage of the teachable moment when it appears.

We can conceptualize the information experience in a variety of ways; in fact, its personal nature is its cornerstone. But two ideas can work across the board. The first is "the market of one," a methodology developed by Don Peppers and Martha Rogers.[5] The second is the challenge of adaptive work, a concept described by Ronald L. Heifetz and Donald L. Laurie.[6]

Since people experience things individually, the market of one is a vital part of our new roles. At one time we developed information services and products, like online company searches, and promoted them to groups. But "the market of one" requires a different thinking. Rather than promoting a customized product to a large user base, we need to collaborate with individuals and establish two-way relationships based on learning. Peppers and Rogers call it "share of customer, not share of market." We must find the key people in the organization, engage them in dialog, learn from them, and create information experiences for them. Gain the "share of customer." In addition to compiling statistics of how many information requests come in, we should track the depth of our intellectual involvement with significant users.

Information centers have long been required to keep statistics showing share of market, but have good statistics kept everyone employed? This leftover from the service economy will be with us for a while (statistics are so tenacious), but how much longer will they be able to help us prove our worth? Let's look instead to key users and implement learning experiences focused on their needs. The feedback may be descriptive or anecdotal, but if a huge deal is being described, we want to be sure to be part of the story. Work with users one-to-one. Use technology to personalize information experiences; an e-mail is not quite the same as a handshake, but it does allow an opportunity for a personal touch that was not possible just a few years ago.

Along with developing "the market of one," look to ways of addressing adaptive challenges. Heifetz and Laurie tell us that "adaptive work is required when our deeply held beliefs are challenged, when the values that made us successful become less relevant, and when legitimate yet competing perspectives emerge."[7] Could there be a more telling description of how our information roles have changed in corporations? We no longer own information. While it is true that we still find the answers, the adaptive challenge we face is to ask the right questions.

Since adaptive work requires insight at both the big-picture and grass roots levels, information leadership requires a new level of personal involvement. Creating information experiences for senior executives may seem daunting, but we need to reach people at the top who are framing key organizational questions. Some executives are information innocent and welcome tutoring; those who are technologically savvy may prefer exchanging e-mails with your team's Gen-Xers, just to compare notes.

And since information experiences are singular and diverse, opportunities for adaptive work abound at the grassroots level. We must listen to users as never before so that we recognize the teachable moment amid the chaotic pressures of the contemporary workday. Rather than accept a defined role in the corporation, we should seek out creative opportunities with individuals to create a climate for collaboration and learning.

If we use one-to-one marketing and address adaptive challenges, we can enjoy a unique role in preparing our corporations for the experience economy. The information experiences we create for our users will add value to corporate life far beyond those of the existing norms of good service and professional roles. And the resulting synergies can powerfully highlight the contributions made by information professionals to a successful corporate strategy.   ✄

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INTERNATIONALIZING LIBRARY AND INFORMATION SCIENCE DEGREE PROGRAMS—II[1]:

Benefits and Challenges for Special Librarians

by Katherine Cveljo

There is a lot of talk these days about the future—the New Millennium and the role of information and the information profession-al[2] in the development of a "global village." We also hear references to the creation of the "Global Information Infrastructure," referred briefly as "GII"[3]—an interactive, interconnected system that will provide a dynamic means for people to communicate worldwide; allow information professionals to communicate not only as a global community, but also to create a "global information marketplace;" and provide information professionals with opportunities to participate in exchanges not only of information, but employment opportunities worldwide.

During the last fifty years, we have been moving from a world in which society, commerce, technology, and education were defined within the context of nation-states to a world in which they are increasingly perceived as part of a global community. In essence, ours is a world of fax machines, e-mail, international TV instantaneous coverage, interactive electronic communications, and rapid travel; a world of academic research interconnected with the work of scholars throughout the world; a world in which people interact with their colleagues around the globe, exchange information and messages, and coordinate activities

through a variety of technological and communication means.[4]

It should also be emphasized that one of the most important features of information technology is its universality—its global impact. As new information technologies expand their uses and coverage, the world shrinks; information flows globally, faster, and in more detail; and both personal and business contacts proliferate globally. Accelerating technology changes are creating many challenges globally. Our roles and skills as information providers require us to understand the potentials of continuously developing technologies, the systems they support, the status of technological change, and the types of systems those changes will foster not only nationally, but more so globally. It should also be emphasized that economic developments, as well as technological advancements, are providing the means and increasing the need for the information profession to transcend geographic barriers and enhance the profession on a global scale.

Special Libraries Association (SLA) is an international organization with members in fifty-eight countries and is increasingly becoming involved in promoting international cooperation, exchange visits, and forums. SLA fosters participation in international organizations and conferences and encourages sharing of information resources be-

tween libraries worldwide. Numerous programs and publications also reflect SLA's international focus. In consideration of international readership, summaries of feature articles in *Information Outlook* are provided in English, French, and Spanish. They are also exploring ways to broadcast portions of SLA's annual conference to other countries or "better yet, create an interactive format."[5] It should also be noted, as emphasized in the February 1996 issue of *SpeciaList*, that the Second Worldwide Conference on Special Librarianship will be held in the year 2000 in Brighton, England, "to bring together information industry leaders from around the world to seek solutions to common problems and to enhance the information profession on a global scale."[6]

Viewing the information profession globally as the predominant profession of the future, it is important to emphasize that at no point in history has there been such a high level of realization about the importance to understand the dynamics of global interdependence and the need to establish and maintain strong and harmonious international relations. As we have progressed from the age of agriculture to an age of technology and finally into the present informational society, our capacity and the need to build strong relationships with other nations has grown exponentially. Understanding other cultures is becoming more

important as we move forward to an increased global exchange in technological and economic productivity. These and other similar global issues are almost certain to

relate to global library and information issues?" A related and equally important issue that has also been raised by several internationally minded leaders in our profes-

knowledge and professional sophistication. Thus, attention to international professional LIS education has become a mandatory issue. In this respect, it should be emphasized that contrary to the belief that every innovation and change requires monetary investment, internationalizing LIS programs requires no increase in the LIS schools budget. What it does require is an attitude and an initiative on the part of LIS school's administration and faculty and the involvement of the total student body—American and international. [10]

It should also be emphasized that one of the most important features of information technology is its universality—its global impact.

have an even greater impact in the future on the information services provided by information professionals—in particular by special librarians—who must adjust and be prepared to meet the escalating demands for specialized information for the changing needs of their user clientele. It is thus logical to conclude that only a dynamic, forward-looking, and globally oriented information professional—aided by up-to-the minute information generated both nationally and globally—can provide quality service in the realm of continuously changing specialized information needs and participate in exchange of information on professional issues and developments globally.[7]

As we travel into the future, our world is becoming more interconnected and interdependent, information is becoming an international commodity, and a critical need for more emphasis on the integration of international issues into library and information science (LIS) programs is becoming an imperative urgency. More than ever before an "information workforce"—one that is professionally skilled, well-educated, and knowledgeable of worldwide conditions and developments—has become an essential prerequisite not only for the control and growth of an organization and sustained economic growth of a country, but also for the exchange of information globally.

Expanding on the above issues, we are reminded of a critical issue that has been occasionally discussed during meetings at professional conferences: "Are American library and information science schools providing students with the knowledge and understanding to participate and discuss the conditions in countries worldwide and

sion pertains to internationalizing the LIS curriculums,[8] an issue that has become more important than ever before in view of the expected outcome of the New Millennium in making the "global village" a reality and especially in view of social, economic, and technological developments taking place globally. For example:

- world problems have become interconnected;
- every single aspect of mankind's activities, concerns, and crises is presently considered in a global sense, a perspective that is expected to increase in the future;
- an emerging globally integrated society is demanding increased utilization of technology and information obtained through technology;
- information has become the most important ingredient in decision-making anywhere in the world;
- the exchange of information worldwide has become imperative;
- sweeping changes in technology, increase in worldwide communications, and a growing competition in the global marketplace require global knowledge and education and training in all types of information technology and communications;
- in an increasingly interdependent society information services will increase in the need for networking across national boundaries and across oceans. [9]

It is thus logical to conclude that if information professionals both in America and worldwide are going to participate in international data flow and exchanges, it will require a greater degree of international

To create the most effective means of internationalizing LIS programs in order to be beneficial to both LIS schools and the international and American students, we may consider:

(1) involvement of international students in curriculum planning with information on their home country information needs; (2) study of global issues in appropriate courses; and (3) creation of specialized courses dealing with specific international subject matter. LIS schools would expand their programs in a positive way by including information on international students' home country information needs and relevant global issues into certain aspects of the curriculum; international students would gain from a more appropriate education to adapt their acquired knowledge and skills to the needs of their home countries; and American students would have a better knowledge of the world and the workings of the information profession worldwide. All students stand to develop a better understanding of global affairs and world cultures and the universality of librarianship, be motivated by this experience and eventually be more involved in international exchanges, and develop an awareness that actions of one nation deeply affect the rest of the world.

Challenges and benefits from internationalizing LIS programs are thus numerous. International students would have the opportunity to participate in the design of certain aspects of the program more appropriate to the needs of their home countries. American students, on the other hand, would benefit from additional courses designed from an international perspective and from the integration of foreign countries' professional issues into the contents of appropriate courses.

In adding global professional issues into the curriculum, there would be a wide choice of issues to select from:

- information activities of UNESCO and the organization's efforts in bringing to an appropriate level of education worldwide, including education and training for library and information service;
- information on communication and behavioral aspects of the Third World societies that determine the production, distribution, and utilization of graphic and nongraphic records in contrast to those of the Western Society;
- situations in lesser developed countries that affect the development of collections in libraries and cultural institutions;
- issues that are characteristic of numerous countries worldwide, including the issues of illiteracy and semi-illiteracy, resulting in special considerations in building library collections and in providing specialized services;
- the critical issue of resistance to technology that relates to employment problems in some countries, including

* *

It is thus logical to conclude that if information professionals both in America and worldwide are going to participate in international data flow and exchanges, it will require a greater degree of international knowledge and professional sophistication.

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the resulting problems for libraries and their potential solutions;
- the critical question of bibliographic control in numerous countries worldwide.

Diffusing international issues and materials as widely as possible throughout the LIS curriculum in addition to creating specialized courses dealing primarily with international subject matter has also been strongly recommended by E. J. Josey during the International Doctoral Student Conference at the University of Pittsburgh, School of Library and Information Science, held during September 23-25, 1988. In response to the question, "What can faculty members do to bring more international perspectives into the curriculum?" Josey suggests, "Faculty members can take the diffusive approach, that is, diffusing international materials as widely as possible throughout the library and information science curriculum as contrasted with creating specialized courses only dealing with international subject matter. While we may use the diffusive approach by bringing the international perspectives throughout the curriculum, nevertheless, we would still need specialized courses such as seminars and the introduction to international librarianship. But the specialized courses would only reach a small percentage of the students in library and information science schools, that is, those who opt to take the course. The diffusing of the international perspective throughout the entire curriculum will mean more students will become internationally oriented and this will be very helpful to the international students." [11]

Dispersing international materials and relevant global issues—including issues and materials pertaining to a foreign country or countries—throughout the LIS curriculum, in addition to creating several courses and seminars dealing primarily with international subject matter, and having several faculty members with strong international expertise would indeed constitute the characteristics of a strong internationally oriented LIS program. Since most international students that come to study in LIS schools in the United States come from the lesser developed countries (hereafter referred to as LDCs [12]), we should briefly refer to the information needs of these countries in the context of their economic, social, and professional conditions. While the populations in developed countries—especially in the United States—enjoy a high level of sustained economic growth and technological development as a result of having devoted a large amount of resources to education and training, populations in numerous LDCs are simultaneously living in different socioeconomic systems and at several stages of technological development. Numerous LDCs continue to be predominantly characterized by illiterate or semi-illiterate populations living in rural communities that are without access to library or other information services. Although the revolution in computers and communications technology offers hope for the LDCs to catch up with the developed world, some LDCs have been unable to profit to their full extent from the new age of information.

Among the main reasons for this situation are absence of an adequate infrastructure for information storage and processing; absence of an adequate infrastructure for information retrieval, dissemination, and use; and economic, technological, and quite often cultural barriers to an adequate information flow. [13]

It should also be emphasized that the solutions the LDCs adopt are often inappropriate. For example, before fully reaching the age of print and literacy, numerous LDCs have to face the age of computers and satellites. High levels of illiteracy among the majority of the people are contrasted with high levels of education for a few of the elite who are tied to global information and power networks. Here we have the information-poor—the illiterate majority contrasted with the information-rich—the elite minority, and this gap is narrowing slowly, if at all. In this respect, it should be emphasized that the information needs of diverse user communities in the LDCs should constitute some of the guiding factors in determining the type of LIS education and training to be undertaken by international students from most

LDCs and education programs abroad should take such needs into consideration.[14] A well-known African library professional leader, Ogundipe, calls for preparation to meet the information needs of the few elite; however in particular, to promote literacy, educate for change, articulate the wants of the rural communities, increase productivity, and improve the quality of life—especially in the rural areas where most of the population in developing countries live. [15]

With all these points in mind, we can easily see that the challenge of attracting and educating information professionals for the New Millennium—both for the developed and the developing countries—has become one of the critical issues of the remaining years of the 1990's. The American LIS degree programs have a special role and an increasing challenge and responsibility in the education of information professionals worldwide. Although these programs have received acclaim worldwide, there is a need for new ways and ideas to make the education experience for international students more meaningful and transferable upon returning home. Thus, the LIS faculty needs to realize that international students are an invaluable resource. With their input of information regarding their home countries into the LIS curriculum, as well as other changes suggested recently in professional literature and during meetings at professional conferences, the American education experience for all students—international and American—might become a more meaningful one entering the 21st century.[16] The groundwork for the development of future international network contacts—professional partnerships—would indeed be enhanced when international students return to their home countries. Endless opportunities would open up with communicating globally—colleague to colleague. What better place to begin with this "partnership" then in the library and information science classroom situation?

Communicating with their foreign colleagues, the challenges and benefits for special librarians of all types are numerous. If CEOs in the corporate world and industry are developing exchange contacts with CEOs in foreign countries, special librarians, as part of the information industry, should also accept such challenges and

become beneficiaries of contacts and exchange of information with their foreign counterparts. Through exchanges between special librarians globally, the knowledge of the special librarian/information professional in any country worldwide would be greatly enhanced with updating and keeping current with professional issues and developments around the world.

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Communicating with their foreign colleagues, the challenges and benefits for special librarians of all types are numerous.

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Through an exchange of information with foreign colleagues, U.S. special librarians employed by corporations with offices worldwide would have a broader and first-hand knowledge and understanding of the conditions, the culture, and the economic situation in a particular country and would most likely become a greater asset to the parent organization. Communicating with their foreign counterparts, special librarians employed by banks and other financial institutions which deal with banks in foreign countries and financial institutions with affiliates in foreign countries would have an excellent source of information for the bank CEOs and the bank newsletter. In a university setting, special librarians, through exchange of information with their colleagues in foreign country universities, would become invaluable sources of information for the university faculty and staff. Special librarians in museums communicating with their foreign counterparts would gain greatly in having first-hand knowledge and understanding of the happenings in the world of art and the culture of a particular country. For librarians in state libraries, the opportunities offered through exchange between information professionals are endless. For example, through contacts with foreign regional librarians, they would obtain business information; information on the social, cultural, and other conditions of the country; and be able to identify which

information is extremely important for international business exchanges. They could also find information on the culture and the social customs of a foreign country for travel groups. As emphasized in the January 1997 issue of *Information Outlook*: "We cannot underestimate what it means to be a part of a global village. It is only at our peril that we ignore events in other parts of the world, that we look for solutions with only one point of view, or that we look at opportunities for effective information management in only one geographic location. Simply put, we are living in an Information Age that allows us to think outside of the box. Our profession is no different than anyone else's. We not only live in an internationally aware world, we are often sought out to identify threats and opportunities in the world. How aware are we of what is going on in our own field? What kinds of organizations, networks, and developments are happening outside our own backyard that we need to know about? If credibility, objectiveness, and relevancy are as important as we tell our customers or clients they are, what are we doing to make sure we can meet those very significant expectations?"[17]

Special librarians worldwide indeed stand to gain through contact exchanges—partnerships—with their colleagues in other countries. They stand to benefit from assistance in cataloging of specialized materials, acquisition of specialized materials, exchange of specialized publications, interlibrary loans, translations, locating rare and unique publications, specialized subject searches, keeping up-to-date on developments in a specific country and with relevant global issues—in particular on developments and issues of interest to their parent organizations, to name a few. Their knowledge and global understanding would

be so much richer and their service to their communities so much more valuable. SLA is strongly encouraging worldwide partnerships between information professionals worldwide. SLA Executive Director David R. Bender also calls upon the ability and the obligation of special librarians to facilitate the interdependence between businesses, governments, and other types of organizations and help make the global village a reality.[18]
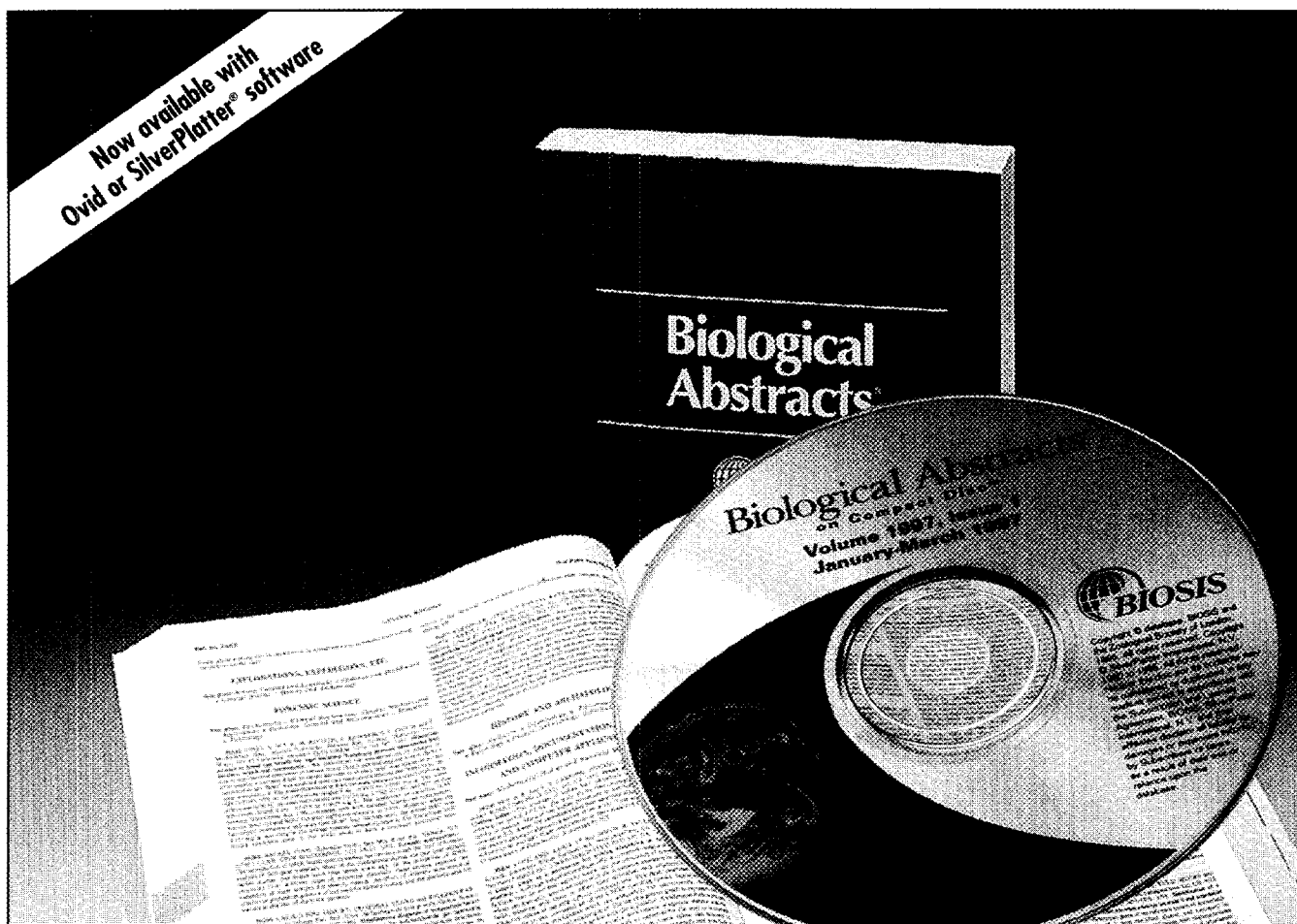
In line with the thoughts expressed in this article, the author strongly advocates that "attention to international and global education is no longer a matter of passive acceptance but an imperative mandatory issue," as eloquently voiced by Martha Boaz in her article, "International Education: An Imperative Need."[19] It is the author's strong belief that blending the philosophy of LIS education with a cross-cultural and world-wide perspective would give LIS programs a new vision and effectiveness previously unrealized. The greatest benefits however, derived from such a perspective would include an impact on professional development and thinking and an influence on professional style and professional concerns worldwide bringing the global element into the profession and extending it into the New Millennium.   ⊗

References and Notes

1. An abbreviated version of a presentation given by the author during the Mid-Missouri Chapter SLA Meeting, Columbia, MO, April 25, 1996, on: international students in American LIS schools; information professionals worldwide; and challenges and benefits for special librarians in a global information infrastructure. (Invitation to participate as speaker during the meeting was extended by Nancy J. Ogg, Mid-Missouri SLA Chapter President.) A brief version of the presentation was published in the Professional Development column of March 1997 issue of *Information Outlook*, 17.)

2. The term information professional will be used to designate any type of librarian with an M.L.S. (M.I.S., M.L.I.S.) or higher degree and employed in any type of library or information center. It also denotes information professionals in noninstitutional settings and "virtual" enterprises. When it seems, however, more appropriate, the titles special librarian and special librarian/information professional will be used.

3. David R. Bender, "Creating a Global Village," *SpeciaList* 19, no. 2 (February 1996): 10.

4. Katherine Cveljo, "International Students in American Library and Information Science Schools," *Encyclopedia of Library and Information Science* vol. 57, supplement 20 (1996): 210.

5. Bender, "Creating a Global Village," ... 10.

6. Bender.

7. Cveljo, "International Students in ... ," 245.

8. For an in-depth discussion on the international students in American library and information science schools and the internationalizing of LIS curricula, interested readers can refer to: Katherine Cveljo, "International Students in American Library and Information Science Schools," *Encyclopedia of Library and Information Science* 57, suppl. 20 (1996): 209-269.

9. Katherine Cveljo, "Foreign Students in American Library and Information Science Schools: An Overview," in: *The Management of Library and Information Studies Education,* edited by Herman L. Totten, (New York, N.Y.: The Haworth Press, Inc., 1992), 67-79.

10. As can be observed throughout the professional literature, the international student is referred to as: overseas student, foreign student, student from abroad, and international student, and in an Institute of International Education definition in Open Doors as study abroad student. Within this article the term international student will be used.

11. E.J. Josey, "Meeting the Challenge: Education for Universal Library and Information Service," in: *Translating an International Education to a National Environment* (Papers Presented at the International Doctoral Student Conference Sponsored by the Doctoral Guild at the University of Pittsburgh School of Library and Information Science, September 23-25,1988,) edited by Julie I. Tallman and Joseph B. Ojimbo, Metuchen, N.J., London: The Scarecrow Press, Inc., 1990, 6.

12. As can be observed throughout the literature in a number of professional fields, the lesser-developed countries are also referred to as: developing countries, less-developed countries, or "Third World countries." Within this article the term "lesser developed countries" will be used—briefly referred to as LDCs.

13. Cveljo, "International Students in ..." 229.

14. Cveljo, "International Students in ..." 230.

15. O. O. Ogundipe, "International and Comparative Librarianship in Developing Countries," *Journal of Education for Library and Information Science* 35, no. 3 (Summer 1994) 236-248.

16. Cveljo, "International Students in ..." 248.

17. Mary Lee Kennedy, "Living in a Global Village," *Information Outlook* 1, no. 1 (January 1997): 6 (Section: International News.)

18. Bender, 10.

19. Martha Boaz, "International Education: An Imperative Need": *Journal of Education for Library and Information Science* 3 (Winter 1986): 165.

Conference Countdown

Visual Arts in Indianapolis

The Indianapolis Museum of Art

When people talk about quality of life in a city, they are talking in part about its cultural and educational institutions—its theaters, museums, and music organizations, its encouragement and support of artists and the arts, its opportunities for learning. For more than a century, the Indianapolis Museum of Art (IMA) has contributed to the exceptional quality of life in Indianapolis and in the state of Indiana.

In 1883, May Wright Sewall, an educator, suffragist, feminist, peace advocate, and significant contributor to the social and civic life of Indianapolis, held a meeting in her home to discuss the organization of a society for the study and promotion of art. As a result of this and other meetings, the Art Association of Indianapolis was incorporated with the goal of establishing a permanent art museum and art school in Indianapolis. In 1895, John Herron bequeathed approximately $250,000 to the association to build a museum and art school bearing his name. The John Herron Art Institute opened in 1902 at 16th and Pennsylvania Streets. In 1966, the children of Mr. and Mrs. Josiah K. Lilly, Jr. donated their parents' estate, Oldfields, to the Art Association. In 1969, when the John Herron Art Museum moved into new quarters on the estate at 1200 West 38th Street, it assumed a new name—the Indianapolis Museum of Art. At the same time, the Herron School of Art became affiliated with the Indiana University-Purdue University at Indianapolis and was no longer associated with the museum.

Surrounded by woods and beautiful gardens, the museum enjoys a unique setting overlooking the White River. Twenty-six acres of the grounds were landscaped by the Olmsted Brothers, from the firm of Frederick Law Olmsted, who designed New York's Central Park. Many of the original gardens are being restored.

The IMA houses some of the finest art treasures in the United States and its three main art pavilions are stunning examples of modern architecture. Contemporary sculpture, including Robert Indiana's fa-

by Ursula Kolmstetter, head librarian, Indianapolis Museum of Art and Sarah A. Kelly, life sciences librarian, Purdue University. For more information about the conference, visit SLA's Web site at: www.sla.org/conf_meet/index.html.

mous LOVE sculpture, can be found on the grounds, as well as the magnificent Sutphin Fountain which adds grace to the east facade. To the west is the Concert Terrace, an outdoor theater used during summer months for a variety of film, concert, and dance programs for the enjoyment of the Indianapolis community. Showalter Pavilion, which opened in 1973, is home of the Indianapolis Civic Theater and adjoins the main museum building.

Opened in 1970, The Krannert Pavilion consists of three floors of galleries and houses the museum's Old Master paintings including works by Rubens, Rembrandt, Goya, El Greco, and Van Dyck.

The Mary Fendrich Hulman Pavilion, completed in 1990, houses the museum's European painting and sculpture collections and African and South Pacific collections.

Over the years, the IMA has built one of the finest collections of art in the country and has become a showcase for national and international exhibitions. Among its priceless and impressive individual collections are the Eli Lilly Collection of Chinese Art, the Clowes Fund Collection of Old Masters, the Kurt F. Pantzer Sr. Collection of watercolors and drawings by J.M.W. Turner (one of the largest collections of works by the artist outside Great Britain), the W.J. Holliday Collection of Neo-Impressionist Art, the Eiteljorg Collection of African and South Pacific Art, and the Joseph Cantor Collection of contemporary European art.

North of the main complex and surrounded by magnificent gardens is the Lilly Pavilion. This mansion, built in the style of an 18th-century French chateau, provides an excellent setting for the museum's collections of European and American decorative arts, furniture, ceramics, and metalwork.

To the north of the Lilly Pavilion is the Madeline F. Elder Greenhouse, which offers a wide range of distinctive outdoor and indoor plants as well as garden supplies, gardening books, cards, and gifts.

The Indianapolis Museum of Art is located at 1200 West 38th Street. For more information, call 1-317-923-1331 or visit their Web site at http://web.ima-art.org/ima/.

Please note that information about the history of the Indianapolis Museum of Art was obtained from Bodenhamer, David J., and Robert G. Barrows. 1994. The Encyclopedia of Indianapolis, Bloomington: Indiana University Press.

Other Visual Arts Attractions

Eiteljorg Museum of American Indian and Western Art

The Eiteljorg is a unique treasure within three blocks of the Circle Centre and the Indiana Convention Center at 500 West Washington Street. It is one of only two museums east of the Mississippi to combine collections of American Western art and Native American objects from all 10 North American native cultural areas. Over 400 paintings and bronzes and 2,000 artifacts are housed in three main galleries. Most of the museum's collection was donated by an Indianapolis businessman and philanthropist, Harrison Eiteljorg, who also collaborated on the design of the museum building. Opened in 1989, the building blends ancient traditions of southwestern culture with contemporary styling. For more information, see the Eiteljorg Web site at http://www.eiteljorg.org/.

Copyright CORNER

Preservation Versus Copyright

Preservation poses perplexing copyright questions for conservators. Jim Stroud, head of the Conversation Department of the Harry Ransom Humanities Research Center at the University of Texas at Austin, "draw(s) a distinction between reproduction for the purpose of preservation/conservation and for the purposes of access which very much is caught up in the issues of copyright."

Stroud notes that his department is not usually involved in reformatting for access—microfilming, digitization, etc. Rather, they are primarily concerned with original materials in the context of housing, exhibition, and conservation treatments. They do a lot of photocopying and xerography as part of their treatment and exhibition documentation. Occasionally, they have works photographed for use as surrogates in exhibitions. They also encourage the photocopying or filming of fragile materials so that casual users do not need to study the original.

For preservation/conversation and security purposes (exhibition documentation), I do not know of any copyright restrictions on duplication. If however, we propose to publish a paper in which an object is reproduced, the area becomes a little gray according to Stroud. "If a paper or presentation contained a particularly deep analysis of the intellectual content of the treated work or if complete images of particularly well-known objects were presented, we would try to obtain permission of the copyright holder."

When asked if it was possible for copyright law to prevent the preservation of a document, Stroud states, "I can't think of any type of situation where a conservator would let copyright issues take precedence over immediate stabilization of a situation threatening the existence of any work of cultural significance."

An example of a work of cultural significance is the Oklahoma Constitution, adopted in Convention at Guthrie, July 16, 1907. It was recently transported by the Oklahoma Secretary of State to the Harry Ransom Humanities Center for preservation evaluation under the director, Dr. Thomas F. Staley.

I asked Stroud if there were any copyright considerations involved. He replied, "No. If there were, these would have been taken care of by the Oklahoma Secretary of State, who is considered the guardian of the document. I can't imagine major public documents such as declarations and constitutions ever falling under copyright law. We were simply asked to provide a report on the condition of this document. If we presented a paper on our findings, we would certainly consider it appropriate to solicit the permission of the Oklahoma Secretary of State."

Regarding the copyright of state documents, Professor Sarah K. Wiant, Washington & Lee University, School of Law notes, "only federal documents under section 105 are automatically in the public domain. States may

> "I can't think of any type of situation where a conservator would let copyright issues take precedence over immediate stabilization of a situation threatening the existence of any work of cultural significance."

authorize or at least allow publishers of state materials to copyright their publications."

As pertaining to the Oklahoma Constitution, Judith Clarke, head of Legal Reference, State of Oklahoma Law Library, says that the text of the Oklahoma Constitution is not copyrighted. However, since the official code of Oklahoma (which includes the Constitution) is published by West, they may hold the copyright on the headnotes, but not on the text itself.

In conclusion, copyright questions arise in the preservation field, but the safeguarding of the document itself is of paramount importance. ✂

by Lawrence S. Guthrie, II. Guthrie is interlibrary loan librarian, Covington & Burling, Washington, DC For more information on "Copyright Corner," or to contribute to the column, please contact Guthrie at: 1-202-662-6158; fax: 1-202-778-8658; e-mail: lguthrie@cov.com.

Indiana State Museum

The Indiana State Museum, located in the former City Hall at 202 North Alabama Street, has the mission of collecting, preserving, and interpreting Indiana's history. The museum contains fossils, furniture and other household items, political and sports memorabilia, costumes, quilts, and coverlets. It also has a noteworthy collection of art by Indiana artists or relating to Indiana dating from the early 18th century to the present and is comprised of over 2,000 paintings One of the more important components of this collection are the over 300 paintings and drawings by T.C. Steele, a well-known artist who painted Indiana scenes at the turn of the century.

Indianapolis Art Center

The center displays the work of local and regional artists. It is located at 820 East 67th Street. For more information on this thriving center see its Web site at http://www.inetdirect.net/inartctr/. There are many art galleries near Indianapolis. Check the arts calendar at http://www.starnews.com/guide/calendar/artgalleries.html. ✂

Reviews BOOKS

Librarianship in Transition

Mount, Ellis. *Expanding Technologies—Expanding Careers: Librarianship in Transition.* Washington, DC: Special Libraries Association, 1997. 158p. ISBN: 0-87111-465-8. $45.00/ SLA members $39.00.

As noted by the author in the preface, the first book on alternative careers published by SLA in 1993 (*Opening New Doors: Alternative Careers for Librarians*) did not even mention the Internet. Even though changes in technology continue to impact our lives on a daily basis, I still find it amazing that in just four short years all the alternative careers listed in this publication consist of advanced, sophisticated uses of computers.

Expanding Technologies is divided into two main parts: entrepreneurs and employees. The entrepreneur section focuses on people who have started their own businesses as information managers or consultants. It includes articles from: Ron Davies, president of Bibliomatics, Inc.; Gloria Dinerman, president of The Library Co-Op, Inc.; Judith Siess, president of Information Bridges International; and Barbara Wagner, proprietor of The Access Point (TAP). The employee section of this publication focuses on individuals who are information managers or supervisors within an organization. It includes articles from various librarians such as Kevin J. Comerford, media archive manager for the Microsoft Corporation; Richard P. Hulser, digital library consultant for IBM Corporation; Susan O'Neill Johnson, information officer for The World Bank; and

Gail Thornburg, consultant for OCLC Online Computer Library Center, Inc.

Each chapter begins with a brief introduction of the librarian's background, education, and job history. This is followed by an in-depth description and analysis of the duties performed by each person in their non-traditional job. The chapters end with a section on "pointers for achieving success". In these sections, the writers provide advice on what they have learned over the years and what helped them succeed in their present career. In my opinion, this was the most valuable part of each chapter. So many of the authors gave wonderful advice that we often forget. I especially liked the advice given by Donald T. Hawkins, president of Info Resources. He lists five important pieces of advice: 1) Be alert to changing technology. 2) Training, education and especially experience gained on the job are vitally important. 3) In a changing environment, flexibility is necessary. 4) Constant vigilance and readiness to adapt to change are required. 5) The importance of professional activities, especially networking cannot be stressed too highly. The best opportunities are generally discovered through networking. Throughout the publication, the writers stress the importance of client relations, marketing, accepting change as an opportunity, networking, and becoming as technical as possible in order to have a successful career in librarianship.

I found the content of this

publication thoroughly enjoyable and educational. I would highly recommend this book to anyone interested in an alternative career in libraries, or to someone who is interested in librarianship and would like to know what kinds of opportunities are available. The publication demonstrates how unusual educational backgrounds and work experience can end up being an asset in a non-traditional library setting.

This book is available by calling 1-202-234-4700, ext. 643 or by visiting SLA's Virtual Bookstore at www.sla.org.

by Mary Lynn Wagner. Wagner is librarian, Keating, Muething & Klekamp, Cincinnati, OH.
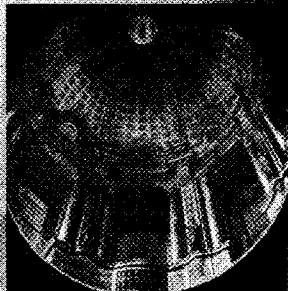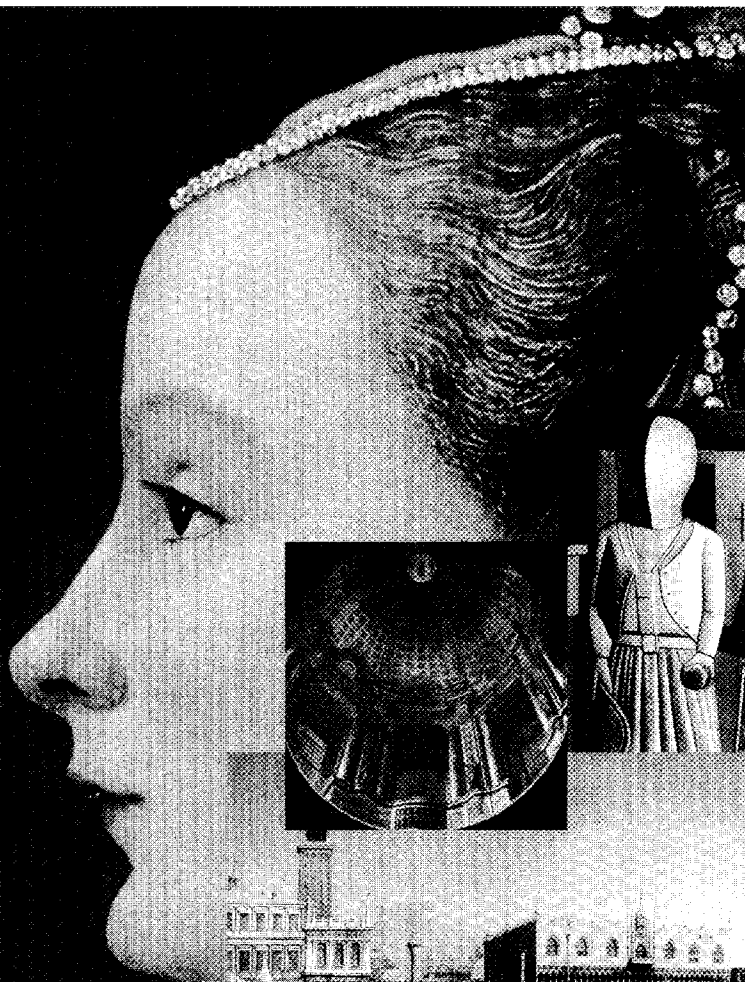
Performance Standards

Goodson, Carol F. *The Complete Guide to Performance Standards for Library Personnel.* New York, NY: Neal-Schuman Publishers, 1997. 216 p. ISBN: 1-55570 262-7. $49.95.

The Complete Guide to Performance Standards for Library Personnel is one of the most practical books to be published in a very long time. In the preface, the author says she's done nothing radical—merely reviewed the professional literature on the personnel/human resources side and applied the performance standards criteria to every conceivable position in a library setting. What a timesaver for us and what a difference it is bound to make in the effectiveness of future performance evaluations conducted by readers of this volume.

Chapter one lays out the basics of constructing performance standards, for which Goodson provides the following definition: "Statements that specify or describe desirable work-related behaviors or job outcomes, and that can be evaluated in some objective manner." The chapter reminds us of the history of staff evaluations and "recent management trends which have helped evaluate the drive towards objective performance appraisal." Chapter two speaks to that oft-dreaded evaluation process and how to construct an approach that is least stressful for all. The chapter provides several tips for rating scales and sample self and peer evaluations forms.

Chapter three and four form the heart of this volume: Chapter three gives specific performance standards for paraprofessional staff; Chapter four for professional staff. While you may not have every position listed filled by one individual, most of the functions described will have to be accomplished by someone on your staff, even if the tasks are distributed among several individuals. Thus, it behooves the reader to go page-by page in these two chapters, highlighting phrases that should be used in your organization's evaluation of its staff members. My suggestion would be to let your entire staff review their individual job descriptions, reworking them to make certain evaluation against these suggested performance standards, modified for your particular library, is appropriate. While I might quibble with and

Coming Events

OTHER EXHIBITS SCHEDULE

October

Association of Records Managers and Administrators
http://www.arma.org/hq/home.html
ARMA
October 19-22, 1997
Chicago, IL

The International Chemical Information Conference and Exhibition
http://www.infonortics.com/
chemical.html
Infonortics
October 19-22, 1997
Nimes, France

International Conference on Fee-Based Information Services in Libraries
http://gort.ucsd.edu/fiscal/
UCSD Corporate Programs
October 30- November 1, 1997
San Diego, CA

November

American Society for Information Science: Annual
http://www.asis.org/annual-97/
ASIS97.htm
ASIS
November 1-6, 1997
Washington, DC

DTIC Annual Meeting
http://www.dtic.mil/
Defense Technical Information Center
November 3-6, 1997
Arlington, VA

Coaches Corner: Leadership Skills and Techniques
e-mail: charc9218@aol.com
SLA Arizona Chapter
November 5, 1997
Phoenix, AZ

Workforce 1997
http://www.linkageinc.com/work-
force/index.htm
Linkage, Inc.
November 5-7, 1997
Cambridge, MA

Networking '97
e-mail: membership@pira.co.uk
Pira International
November 7, 1997
RSA, London

Business Information Conference
http://www.tfpl.com
TFPL
November 10-11, 1997
New York, NY

Internet Librarian '97
http://www.infotoday.com/internet/
internet.htm
Information Today, et al.
November 16-19, 1997
Monterey, CA

AGSI '97
http://www.infonortics.com
Association for Global Strategic Information
November 17-19, 1997
The Hague, The Netherlands

MLW '97
http://www.sla.org/division/dmil/
SLA Military Librarians Division
November 18-20, 1997
Dayton, OH

December

Online Information 97
http://www.online-information.com
Learned Information
December 9-11, 1997
London, England

1998

ALISE Annual Conference
http://www.si.umich.edu/ALISE
ALISE
January 6-9, 1998
New Orleans, LA

Computers in Libraries
http://www.infotoday.com/cil98/
cil98.htm
Information Today
March 1-5, 1998
Arlington, VA

Documentation '98 West
http://www.capv.com/documation/
CAP Ventures
March 10-12, 1998
Santa Clara, CA

Internet Commerce Expo 98
http://www.idg.com/ice/icebos98/
index.html
IDG
March 23-26, 1998
Boston, MA

Internet World UK 98
http://www.learned.co.uk/events/
iw-uk/
Learned Information
May 12-14, 1998
London, England

1998 World Congress on Information Technology
http:/www.worldcongress1998.org/
ITAA/WITSA
June 21-24, 1998
Fairfax County, VA

IDEA 98
http://www.infonortics.com
idea98.html
Infonortics
June 25-26, 1998
Bath, England

SLA EVENTS

For more information visit our Web site at www.sla.org or call SLA headquarters at 1-202-234-4700.

Distance Learning Program
Giving Users What
They Really Want/Need
October 16, 1997

Fall Board Meeting
October 23-25, 1997
Washington, DC

1997 State-of-the-Art Institute
Knowledge Management:
A New Competitive Asset
November 6-7, 1997
Washington, DC

1998 Winter Meeting
Building Monuments
for the Future
January 22-24, 1998
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1998 Winter Education Conference
January 25-27, 1998
Washington, DC

SLA 89th Annual Conference
June 6-11, 1998
Indianapolis, IN

SLA 90th Annual Conference
June 5-10, 1999
Minneapolis, MN

SLA's Second International Conference on Special Librarianship
October 16-22, 2000
Brighton, England

For more information on the events listed above, please contact Manager, Information Resources Center John Latham at: 1-202-234-4700, ext. 639; fax: 1-202-265-9317; e-mail: john@sla.org

⬛Summary

Managing Upward: Working Effectively with Supervisors and Others in the Hierarchy
by Kevin Kearns

Every middle manager faces the dilemma of managing upward, but it is even more challenging for information professionals because the executives to whom they report may have inaccurate and perhaps negative perceptions of the role of librarians. Managing upward is a skill and like any other skill—it can be learned and eventually mastered. It is not based on manipulation, apple polishing, or sycophantic behavior. It is based first on understanding the role of the library in advancing the organizational objectives. Second, it is based on building and nurturing a mutually beneficial relationship. In managing upward, you should follow the common sense tactics of developing shared goals and complementing each others strengths and weaknesses, remembering that ultimately the only variable you can truly control in the relationship is yourself.

Avoiding the Ax: How to Keep from Being Downsized or Outsourced
by Mary Ellen Bates

We've all heard about corporate libraries that have been outsourced or closed altogether. Libraries are doing more with less...and less and less. On the other hand, there are stunning examples of libraries that are stronger than ever, with the staffing and budget to meet the increasing needs of their parent organizations. There are no guarantees of course, but there are several things that information professionals can do in order to strengthen the position of the library for future development. Mary Ellen Bates explores these tactics and explains how they can work for you.

The Information Experience
by Diane Senese

Often information professionals are in the enviable role of those who are indispensable to a corporation's strategy. But is some of our success linked to an outdated model? A new information era is emerging one that is linked to experiencing knowledge rather than to receiving it. The time to revitalize our thinking and address the new challenge is now. In a team based culture where good service is a minimum and professionalism is a given, how do information experts continue to distinguish themselves? Together, our profession needs to create "the information experience." The experiences that we create for our users will add to corporate life far beyond the existing norms of good service and professional roles.

Internationalizing Library and Information Science Degree Programs, II: Benefits and Challenges for Special Librarians
by Katherine Cveljo

As we travel into the future, our world is becoming more interconnected and interdependent, information is becoming an international commodity, and a critical need for more emphasis on the integration of international issues into library and information science programs is becoming an imperative urgency. More than ever before, an "information workforce"—one that is professionally skilled, well educated and knowledgeable of worldwide conditions—has become an essential prerequisite not only for the control and growth of an organization and sustained economic growth of a country, but also for the exchange of information globally.

Gérer de bas en haut : Coopération efficace entre les superviseurs et autres personnes au sein de la hiérarchie
par Kevin Kearns

Chaque cadre intermédiaire est pris dans le dilemme de la gestion de bas en haut, mais les professionnels de l'information se trouvent devant une bien plus grande gageure parce qu'il est possible que les cadres dont ils dépendent hiérarchiquement aient une perception inexacte et peut-être négative du rôle des bibliothécaires. La gestion de bas en haut est un talent et, comme tout autre talent, il peut être appris et acquis à la longue. Elle n'est fondée ni sur la manipulation ni sur la flatterie ni sur la flagornerie. Elle repose tout d'abord sur la faculté de comprendre le rôle de la bibliothèque dans la promotion des objectifs de l'organisation. Deuxièmement, elle est fondée sur l'établissement et le maintien de rapports mutuellement avantageux. Dans la gestion de bas en haut, il convient de suivre les tactiques dictées par le bon sens dans l'élaboration de buts communs et de s'assurer que les points forts et faibles des uns et des autres se complètent sans oublier qu'en fin de compte la seule variable que l'on puisse véritablement contrôler dans ces rapports est soi-même.

Eviter le couperet : Comment parer au dégraissage des effectifs ou à la délocalisation
par Mary Ellen Bates

Nous avons tous entendu parler de bibliothèques d'entreprise délocalisées ou complètement fermées. Les bibliothèques accomplissent davantage avec de moins en moins ...et encore moins. Par contre, il y a des exemples stupéfiants de bibliothèques plus fortes que jamais, dotées du personnel et du budget nécessaires pour satisfaire les besoins de leur maison mère. Bien entendu, rien n'est garanti, mais les professionnels de l'information peuvent faire plusieurs choses pour conforter la position de leur bibliothèque en vue d'un futur développement. Mary Ellen Bates explore ces tactiques et explique comment elles peuvent marcher pour vous.

Resumen

L'expérience de l'information
par Diane Senese

Les professionnels de l'information jouent souvent le rôle enviable des personnes indispensables à la stratégie d'une société. Mais une partie de notre succès est-elle liée à un modèle suranné? Une nouvelle ère de l'information, où les connaissances sont vécues plutôt que reçues, est en train d'émerger. Le moment de revitaliser notre façon de penser et de relever le nouveau défi est arrivé. Dans une culture fondée sur le travail en équipe où il faut au minimum procurer un bon service et où le professionnalisme est un acquis, comment les experts de l'information continuent-ils de se distinguer? Les membres de notre profession doivent créer ensemble « l'expérience de l'information ». Les expériences que nous créons pour nos utilisateurs ajouteront à la vie des sociétés bien au-delà des standards existants pour un bon service et pour les rôles de la profession.

Internationaliser les cursus de bibliothéconomie et d'informatique, II: Avantages et défis des bibliothèques spécialisées
par Katherine Cveljo

Au fur et à mesure que nous voyageons plus loin dans le futur, notre monde devient de plus en plus interconnecté et interdépendant, l'information devient un produit de base international et le besoin critique d'attacher une plus grande importance à l'intégration des questions d'ordre international dans les cursus de bibliothéconomie et d'informatique devient extrêmement urgent. Plus que jamais, « un effectif spécialiste de l'information » — possédant les compétences requises pour la profession, une bonne formation et une bonne connaissance des conditions mondiales — est devenu une condition préalable essentielle non seulement au contrôle et à la croissance d'une organisation ainsi qu'à la croissance économique continue d'un pays, mais aussi à l'échange d'informations à travers le monde.

La experiencia de la información
por Diane Senese

A menudo, los profesionales de la información hacen el papel envidiable de a quellos que son indispensables para la estrategia de una empresa. Pero, ¿estará parte de nuestro éxito vinculado a un modelo ya pasado de moda? Una nueva era de la información está brotando, una que está vinculada a experimentar el conocimiento en vez de percibirlo. Ahora es el momento de reanimar nuestros pensamientos y dirigirse hacia el nuevo desafío. En una cultura basada en la mentalidad de equipo donde el buen servicio es lo mínimo y el profesionalismo se da por entendido, ¿como continúan los expertos a distinguirse? Juntos, nuestra profesión puede crear "la experiencia de la información". Las experiencias que creamos para nuestros usuarios ampliarán la vida empresarial mucho más allá de las normas presentes del buen servicio y el carácter profesional.

Internacionalizando programas de títulos en biblioteca y ciencias de la información, II: Beneficios y retos para bibliotecarios especiales
por Katherine Cveljo

Al avanzar hacia el futuro, nuestro mundo se hace más interconectado e interdependiente, la información se convierte en una mercancía internacional, y una necesidad grave de más énfasis en la integración de asuntos internacionales en los programas de biblioteca y ciencias de la información se convierte en una urgencia indispensable. Más que nunca, una "plantilla de información" — una con habilidad profesional, bien educada y con conocimientos de la situación en todo el mundo — se ha convertido en un requisito esencial no solo para el control y el desarrollo de una organización y el desarrollo económico sostenido de un país, sino también para el intercambio global de información.

El manejo del administrador: trabajando eficazmente con otros en la jerarquía
por Kevin Kearns

Cada gerente intermedio se enfrenta al dilema de manejar a los administradores, pero esto se hace más difícil para los profesionales de la información porque los ejecutivos a los que dan cuentas quizás tienen un concepto negativo del papel de los bibliotecarios. el manejo de los administradores es una habilidad como otra cualquiera — se puede cultivar y llegar a superarla. No se basa en maquinaciones, favoritismo o adulación. Se basa primero en comprender el papel de la biblioteca al avanzar los objetivos estructurales. Segundo, se basa en producir y educar unas relaciones mutuamente beneficiosas. Para manejar al administrador debe de usar las tácticas de sentido común, desarrollando las metas compartidas y complementando los valores y las debilidades de cada uno, recordándose que al final el único variable en las relaciones que se puede verdaderamente controlar es usted mismo.

Esquivando el despido: como evitar el despido
por Mary Ellen Bates

Todos hemos oído sobre las bibliotecas empresariales con falta de materiales de referencia o las que han cerrado por ello. Las bibliotecas están haciendo más con menos...y menos y menos. Por otro lado, hay ejemplos estupendos de bibliotecas que están más fuertes que nunca, con plantillas y presupuestos que cumplen con las necesidades de las organizaciones centrales. Claro que no hay garantías, pero sí hay varias cosas que los profesionales de la información pueden hacer para reforzar la situación de la biblioteca en el desarrollo futuro. Mary Ellen Bates explora estas tácticas y explica como pueden funcionar a su favor.

Classified ADVERTISEMENTS

ultimately alter the times and numbers listed in some of the performance standards, I never would have thought to be so detailed, linking every major activity to a specific measure.

Chapter five provides an annotated bibliography of the performance evaluation literature. The author not only describes each article, but indicates whether she thought it worth perusing and why. Now, I read the library/information science professional literature on a fairly regular basis, so there was little that I had not seen, but some of the references to the personnel management literature look interesting

enough for me to go out of my way to obtain.

As I create job descriptions for new positions, I frequently refer to the compilations I have on my shelf. Not only will I place this work on my reference shelf, but I intend to ask each staff member to read it and draft what he/she feels is a reasonable performance standard to work towards over the coming months. My job will be to see what I can do to help them achieve this standard. I urge you to do the same. ⚭

by Barbie E. Keiser. Kaiser is director, Kathryn & Shelby Cullom Davis Library, The College of Insurance, New York, NY.

POSITIONS OPEN

JOB TITLE: LIBRARIAN/CME CO-ORDINATOR Job Location: Danville, Illinois Company Name: United Samaritans Medical Center; a division of Franciscan Sisters Healthcare Corporation. Opportunity to join a dynamic health care organization located in East-Central Illinois. The position is responsible for managing information resources found in the library and available via on-line services or through interlibrary loan. In addition, the position coordinates the Continuing Medical Education program by planning and implementing presentations for United Samaritans Medical Staff (this function requires approximately 30% of the position's

time). The position has supervisory responsibility for one library assistant/clerical position. Requirements: Master's Degree in Library and Information Science from an ALA accredited school. 3+ years of proven medical library management experience. 1+ years experience conducting on-line searching and familiarity with Internet searching. Prefer experience working in a TQM environment. The individual who is hired will enjoy variety in their work and not shy away from challenges. For consideration, mail or FAX letter and resume to: Human Resources Department United Samaritans Medical Center 812 N. Logan Avenue Danville, IL 61832 217-443-5235 FAX: 217-443-5268

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