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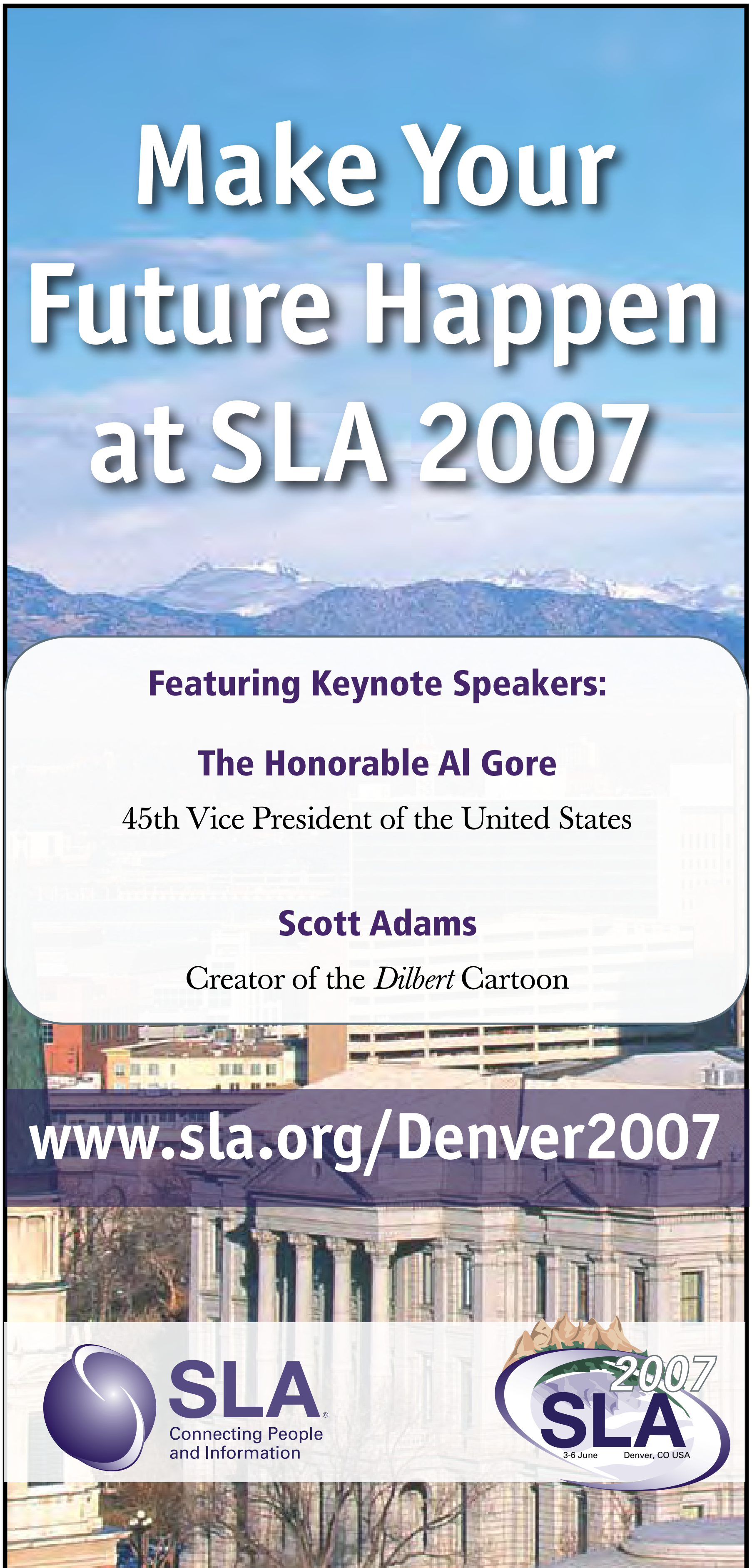

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The Benefits of Volunteer Involvement

As we complete the last quarter of the year, it is time to reflect on where we are as an association. Part of assessing our current state is to decide where we want to go as a professional organization.

There are exciting developments on the SLA horizon: Former Vice President Al Gore is scheduled as a keynote speaker at the 2007 Annual Conference in Denver. The newest division of SLA—Knowledge Management—is well under way. *Information Outlook* will have a new look beginning in January.

Jim Collins is a noted management guru and best-selling author of *Good to Great: Why Some Companies Make the Leap… and Others Don't* and co-author of *Built to Last: Successful Habits of Visionary Companies*. He wrote a companion piece for *Good to Great* titled *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. This more recent 42-page book is organized around five primary issues that need to be addressed for organizational greatness. The specific audience for his message is nonprofit groups.

Collins says greatness "is largely a matter of conscious choice." As members of SLA, we make a conscious choice to belong, and in so doing, gain the benefits of professional connection. We also make a conscious choice give back to SLA. The division and chapter networks are essential, and we learn from each other. Our organization provides tools for us to learn face to face or at our desks—the payoff is a direct benefit to our employers.

In early October, I attended a presentation for graduate students by four SLA members who were sharing their career stories and the diverse paths they took to arrive at their current jobs. Each person had a unique story and their jobs were in very different settings: corporate, nonprofit, federal government. A recurring theme was the value of their involvement in SLA and the vital connections each person made through the association.

Here are some of the volunteer benefits they discussed:

- Professional benefits—sphere of influence expands.
- Development of leadership skills.
- Personal connections.
- Career growth.
- Networking.
- Professional development.

Here is a sample of volunteer roles in SLA:

- Mentoring.
- Leadership roles in chapters and divisions.
- Writing an article for *Information Outlook*.
- Editing a chapter or division newsletter.
- Program or conference planning.
- Serving on an SLA committee or advisory council.
- Convening a caucus

Recently, a colleague from SLA shared a lively article from *The Guardian* about volunteer work and its benefits in the United Kingdom. The brief, witty piece is written by Professor Jonathan Wolff from the University College London. The title is "Voluntary Contributions: Why Unpaid Work Can Make You More Agreeable." The author discusses committee work, especially in the academic world. He concludes that results from studies show that a committee is most likely to reach a unanimous decision if the members are volunteers. In the final analysis, people want to make a difference.

If you wish to read his complete commentary here is the link:

http://education.guardian.co.uk/higher/comment/story/0,,1891352,00.html

In a membership organization like SLA, there are many opportunities to develop your skills through a variety of methods. One of these unique opportunities will occur January 24-27, 2007, at the Leadership Summit in Reno, Nevada. Leaders from our chapters and divisions will be there to work with the SLA board and staff. This exciting conference is an excellent time to further develop your leadership, management, and volunteer skills. You can make a difference in your career and SLA. For all the details just follow this link:

http://www.sla.org/content/resources/leadcenter/LeadershipSummit/07leadsummit/index.cfm

I encourage you to continue to volunteer in creative ways. Together we can grow our organization from good to great. In the words of writer Edith Wharton, "There are two ways of spreading light: to be the candle or the mirror that reflects it." (*Vesalius in Zante)*

Have a most enjoyable holiday season filled with the warmth of family, friends, and timeless treasures.

Yours in SLA,
Rebecca

Rebecca B. Vargha

web sites worth a click

By Carolyn J. Sosnowski, MLIS

Ask.com

www.ask.com

While much can be said for good habits (I know…I should floss more often), we can make the most wonderful discoveries when we deviate from our normal patterns. Next time you have to find information on the Internet, take that thought and try a different search engine: Ask.com. There are too many features to visit in depth in this space (visit Ask's "Site Features" page for a full list), but here are some highlights. Smart Answers actually gives you the information you're looking for on the results page—no need to click further. It's easy to get a stock quote (and links to other financial info), weather, earthquake data, and recent blog posts, plus links to dictionary and/or encyclopedia entries for your search terms. Enter your package tracking number and Ask links you to the right service. One click gets you the shipping status. Your search results page is accompanied by suggestions for related terms and narrower and broader searches. Not sure what that emoticon means and your teenager isn't around? Plug it in and Ask will tell you. Some newer additions to Ask include mobile search and news images by category.

Computers in Libraries Buyer's Guide

http://bg.computersinlibraries.com/

This guide is the online companion to the July/August issue of *Computers in Libraries* magazine. Search a company's name or do a broader search by type of product. Alternatively, browse through the categories to find a vendor and product that matches your needs. Since we're talking about computers and libraries, the products fall into categories like hardware, software, and supplies. Two additional categories, Information for Sale/Lease and Services Sold, cover resources such as databases, publications, and consultants. Use the guide to find the contact information, Web sites, and descriptions of vendor companies.

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sla news

Al Gore to Speak at 2007 Conference in Denver

Former U.S. Vice President Al Gore will deliver the opening keynote address during the 2007 SLA Annual Conference in Denver June 3-7, 2007. Gore will speak to conference participants on Sunday, June 3, during the LexisNexis-sponsored opening general session.

Gore also is expected to sign copies of his new book prior to his address at the Colorado Convention Center.

"I am thrilled that Vice President Gore is coming to address the SLA conference. Throughout his career in public service, he has recognized and championed the gathering, and use of, quality and insightful information," said SLA CEO Janice Lachance. "His dedication to good information has resulted in his visionary leadership on leading edge issues such as the environment and the use of technology as an educational and economic driver. Al Gore has always been a person ahead of his time, and SLA is honored to welcome a leader of such stature and accomplishment to our conference."

Gore is currently on the paperback best-seller list with the companion book to *An Inconvenient Truth,* his documentary on global warming. The film, released in June 2006, is the fourth highest grossing documentary of all time and offers a passionate look at Gore's crusade to halt global warming by exposing the myths and misconceptions that surround it. Gore's critically acclaimed work seeks to examine the truth about what he calls our "planetary emergency" through this portrait of his traveling global warming show.

Gore recently announced he intends to write a third book, *The Assault on Reason,* which is described as an examination of how "the public arena has grown more hostile to reason," and how solving problems such as global warming is impeded by a political culture with a pervasive "unwillingness to let facts drive decisions." The book is slated to be published immediately prior to his appearance at the SLA Annual Conference in Denver.

Gore is chairman of Current TV, a Web and cable television channel that features viewer-made programming. He also serves as chairman of Generation Investment Management, is a member of the board of directors of Apple Computer Inc. and a senior advisor to Google Inc.

Gore was elected to the U.S. House of Representatives in 1976 and served four terms. He was elected to the U.S. Senate in 1984 and 1990, and was inaugurated as the 45th vice president of the United States in 1993. He was a central member of President Clinton's economic team. He also led the Clinton administration's efforts to protect the global environment and has authored a best-selling book on the topic, *Earth in the Balance: Ecology and the Human Spirit* (1992).

sla news

RSS Feeds Now Available on SLA Site

SLA has partnered with NewsGator to launch an online service that delivers RSS feeds to members' desktops.

This exclusive service is free only to members of SLA. It is available at www.sla.org as part of SLA News Connections.

"Access to online content is nothing new to our community," said SLA CEO Janice R. Lachance. "Access to real-time RSS feeds, however, is new to the business world, and we saw this as an opportunity to expose our members to a practical solution through their SLA experience. We are thrilled that NewsGator has delivered this wonderful service for SLA and the global community of information professionals."

SLA News Connections now includes access to open Web content driven by NewsGator's reader. Members of SLA can access the content through the "Resources" tab on the SLA home page. NewsGator is also offering free educational Webinars and a special SLA member discount on their solutions for businesses. More information is available in the News Connections area of the SLA Web site.

"RSS is ideal for information professionals because it enables them to find, read and disseminate information much more efficiently than with traditional delivery formats," said J.B. Holston, president and CEO of NewsGator Technologies. "The SLA's branded reader not only helps them increase the value of the information they provide, but also exposes their members to new technologies that reduce information overload and improve communication and collaboration within their own organizations."

Questions about SLA News Connections may be directed to Carolyn Sosnowski, information specialist at SLA, at (703) 647-4914 or csosnowski@sla.org. For more information about NewsGator Technologies or any of its products and services, call (877) 669-6437.

Abram Named Strategist of SirsiDynix Institute

SLA President-elect Stephen Abram has been named chief strategist for the SirsiDynix Institute. Abram, who also writes the Information Outlook column "Information Tech," will continue in his role as vice president of innovation at SirsiDynix.

The SirsiDynix Institute is an ongoing forum for professional development in the library community. It monitors library industry trends and issues of concern to the library community. The institute "will utilize Abram's renown nationally and internationally to attract speakers that are industry leaders in the industry for the [its] webinars, executive conference and other events," a press release said.

Abram will also assist in developing themes and topics for these events and will continue to speak and represent both SirsiDynix and the SirsiDynix Institute at national and international library and technology events.

Abram has been with SirsiDynix since 2004. He has more than 25 years of experience with libraries, both as a practicing librarian and in the information industry.

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the law, business, and technology" of this type of content, with brief news synopses and links to articles and sites. There's also longer commentary and articles that provide a more in-depth perspective on piracy, digital rights management, net neutrality, and just about every related topic you could think of. CopyCense is a product of the Seso Group, an advisory group that assists clients with digital asset management. Subscribe to the RSS feed for the weekly postings.

Television Without Pity

www.televisionwithoutpity.com

Even in the days of DVR and TiVo, it's still fun to catch up on "your shows" by reading witty and detailed synopses of the latest episodes of *Desperate Housewives*, *24*, and *Grey's Anatomy*. Let's face it, sometimes you just don't have the time to watch the hours of shows you've saved, or you've been out of town and missed a show and don't want to be "lost" this week, no pun intended, at the water cooler. The content is posted by paid contributors, so there aren't any ramblings and rants—just good updates…which are even available by e-mail. If you've got the time, visit the discussion forums. The FAQ is worthy of a chuckle, and the archives of shows no longer broadcast are an interesting snapshot of how television has developed in the past few years (*Twin Peaks*, anyone?).

Cites & Insights: Crawford at Large

http://citesandinsights.info/

Cites & Insights, in its sixth year, is a very readable "Web-based journal of libraries, policy, technology, and media." Although Walt Crawford claims "no special authority," he speaks and writes from years of experience in the LIS field. The August issue is devoted to an in-depth exploration of library weblogs; it's a good place to get ideas about what to read and subscribe to. Other recent issues cover copyright (there's always so much to say on that topic) and open access. Regular features of the mostly more-than-monthly publication include highlights of library lit (blogs, articles), technology product and application reviews, and commentary on trends. Also read Crawford's blog, Walt at Random, at http://walt.lishost.org.

Carolyn J. Sosnowski, MLIS, is an information specialist at SLA.

Stuck in the Middle (Management)

By Debbie Schachter

On a recent trip to England, I read some interesting articles on how to be a better employee and on the types of concerns that specifically weigh upon managers. There are many books and articles with advice on being a good manager. I always scan these pieces, as they often provide some new twist or timely reminders of best practices on personal behaviors, important skills to develop, or a new take on a manager's role.

Most special librarians are primarily employees, reporting to a supervisor, with or without supervisory functions of their own. In particular, special librarians are often middle managers, stuck in the middle of the organizational structure. This can be either a good or a bad situation. It means that we need to have the broadest range of skills in our professional capacity, we must be able to supervise effectively, and we must know how to manage upward to someone who has the ultimate responsibility over the library's management.

Many librarians seek to develop their careers by moving into a management role. What seems like an inevitable next step, however, comes with a number of potential pitfalls. Even if the transition is smooth, a change in any key staff in the organization can lead to a very different, often unanticipated, working environment.

We often take on these new roles with only the management education we received at library school. Naturally, both our manager's and our employees' expectations change as we take on a new position with management responsibilities. We may laugh at such outrageous bosses as Meryl Streep's character Miranda Priestly in the movie *The Devil Wears Prada*, but the truth is we may end up working for very demanding bosses, and we may ourselves become known as the difficult boss.

It is generally incumbent on the individual manager to identify and undertake her continuing management education. Effectively managing upward, however, is one of the first skills you must learn and continue to apply as your relationships and reporting structure change. Do a good job at managing upward and you will reap the benefits. Do a poor job, and you may find yourself losing opportunities in your career.

Manage Upward

Just as you build a relationship and manage the work of those you supervise, as a middle manager you must develop a similar strategy toward your own boss. Managing upward means doing everything you can to be indispensable to whomever you report.

This includes making sure your manager always looks good through your work and the work of your staff, by providing the information, materials and recommendations required, and being proactive to provide all of this before your manager asks for it. Whether you like your manager or not, it is whether your boss likes you that really matters in the workplace. If you sense a problem, this is the first thing you must deal with before you try to work on any other aspects of your new role. Working the way your superior expects is one way to try to resolve problems. Finding a different position, of course, is another way.

In a recent publication titled *Mr. Jones' Rules for the Modern Man,* author Dylan Jones provides a number of tips that are arguably applicable to all managers and employees. Some of these include:

• Never let your boss make a mistake.

• Your boss wants solutions, not problems, so always suggest solutions to any problem you bring to her or him.

• Tell your boss about a problem as soon as possible.

• Don't be a "yes" person—your boss won't trust you to make decisions.

• Don't wait to be asked—

Debbie Schachter has a master's degree in library science and a master's degree in business administration. She is the associate executive director of the Jewish Family Service Agency in Vancouver, British Columbia, where she is responsible for financial management, human resources, database and IT systems, and grant application management. Schachter has more than 15 years' experience in management and supervision and in technology planning and support in a variety of non-profit and for-profit settings. She can be reached at dschachter@jfsa.ca.

get results back to your boss as soon as possible

• Share the credit where it is due.

All of these seem obvious, but it's amazing how often we forget the basics. If you have a good relationship with your manager, you need to maintain and develop her respect and trust in you. If you have a difficult relationship with your manager, don't let your negative feelings affect your work and your attitude. The last thing you need is to give your manager an excuse to dislike you or to let you go.

Understanding the stresses and the motivation of your manager will also help you to create a better relationship with her. In the U.K., the Chartered Management Institute recently conducted a study of managers at all levels, and the results are quite sobering. "Riddled with regrets: more than one third [of managers] frequently look back over their career wishing they had developed new skills. And one in five…often consider how they could have progressed more quickly by 'taking more risks.'" (www.managers.org.uk) Interestingly, only 60 percent of managers surveyed believe they are aware of management best practices.

These statistics help to raise the awareness that managers feel a level of dissatisfaction with their own performance and their own career development. You may feel the same, or your own manager may feel this way. On a personal level, your self-awareness means that you have the ability to do something about it.

As a special librarian, you are undoubtedly working on developing new skills and keeping informed in the library world. You should also do so with respect to management literature and continuing education. The U.K. survey also reminds us that if our own manager is feeling insecure, our work behavior can determine whether she feels undermined by you, or values your support and abilities. Keeping that perspective in mind helps you to understand your own manager's motivation, expectations, and behaviors.

Help Others

As most librarians are aware, networking and mentoring are two important activities to help others and ourselves within our field. As a middle manager, you are in a position to do more to help others who are at the start of their career. Browsing through a magazine recently, I happened upon an interview with the actor Kevin Spacey. I was struck by what he had to say regarding this idea of assisting others. Spacey referred to the advice from his mentor, Jack Lemmon: "Jack always used to say that if you've done well in the business, it's your obligation to send the elevator back down…" (BA High Life, October 2006)

I love the image. It so accurately reflects the best of professionalism and the responsibility of special librarians to develop our own skills and careers and to send that elevator down to our up-and-coming colleagues. Your ability to "manage up" will help create your own opportunities to step into the elevator. Your role helping others new to the profession gives them their opportunities. We can't get anywhere on our own and as middle managers. We need to remember the interrelationship of the roles within the special library and larger organization.

A Retiring Info Pro Looks Back on His Career—and Ahead to...

More Marathons to Come

By Forrest Glenn Spencer

Jose G. Escarilla Jr. has been called a brat, Good Samaritan, troublemaker, spoiled, a global freeloader, Jose Loco, and a survivor.

And that's just from his friends and associates.

On December 22, SLA member Escarilla will be called something else: retired. After nearly 40 years as a corporate librarian (the last 21 years with the General Electric Company) and a day before his 60th birthday, Escarilla will depart the GE corporate offices in Fairfield, Connecticut, and see what new challenges he can tackle. He has many accomplishments: marathon running, singing, ballroom dancing, tennis, and extensive volunteering. Upon retirement, his new endeavor will be a full-time world traveler.

"Most of my friends are surprised that I am retiring early," Escarilla said. "Life is too short and I actually was given a projection of 25 years to live. I am in perfect health. I might have aches and pains, but that is part of aging. My passion in life is to see the world. With my resources and resourcefulness, I think I can do it as long as I have a fairly good and healthy life."

Some wanted Escarilla to stay, but he felt it was time to move on. There were changes occurring at GE with new management, and he believed the timing was best.

"One of my dreams in life was to be a millionaire when I retire," Escarilla added. "But my health is important to me, so it's okay that I didn't become a millionaire. I have had several operations. I am a survivor in all that I do. When I run in marathons, it's not about the time but that I finish the race."

He was born in Sipocot, Camarines Sur, Bicol Province, Philippines, in 1946 and raised and educated in a middle-class family where he helped his parents with their variety store and restaurant. But he has always been independent minded and free spirited. His drive has been his interest and ambitions.

To Escarilla, nothing seemed impossible. Upon completion of college at the University of the East, Philippines, with a major in library science, his first job was working as a student assistant in the university library. His first job as a corporate librarian was in the technical library at Philippines Airlines (PAL). He felt lucky to secure this job because he was told that people were not hired at PAL without knowing anyone on "the inside," and he knew no one. He applied blindly.

"Basically my job was answering questions about the airlines for the mechanics and engineers," he said. "We were also responsible for laminating the manuals because the mechanics' hands are very dirty and the materials are used and read constantly. The manuals had to be protected so we laminated everything." There were five people on the library staff.

Escarilla learned that one of the benefits at PAL after two years of service was a free international ticket. So he decided to move to the U.S. "To work in the Philippines, you make no money, the income is minimal. Without working at PAL, I wouldn't have been able to come to here. I have always had opportunities in my life, all the time. I was thankful to that job so I could come to the U.S.A."

On the Job

Escarilla's attraction to the information profession was out of necessity rather than love-at-first-library. "When I was in the Philippines I liked working," he said in his still-accented English. "It was very easy to find work in libraries. In my first year in college, I was living with this professor and he told me I could always find work in the library as a student assistant. This was my introduction to librarianship and why I have a B.S. in library science."

His talents for the profession emerged, and he began to develop his skills. "Librarianship is like detective work to me," he added. "I found it interesting to find information. I still do, even today. It's an intriguing part of my life, finding information all the time. That's how I see librarianship."

In 1970, after two years at PAL, he requested a free ticket to America. He had three plans: find permanent shelter, find work, and find an immigration lawyer to begin the process of becoming a U.S. citizen. He received his green card in 1975 and became a naturalized citizen in 1980.

"When I came to the U.S., I had two friends; and I stayed with them for a few months," Escarilla said. "I am resourceful in making friends and networking. I'm very open to people. I always like to expand my horizons, even now. I say hello to everyone. I remember my son, when he was very small would ask, 'Daddy – do you know them?' And I say no, and he asked, 'Why did you say hello to them?' and I said, 'I just say hello – what's wrong with that?'

"That's what I do, whether I'm in Poland or in Istanbul. I say hello, and people just look at me. They're not used to it, and that's why I make friends and meet people; I just talk."

Escarilla joined a Philippine folk dance group and a singing group soon after arriving in the U.S. That's where he met his wife—and had his fifteen-minutes of fame in performances at the Kennedy Center in Washington, D.C., and the Lincoln Center in New York City.

Once, the dance group and the singing group both were performing at the same time. "I was the only member who belonged to both groups. I got satisfaction performing in front of the elderly people in the hospitals and promoting the Philippine culture."

Finding his first job in the United States was difficult. Through a job posting at the Columbia University Library School, he was hired as a bindery assistant at the New York Academy of Medicine Library. During his two years there, he studied for his master's at night and graduated with an MLS in 1973 from Pratt Institute in Brooklyn.

SLA Member Profile

Jose G. Escarilla Jr.

Joined SLA: 1976

Job: Corporate Librarian

Employer: General Electric Company

Experience: 38 years

Education: University of the East, Philippines, major, library science; Pratt Institute, Brooklyn, N.Y., MLS

First job: Student assistant at the University of the East Library, Philippines

Biggest Challenge: "In the late 1990s, GE required every exempt employee to complete two projects to be 'greenbelt' certified. It was a nightmare to come up with two projects, but I survived and got my greenbelt certificate."

Other activities: GE volunteer (Habitat for Humanity, literacy program, etc.); marathon runner (about 60 as of press time); ballroom dancer; tennis player; world traveler

Retirement e-mail: joserunner@yahoo.com

Jose Escarilla's Advice to Info Pros

1. Treat everybody the same. Of course, you have to do extra, extra steps when an executive requests information.

2. Have a sense of humor. You can be serious, but you need to inject some kind of humor into it.

3. Have a smiling face whenever you see a client. It means that you are welcoming them with open arms and willing to help them.

4. Know what other employees do in the organization and talk to them in person. You will need this in the future for referral purposes.

5. Talk to your manager about the importance of attending SLA meetings for networking, professional development, and information on new products.

6. Go the extra mile to complete the work: Deliver the information in person or e-mail the information in minutes. In other words, get the information quickly and efficiently.

7. Make friends with other local librarians... not just special librarians but also academic and public librarians. You will need them during crunch time.

8. Always be willing to take the job no matter difficult it is, but be honest if you can't do the job. Otherwise, give them an alternative.

Escarilla found several more jobs during the next 12 years, and his network of friends and associates expanded. One networking opportunity led him to a lunch with then-GE librarian Rose Mancini in 1985. "When she told me that she was going to retire, I told her that I would like to apply for the job," Escarilla recalled. "Through extensive interviews, including with a vice president, I was hired as a corporate librarian [in the] business development department. I liked my job because I was asked to get information on companies that we would like to merge with or buy. If we bought the company, we always had a big celebration."

It wasn't long before Escarilla became the administrator of the Library Research Center, which had access to information on more than 6 million American businesses, continuous investment analyses on more than 1,700 businesses, the annual reports of 900 companies, and access to over 100 publications. Then, as now, employees were encouraged to visit the center and use the information.

A Keeper

Escarilla's access to the data grew over the years, but the corporate environment began change. The recession of the early 1990s took its toll. Businesses cut jobs, streamlined operations, and introduced multi-tasking into the employees' standard of performance. In 1992, GE merged its six libraries to form the Corporate Information Research Center (CIRC) as part of the Real Estate Service Operation with a staff of nine. Two years later, GE decided to outsource CIRC to then Teltech (now Guideline).

"If they outsourced the library, then I would have no control with that," Escarilla said. "But then one day the vice president called me to his office. I was very nervous at that moment. I was not sure of what was going to happen to me. As soon as I arrived at the door, I greeted him with, 'Hi Ed, are you going to give me a pink slip?'

"I knew that it was a very bold statement, but I wanted to be direct. He smiled and told me to sit down... I was relieved when he told me that two of the nine people would remain as GE employees and I was one of them."

Escarilla never knew why he was chosen to stay over the other librarians—and he never asked, he said with a laugh. "My thinking is because maybe Jack was involved in the decision, and I know Jack." Jack, being Jack Welch, then the GE chairman and chief executive officer. Escarilla's office was in the same building as Welch's, two floors directly below the chairman's. Escarilla had been featured extensively in the corporate newsletter, and he believes Welch read those newsletters. "I think Jack liked to see those kind of outstanding employees, and probably that's why I stayed." When Welch left GE, he held a farewell party with only 150 people in attendance. Escarilla was one of the invited guests.

Today, Escarilla is the only librarian at GE's corporate office in Fairfield, serving 500 individuals. There are other librarians in other divisions, but most of the extensive research work is outsourced. People come to Escarilla for information. "Of course people are in and out of this corporate office; but when they leave, they're still calling me for


ELSEVIER
8:22am
7:00 am
8:00 am
8:30 am
9:00 am

information," he added. "My name is out in the field. My response to a request for information is 'be quick.'"

Forrest Glenn Spencer is a Virginia-based independent information professional and journalist. He specializes in developing potential donor prospects for non-profit organizations and works with clients as an Independent Collector of Fine Researched Information. He can be reached fspencer@gmail.com

Most of the questions asked of Escarilla today are related to marketing. Some of the executives request articles about themselves from various magazines or newspapers. One of his more popular tasks is setting out articles about GE and its upper management for employees and visitors.

"The corporate librarian must understand the company's ongoing business concerns and its current initiatives," Escarilla said about the value of corporate librarianship. "At GE, for example, there are six major businesses and many sub-businesses. And many changes have occurred during my 21 years with the company. My research skills have always had extra value, because I completely knew and understood the company's business needs.

"Technology has changed immensely. The delivery of information is unbelievable. I remember when I had to photocopy and mail or fax. Now, I just scan and e-mail. We have e-magazines, e-newspapers, e-books; everything is available online. My role as a corporate librarian has expanded from research to coordination and marketing of information services. I encourage employees to be self-sufficient in their own research projects and direct them to databases GE has contracts with."

Escarilla has been a member of SLA since 1976.

His schedule hasn't permitted leadership roles in chapters or divisions: In addition to his position at GE, he also has worked two evenings a week at the Fairfield University Library for 26 -years. At one point, he was working seven days a week, but had to cut back for his extracurricular activities, such as marathon running.

His goal is run in 100 marathons in his lifetime. His personal best time was 3:47 a few years ago in a marathon in Paris. His trans-Atlantic flight had arrived the same day. "My favorite marathons are New York City and Paris. I run those marathons every year."

But he always made time for the SLA annual conferences, which he has been attending for more than 20 years. "I always have a great time learning new technologies or developments processes but most important is to network with my old and new colleagues." Escarilla believes he'll remain with the organization as a retired member. "I love going to the conferences and meeting the people, seeing old friends. I also spend more time with many first-timers at the conference. They are my targets now," he added, with a laugh.

"If you have seen Jose at an annual conference, then you know that his conference style is casual, but that's deceiving," said SLA member Jill Hurst-Wahl. "Jose takes the profession very seriously. He believes in librarianship as a career and wants people to succeed in their library-related careers. The best part about Jose is that he is always encouraging, whether you've known him for years or just meet him in the Info-Expo."

SLA member Widharto concurs with that assessment. The Indonesian information professional at SEAMEO BIOTROP said that Escarilla is "a kind-hearted person and a disciplined man. He cares and is helpful for those who should be assisted." They first met in 2005 in Toronto and their friendship has grown since.

"Jose is very accommodating," said SLA member and Filipino Librarian Von Totanes. "When he found out that I was attending this year's conference in Baltimore, he told me that I could join him in his hotel room if I didn't have any place to stay." The two first met at the conference in Toronto; since then, they met again in early 2006 when Escarilla returned to Philippines to visit family. Their relationship has been built via e-mail.

So much lies ahead for Escarilla in his future. But what of his profession? He predicts corporate librarians will always remain in demand. "With so many new products and new technologies, the corporate librarian will be needed to provide information on the best sources to serve various customers within the company. I advise librarians to attend all company activities and introduce themselves to employees and managers. They should aggressively promote the library's services to everyone in the company."

And he continues to believe that technology will continue to make the information specialist productive. "I know where to refer people if I don't have the answer. The key to librarianship is to find the information wherever it is."

But come December 22, he will face a new set of challenges. Retirement and leisure won't be downtime for Escarilla. He plans to play a game of tennis with his 30-year-old son. He's still trying to decide if he'll travel to Latin America first in 2007 or do a road trip across the U.S. to visit friends and family. And he hopes to keep in touch with his SLA friends and colleagues.

"I can't wait for my retirement," Escarilla said. "I have to release all that energy within myself for good causes, and I am blessed with good health, body, and mind."

And if a beaming Filipino-American in his early 60s stops to say hello, it's probably Escarilla on his world tour.

Addressing the problem meant change needed to occur.

Revitalizing a Brand

The NIH Library Story

By Cindy Clark

In conversations with customers about your library or information center, do you notice their eyes glazing over? Is the "corporate" buzz about your brand more like a drone? If yes, maybe it is time for an infusion of energy and ideas. Here's how the National Institutes of Health (NIH) Library in Bethesda, Maryland, revitalized its brand to keep library users enthusiastic about resources and services.

Library leaders knew they had a branding problem. The NIH Library, which serves more than 18,000 researchers, clinicians, and active NIH staff on the main campus alone, was often confused with another library on campus—the National Library of Medicine (NLM). Users incorrectly attributed resources and services provided by the two libraries; new staff sometimes arrived at the wrong building for a scheduled class.

The good news was that the staffs of the two libraries share a common service ethic, and the professional relationship between the two resource-rich libraries benefits everyone. The difference between the libraries is reflected through their respective missions: the NIH Library supports the biomedical and behavioral research needs of the NIH community; NLM serves the nation.

Making Changes

Addressing the problem meant change needed to occur. In *The NIH Library Brand and Style Guide*, a talking points

21 Steps to Brand Revitalization
An overview of the process

1. Call a leadership meeting
2. Decide on complexity of change
3. Form a dedicated branding team
4. Set goals and objectives
5. Research current state of the art
6. Share vision with staff
7. Write statement of work (SOW) or request for proposal (RFP)
8. Evaluate contractor bids
9. Meet with contractors to clarify deliverables
10. Provide feedback on designed materials
11. Proof revised materials
12. Submit requests for printing/fabrication
13. Proof printer's compositions
14. Plan open house
15. Receive and warehouse printed materials
16. Hold staff training to handle new materials/ articulate change
17. Communicate change to customers/invite to open house
18. Stage open house
19. Reward staff for hard work
20. Monitor the brand
21. Modify as needed

flyer created for library staff, reason No. 1 for developing a new logo and tagline (one aspect of the branding initiative) was to bring the NIH Library into the 21st century. As recognizable as it was, the former logo, a blue open book with adjoining text, was dated. We needed to broadcast the message that, as a "library," we were contemporary; cutting-edge; and relevant for today's demanding users.

The second reason to revitalize the brand was in response to usability studies. User feedback told us that the NIH Library Web site pages were too hierarchical,

The NIH Library logo includes the tagline.

The NIH Library home page.

that users were not reading the news (not as much as we would have liked), that there were services of which users were not aware, and that they wanted online resources to display in subject lists.

The third reason for a branding overhaul was to differentiate the NIH Library from NLM.

The launch of the redesigned Web site (http://nihlibrary.nih.gov), brand mark, and branded materials was celebrated with an Open House in February 2004. It was a great success. More than 500 people participated in Web site navigation demonstrations, received tutorials on using the new online document delivery request form, got answers to their questions, and of course, ate cake. But that was the culmination of two years of hard work. Let me tell you how the NIH Library got to the day of "thumbs up."

Divining a Course

Library Director Suzanne Grefsheim shared her vision for the NIH Library of the future with library leaders, setting the course for branding efforts. Susan Whitmore, Information and Education Services branch chief, convened subsequent meetings, submitted paperwork soliciting contractor bids, formed teams consisting of staff with the knowledge and skill sets needed to move the branding effort forward, and served as the driving force in accomplishing our goals.

When asked, "What was the most challenging aspect of the branding initiative?" Whitmore replied, "Finding the right communications firm who understood our needs and situation was initially a challenge, but I don't think any of us predicted how time consuming implementing the new brand would be."

Smarteam Communications of Washington, D.C., was contracted to design and develop a new brand strategy and comprehensive brand revitalization. In addition, Smarteam coordinated the work of key subcontractors, includ-

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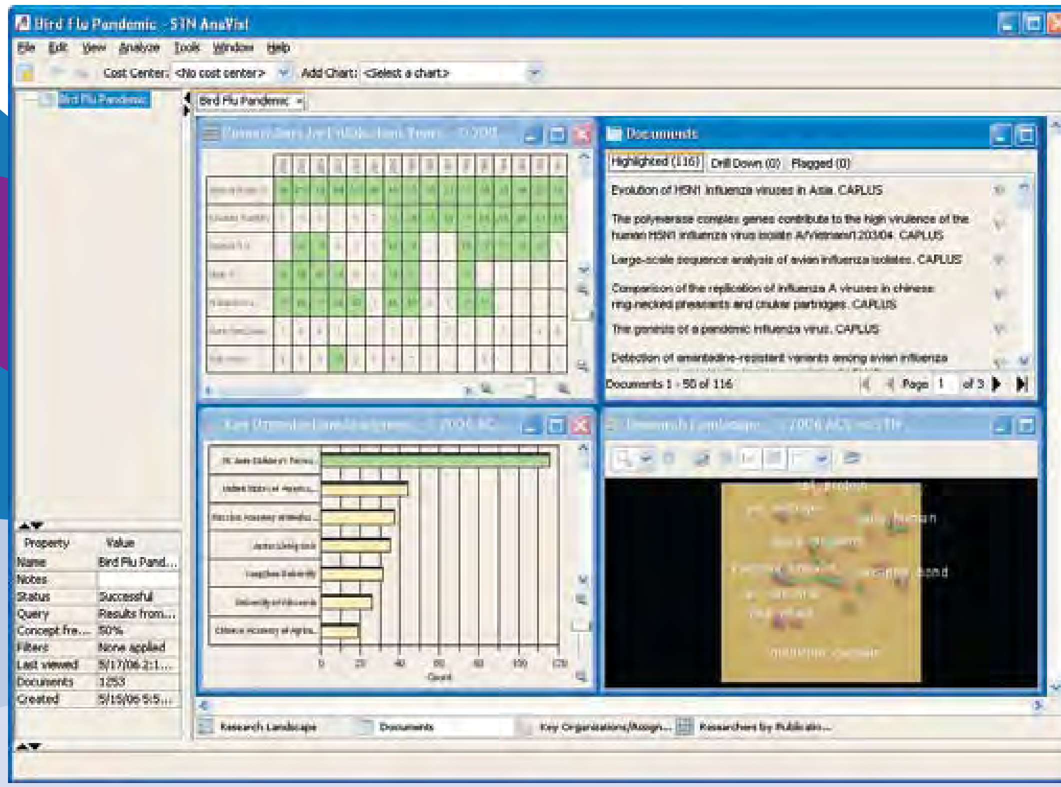

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ing Stratēgux Consulting, which developed information architecture for the Web site; Canadian artist J.W. Stewart; whose illustrations delineate content areas of the Web site; and copywriter Meredith Light, who developed the library tagline and key messages for the campaign.

Developing brand mark composites that characterized the NIH Library brand and potential taglines that condensed the brand promise was accomplished in phase one of the two-year project. Surveying library staff to gather feedback on whether the proposed brand marks and taglines met intended messages was also part of the process.

Application of branding principles, especially creating a consistent look across all library materials, was the challenge facing Smarteam. Setting guidelines for appropriate placement of the brand mark on materials; articulating when and how to use the tagline with the brand mark (commonly referred to as "the logo") to create a complete NIH Library signature; and discerning possible inappropriate uses of the brand mark, tagline, and signature was included in Smarteam's statement of work.

A key responsibility of the contractor was the management of all collateral materials—tracking revisions, file types, and making deliveries to printers. Demonstrating the use of document templates to branding team members was important for further disseminating the information to all library staff.

> 'A brand is the distinctive physical and emotional attributes attached to an organization, product or service that promises an experience or lifestyle. It is the bonding elements between the organization and the customer or user.'
>
> NIH Library Graphic Standards Manual

It's All in the Presentation

There were at least 29 individual print items planned for that carried the new brand mark in the chosen color palette of greens and grays. In addition, paper stock and fonts were selected. Library staff have since created additional branded items.

Standardizing e-mail signatures was just one of the ways in which the NIH Library worked to protect its brand. Library staff use a model that gives the choice of two fonts—Arial or Courier—that are easily read by most computers and printers. Details include a staff person's name, position, degrees, and contact information, portraying the brand as authoritative and professional. Following the signature body is the tagline with the words "Amazing Research. Amazing Help." The tagline is the shorthand version of our brand promise.

That promise is carried out through the resources and services provided to NIH staff via the Web site.

Librarian Kathryn Dudley, the Web editor, led a cross-functional team of library staff in the evaluation of the former Web site, the desired outcomes for the redesign, content changes, and the use of content management

Things That You Can Brand — A checklist for branding

- Award cards and envelopes
- Bookmarks
- Bookshelf panels
- Brochures
- Bulletin boards
- Business cards
- Cited reference search letters
- Document delivery cover sheets
- E-mail signatures
- Entrance, lobby, and elevator signs
- Evaluation and suggestion forms
- Exhibit display panels
- Facility map
- Fax sheet
- Flyers
- Information handouts
- Interlibrary loan slips
- Lanyards
- Discussion list messages
- Master letterhead
- Mouse pad
- News letterhead
- Notepads
- Online training frames
- Pens, pencils, mugs, t-shirts
- Portfolios
- Postcards
- Posters
- PowerPoint shells
- Search results cover sheets
- Sticky notes
- Telephone recordings
- Tent cards
- Training manual covers
- Web site

software (CMS) for maintaining the new site. She also conducted the initial usability studies of the prototype Web site using paper props, video, and scripts.

The Web editor and members from various teams worked closely with Ben Hope, head of the library's IT staff, to discuss issues of uploading content to the chosen server and to coordinate the timing of notices to NIH staff about the launch of the new version of the Web site. The successful launch was the result of a long-term working relationship between IT, the Web editor, and NIH's Center for Information Technology (CIT), which we contracted with to develop our CMS site.

Cindy Clark, MSLS, is a biomedical librarian and the Communications Team leader at the NIH Library in Bethesda, Maryland. The information in this article does not necessarily reflect the opinions of the National Institutes of Health. Any mention of a product or company name is for clarification and does not constitute an endorsement by NIH or the NIH Library. She welcomes your comments and questions. She can be reached at (301) 496-2186 or by e-mail at clarkc@ors.od.nih.gov.

Lessons Learned

We learned several lessons during the project that can be applied in any library's branding efforts.

Estimate your time for each task and multiply by two. This is a good rule for working on any big project. A willing staff to help with planning and implementing branding efforts is a joy for leaders. Just keep in mind that desks will need staff coverage, unexpected projects will need attention, and coordinating meeting times and accommodating printer's schedules will set back the best-laid plans.

Specialty fonts set your brand apart and make a statement of quality. Drawbacks of using a special font involve potential copyright infringement (you pay a fee for a specified number of users/computers) and incompatibility issues when e-mailing documents using your font, placing a PowerPoint presentation on a Web site or computer used for presentations that does not have the special font loaded, and using older printers that cannot accept the font package.

Quality graphics can enhance your brand's image. One measurement tracked by the library's Instruction Team, led by Biomedical Librarian Brigit Sullivan, was class attendees' ratings of the "quality of handouts/instructional materials," using a Likert scale, before and after the branding initiative. Team members were happy to report that quality ratings collected from training evaluation forms increased 9 percent above previously high ratings after attendees received training manuals that used the library's new layout, fonts, papers, and binding.

Printing branded materials, especially on as large of a scale as the NIH Library's project, is a major undertaking. Smarteam was at the presses when the jobs were printed. The level of knowledge needed to communicate with print shop staff and oversee the actual runs may make it worth your while to hire a professional. Typical money-saving advice includes what brand, grade, and weight of papers can be substituted to get the quality look of a more expensive paper. Other useful advice is how to best arrange print jobs to get the most economical use of the paper.

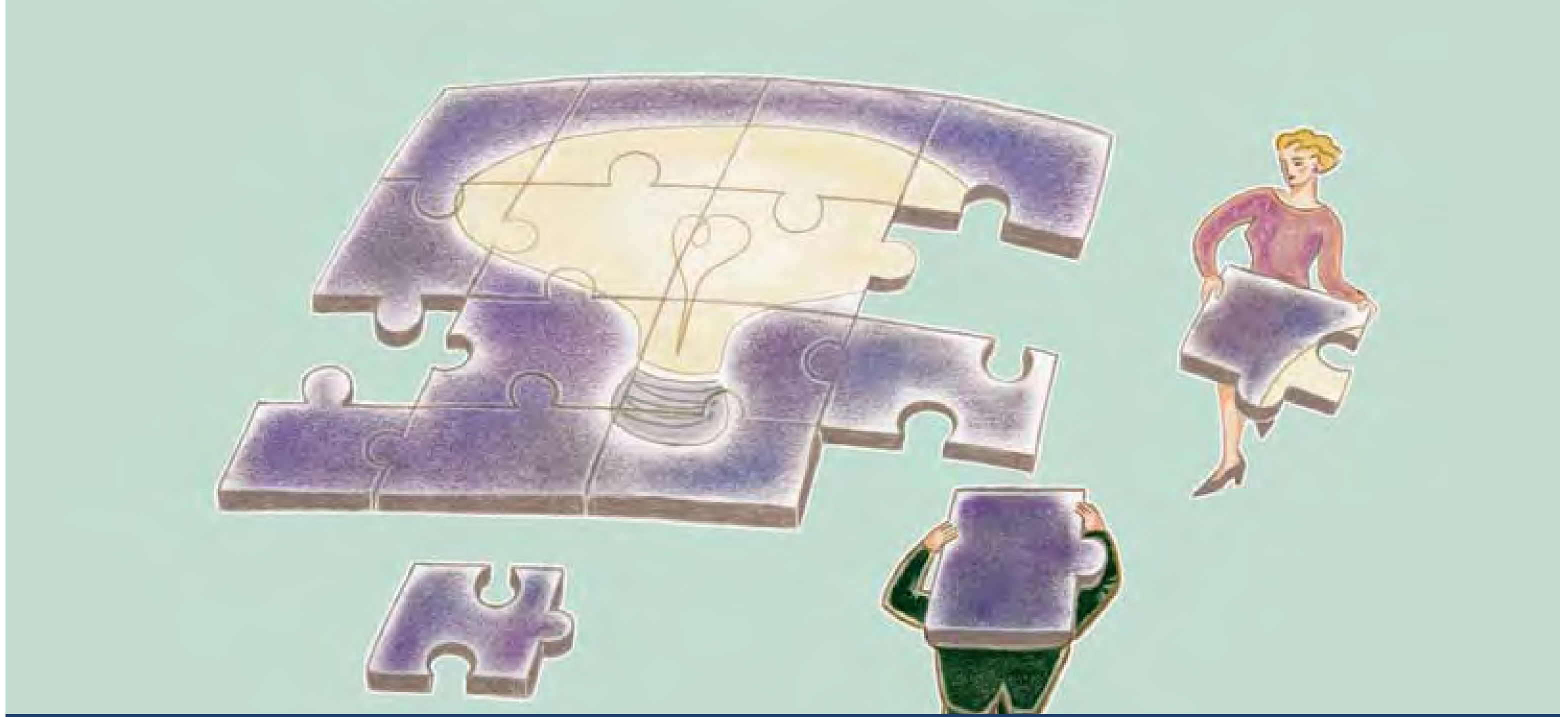
A graphics standards manual may be worth the cost. The library contracted to obtain a graphic standards manual. Our manual contains detailed information on the library's fonts, the brand mark, templates, print materials, and Web site specifications. Additional helpful information is the designation of Pantone® colors, and CMYK and RGB numbers, which are used to talk with vendors or choose settings on in-house color printing projects. We placed the manual on our intranet for ease of reference by library staff.

If your library or information center embraces a particular color, staff wardrobes will also become branded. The NIH Library staff breaks into spontaneous smiles on days when three or more people choose to wear "library green." Comments ensue on each person's variation on style.

Monitoring the Brand

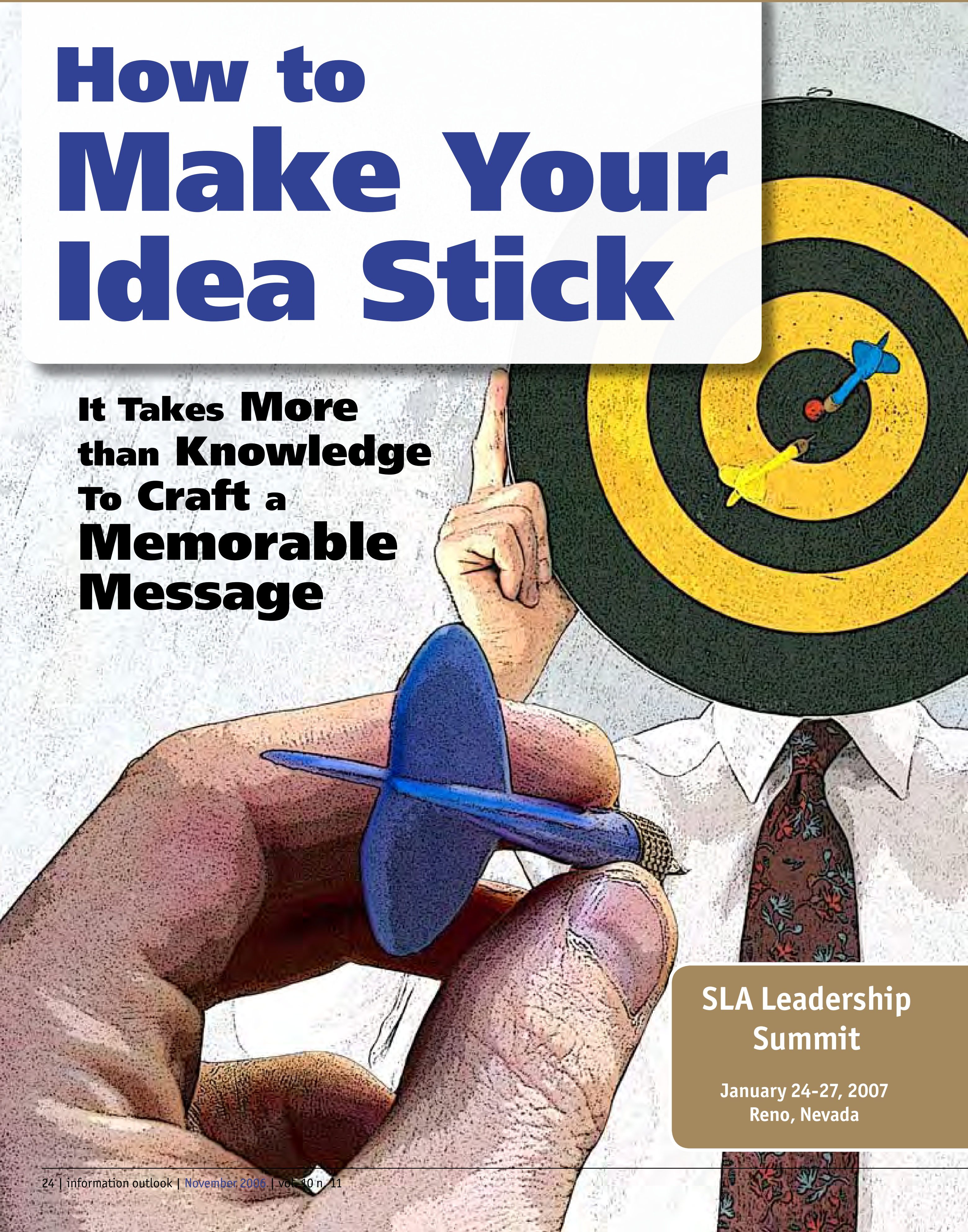
The library's Communications Team developed objectives calling for the use of WebTrends software to analyze hits on news stories located under the Features or Announcements areas on the library's Web site. Statistical comparisons against previous quarters or years will give us a sense of how we are doing in reaching our target audiences. A follow-on project was the conversion our library discussion list messages from the previously mandated Courier 10 point, 72 characters per line display to HTML e-mail. We expect that this change will win over many of our more design-conscious users.

As much as we would like to relax our oversight, we know that monitoring and managing the brand compels us to be ever vigilant. Users' needs require that we continue to evaluate new technologies and trends, and communicate what resources and services can help NIH staff care for patients, or research the next cure. In doing so, our users will tell us what the NIH Library brand is—if we take the time to listen.



How to Make Your Idea Stick

It Takes More than Knowledge To Craft a Memorable Message



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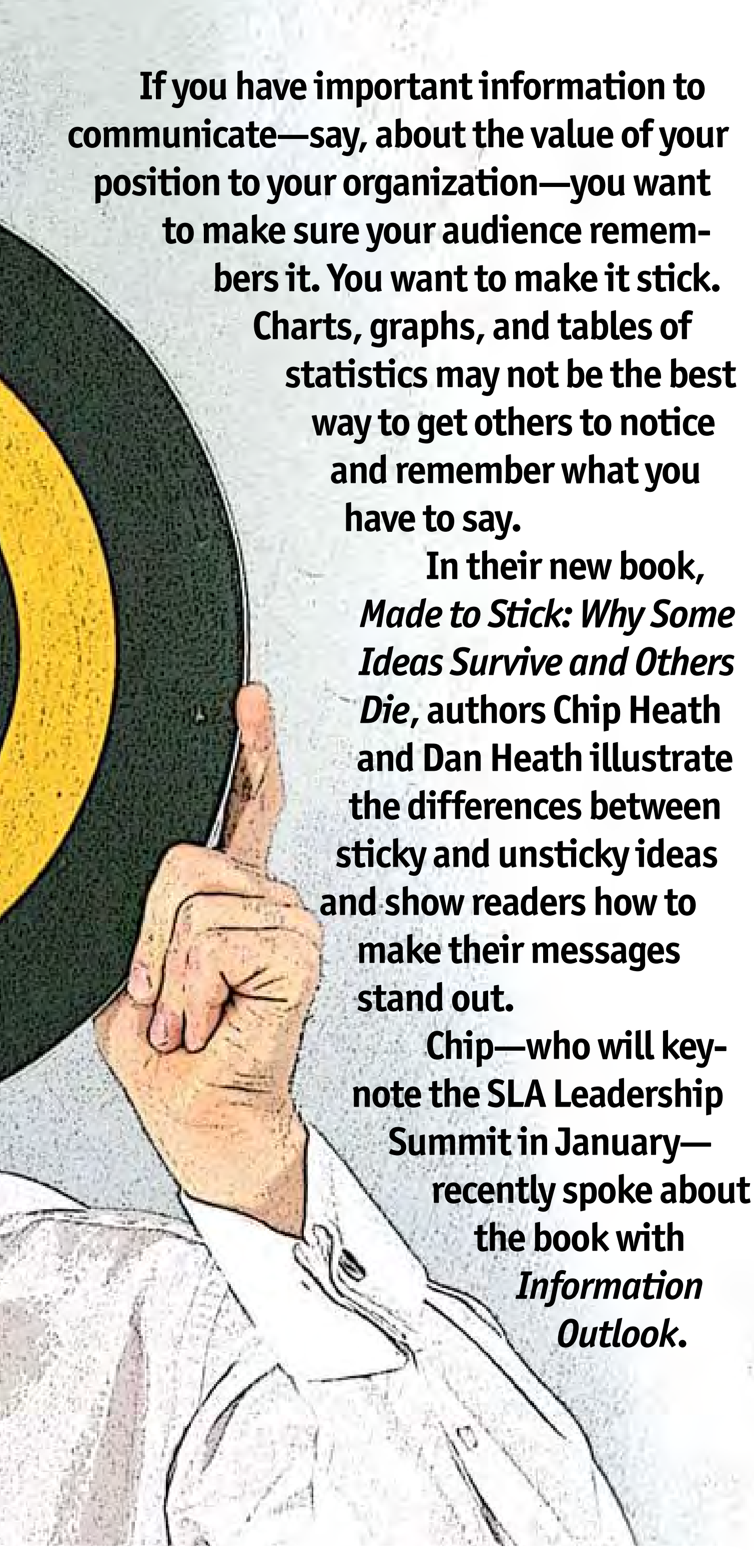


If you have important information to communicate—say, about the value of your position to your organization—you want to make sure your audience remembers it. You want to make it stick. Charts, graphs, and tables of statistics may not be the best way to get others to notice and remember what you have to say.

In their new book, *Made to Stick: Why Some Ideas Survive and Others Die*, authors Chip Heath and Dan Heath illustrate the differences between sticky and unsticky ideas and show readers how to make their messages stand out.

Chip—who will keynote the SLA Leadership Summit in January—recently spoke about the book with *Information Outlook*.

In addition to Chip Heath's keynote, "Made to Stick: The Six Hooks of Successful Ideas," Ken Haycock, director of the School of Library and Information Science at San Jose State University, will speak on "Leadership and You: Tackling the Dragon."

For details and to register, please see www.sla.org/2007LeadershipSummit.

Why do information professionals need to worry about "sticky" ideas?

A "sticky idea" is one that people can understand, remember, and act on. But creating sticky ideas is not easy for professionals. Research has shown that professionals of all kinds have a problem with the "Curse of Knowledge."

The Curse of Knowledge happens regularly to experts who know enough to find an answer. They may be engineers solving an engineering problem. They may be doctors solving a medical problem. Experts are great at coming up with solutions, but our very expertise cripples us in our ability to communicate our solution to other people.

If you've ever talked to an IT person about what's wrong with your computer, you've been on the other side of the Curse of Knowledge. The IT person knows exactly what they're talking about, but we're sitting there listening to a fog of confusing, abstract, disconnected information.

As information professionals, you all are experts and it's important for you to understand that you may be prone to the Curse of Knowledge when you're dealing with your field. You have important ideas to share, so you want to be conscious about how you share them.

How do you overcome the "Curse of Knowledge" and make an idea "sticky"?

In the book, we talk about six principles that characterize all sticky ideas—ranging from urban legends or proverbs to scientific theories and important political ideas. It turns out that all these very different sticky ideas share a few properties in common.

One of the most important properties, for example, is that sticky ideas are concrete. Urban legends and fables are all about concrete characters taking concrete action. Take the story about the fox who is trying to reach the grapes. When he can't reach them, he walks away muttering, "I bet they were sour anyway." That's a fable that Aesop wrote over 2,000 years ago, but it captures a kind of human behavior that we see time and time again. In fact, in dozens of cultures across the world, there is a version of the phrase that we say in English, "sour grapes." We all occasionally disparage things we can't have, and Aesop captures that tendency in a concrete story. The concreteness makes it stick.

Similarly most scientific theories succeed because someone comes up with a tangible demonstration of the abstract theory. Einstein's theory of relativity didn't catch on until a famous concrete experiment that showed starlight bent during an eclipse in exactly the way he predicted.

The trick for us, when we're getting our ideas across, especially as professionals, is to move from the abstract level that we use to think about the world, down into a very concrete example that someone else might understand. "Information" is intangible. We should always paint a concrete picture for the people we're trying to help about how they might use that information.

What are some of the other characteristics of sticky ideas?

Another principle is turning things into stories. Librarians constantly have to justify a return on investment for their services: "How do I justify my existence when it comes time to budget time?"

One of my favorite examples in the book is about a guy named Steven Denning at the World Bank. At one point, he was put in charge of knowledge management at the World Bank. He started going around talking to people about knowledge management, and their first reaction was, "We don't do knowledge. We're a bank, we loan money."

After beating his head against that wall for a while, he found himself getting more traction when he would actually tell a simple story about what knowledge management could do. Here's his story: "In 1995 in Kamana, Zambia, a health worker logged on to the Web site for the Center for Disease Control in Atlanta and got the answer to a question on how to treat malaria."

"Now," he would say, "what's interesting about that story is it's 1995, it's not 1999. This is five years before the dot-com boom when everyone was talking about the Internet.

"The second thing to notice is this is not the capital of Zambia. This is a small town several hundred miles from the capital.

"The third thing to notice is that the World Bank is nowhere in that story. The Center for Disease Control has their information on the Web where people can learn from it and use it, but we don't."

And he said, "Look, we're a bank and we loan money. Because of our loans, we know lots of things about building effective roads in developing nations. We know lots of things about creating water purification plants that work. What if we could make our loans more productive by making sure that, when we invest in a road, they're using the best roadway technology? That's what knowledge management is about and that's why my job is." So he told a story, and all of a sudden, people stopped asking him to justify his return on investment.

In one situation he told his story to the leadership team of the World Bank who had called him on the carpet saying, "You know you spent six months on this knowledge management stuff, now it's time to put up or shut up." They gave him 12 minutes on their agenda to make his case.

After telling his story, he says that immediately a couple of people ran up to him and started quizzing him about "Why isn't the World Bank moving faster on this knowledge management stuff?" They were giving him suggestions of what he should do next and they talked about what they were going to go back and do in their departments.

He said, "My first reaction was 'They stole my idea.' And then my second reaction was, 'how wonderful, they've stolen my idea.'" So all of a sudden Steve Denning—by telling the right story to a very skeptical audience—managed to give the skeptics a very concrete illustration of a situation where knowledge management really mattered to them.

I would imagine that lots of SLA members face the same kind of struggle at their work as Steve Denning did at the World Bank: How do you justify investments in informational infrastructure. And to them, I would recommend his book, *The Springboard*, about his experience with the power of stories at the World Bank. And I'd also recommend his solution—telling the right story.

You say surprise is another element of stickiness.

The way that we create surprises is by moving beyond common sense, to what you might call *uncommon* sense.

In the book, we give some examples of the uncommon sense stories that employees tell at Nordstrom, which is an organization that exists because of great customer service.

If you walk into a Nordstrom, a very upscale department store, you're going to pay more for your clothes. But Nordstrom tries to deliver outstanding service to justify their higher prices.

Here are some of the stories they tell about the service at Nordstrom: A Nordie ironed a shirt that a customer had bought at Macy's. A Nordie went outside and warmed up the car for a customer, so that the customer could finish shopping.

Those stories are designed to violate our expectations of customer service. New employees at Nordstrom probably think about customer service being about what happens in the store, but here's a Nordie ironing a shirt that a customer had bought at Macy's. New employees think that service stops at the doorway of the store. But in the story, a Nordie is walking outside to warm up the customer's car.

Those stories are designed to take the common sense model of good service—which involves smiling and not being rude to customer—and dramatically expanding it.

Your challenge, as information professionals, is to take the knowledge that you have and highlight the uncommon sense about your business or your industry or your institutions.

As information professionals, you have the luxury of casting a much wider net to surface what is uncommon sense. So you're in a good position to come up with insights that will shock or interest or enlighten your organization. By honing in on the uncommon sense, you're going to surprise your audience and get them to listen to your message.

Say you're part of the institution—you've been in the information center for a number of years—how do you get out of the mode of the same way of thinking?

I think, and this is a shameless plug for the Leadership Forum, I think that's exactly what professional conferences are about.

We all tend to get comfortable in our immediate environments, yet it's only by going out of our immediate environments that we are in a position to be surprised. Once we find something that surprises us, it's probably going to surprise other people inside our organization.

So part of finding what's uncommon sense is to get out of our institutions and encounter others from different organizations in different industries. Because it really is hard to just sit in the nice cocoon that most of us build around ourselves and to discover what is uncommon sense.

College professors are prone to this problem, so I have to be aware of this myself. You don't solve problems with your research by talking to your colleagues down the hall. They've been hearing you talk about your research for three years; and if they had a good idea about improving your research, they would have given it to you two-and-a-half years ago. The way that you actually get new insights is by going on the road and talking to people at other universities.

So, part of discovering uncommon sense is actually getting out into contact with other people from different arenas, and finding out what we should know.

Now you're in contact with students, some of whom may become information professionals. How are they reacting to these ideas? It's not the kind of class you'd expect to see in the course offerings of most universities. Why are they taking it and what are you learning from the students as you're teaching it?

I get a wide range of students in my course. A lot of them, because I teach in a business school, are business students. But I get people from the communications department who want to become film directors and they know that they're going to have to pitch their movies. I get medical students who want to get involved in public health and they know that they're going to have to convey complex health information to the public.

The framework that we talk about in the book was developed over five or six years with several hundred master's and undergraduate students at Stanford from many departments, really trying to struggle with this question, "How would we craft more effective messages?"

And in struggling with those questions, we discovered principles such as concreteness or storytelling that we've already talked about. All of the principles became clear by doing exercises in class and seeing what worked for us.

Are you finding that your students these days are coming in better prepared or thinking more in those terms than your earlier classes were?

Unfortunately, I've only been teaching this for about five years, so I don't have enough history to notice a trend like that.

But all of us in our media culture have internalized a certain model of "sticky messages" based on the advertising we've seen over the years, and that model is probably worthless in most circumstances.

Our tendency, when we really want to make something stick, is to resort to Madison Avenue advertising slogans. But advertising slogans don't even work for advertisers—advertisers have to spend millions of dollars repeating their ads to make them stick. An advertising slogan is very ineffective compared with Steven Denning's story.

So I think we've overdosed on advertising, and we've forgotten about some older, more effective principles like storytelling that have informed political and cultural and religious traditions over many centuries.

Chip Heath is a professor of organizational behavior in the Graduate School of Business at Stanford University. His co-author brother, Dan Heath, is a consultant at Duke Cooperative Education and a co-founder of Thinkwell, a new-media textbook company.

Do you think in the long term things like the Internet will help people frame their storytelling better? There are so many social networking sites out there—My Space, Yahoo! Answers—and they're growing all the time. Do you think that's going to help people get better at this?

True, we have all these technologies that are making it easier for us to communicate with other people, but that doesn't necessarily mean we know *how* to communicate. The Curse of Knowledge almost guarantees—for the ideas that we care most about—we're going to have trouble expressing our ideas in a way that will stick.

If you've ever talked to a doctor about your medical problems, you've been on the other side of the Curse of Knowledge. The reason we went to the doctor in the first place was because he or she knew enough to solve our problem. There's no question our doctor is an expert.

But even when doctors have talked with lots of patients, they have a tendency, unless they are very conscious of it, to talk in medicalese—to talk in such an abstract, jargon-filled, complex way that the patient walks away not knowing exactly what their problem is or how to take care of it at home. And giving doctors a My Space account is not going to solve their underlying problem.

Luckily, medical schools have started adding classes about how to communicate with patients. In addition to the years of classes that doctors get to learn how to solve medical problems, medical schools have actually started having patient interaction classes to teach them how to get their messages to stick.

Unfortunately, many other professions haven't done the same. I was in graduate school in psychology, and I took years of classes on psychology but zero classes on how to teach psychology to my future students.

So, even as we have more and more venues to communicate with others, the challenge for us is really to understand *how* to communicate, especially about the things that we're most passionate about.

After an information professional reads your book, what's the first thing he or she should do?

The most important thing is to realize that when you have an important message, it's worth taking time to think about how to make it stick with others. Because if we just start talking to others about our brilliant insight, they're not going to get it.

You don't have to improve every message in your life. Small talk in the hallways doesn't need to stick. But for key ideas—like how an information center is a good return on investment—it's worth thinking about how to express that message most clearly and most compellingly.

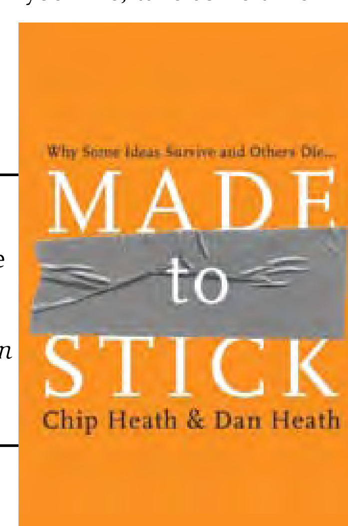
Even after my brother and I did all this research and wrote a book about making ideas stick, we aren't naturals at this. When we want to make a message stick, we find ourselves again and again going back to our checklist of six principles. Have we found the "uncommon sense" in our message? Are we being concrete enough? Is there a story that we can tell?

We go through each one of the six, and at first it feels boring and dumb to be using a checklist. But for people who are uncomfortable with checklists, just remember that before every flight you take, your pilot walks into the cockpit of that 747 airplane and starts going down a very elaborate checklist to make sure that he or she doesn't forget anything critical.

Now, are pilots professionals? Yes. Are they experienced? You bet. They have thousands of hours of flight time. But the checklist helps remind them to consider all the things they need to consider.

So the conclusion for the information profession is this: For the important messages in your life, take some time to think about how to make them stick. And don't be afraid to use the checklist.

Published by Random House, the new book, Made to Stick: Why Some Ideas Survive and Others Die, *is scheduled for publication on January 16, 2007.*



Knowledge Sharing and Copyright

at AstraZeneca

Mick Archer faced the kind of challenge three years ago that comes along only a few times in the careers of most corporate librarians. As virtual library portfolio manager for AstraZeneca, Archer was assigned to help get an efficient, global grip on the multinational company's worldwide library operations. It has been a transformational effort.

At the plan's core are two principles: build a global, on-line, library site that can support 65,000 AstraZeneca employees around the world; and purchase all content in digital format on an enterprise basis. The library strategy is designed to:

- Digitize and consolidate collections.
- Eliminate duplicate purchasing.
- Allow easy access to information from any country.
- Accelerate content searches.
- Encourage rapid content sharing while respecting copyrights.

Implementing the strategy has been highly complex for a number of reasons, Archer says. Not least is the fact that AstraZeneca, a leading pharmaceutical with 2005 revenues of $24 billion, is a global company of 65,000 employees, with 12,000 people in research and development. Archer is responsible for eight libraries at research centers in four countries: Sweden, the U.K., the U.S., and Canada. Each center had its own, mostly autonomous, library. Bringing them under single-site management required wholesale physical and technology changes in the library operation, and a cultural shift.

Another critical component of the new system: complying with copyright ethics and legal requirements globally while at the same time not allowing copyright compliance to impede the flow of published information within the company.

Content collaboration among employees, contractors, business partners and customers is central to AstraZeneca's approach to product development. Employees have access to more than 6,000 publications, yet at the same time, respect for copyright is a core corporate ethics issue. Employees are trained to share content only when they are certain AstraZeneca owns the rights to do so.

To address these needs, AstraZeneca has nearly completed implementation of an enterprise tool that integrates copyright permissions within document sharing workflows and manages the company's content licenses within a centralized database.

Growth of Content

The copyright compliance challenge became more complex as the amount of electronically available content increased, Archer says. AstraZeneca owns hundreds of text licenses containing many different content reuse provisions. Employees seeking permission to reuse or share content bombarded the library with copyright questions. Library staffers, in turn, lost time and resources trying to access the company's licensing agreements, contact the rights holders, and prepare answers for employees.

"We believe strongly in instilling respect for intellectual property because IP is what our business is based on," Archer said. "AstraZeneca relies on patents and copyright to protect our intellectual assets and we defend our IP aggressively. So we feel we must respect the intellectual property and copyrights of others, including authors and publishers. We have strict company guidance on the use of published documents and we've issued company procedures for the use of third-party information. It's very much a part of the way we do things as a company and as a corporate library."

The company owns text and digital use licenses from Copyright Clearance Center (CCC) in the U.S., the Copyright Licensing Agency (CLA) in the U.K., and Bonus Presskopia in Sweden, all of which grant general rights to share content within the AstraZeneca group companies. In addition, AstraZeneca has hundreds of licensing agreements acquired directly from publishers that grant more specific rights in addition to those provided by the blanket licenses.

"Managing and understanding all of the text licenses we own became incredibly complex," said Archer. "Rights varied from journal to journal, country to country and employee to employee, depending on which department they worked in and the copyright laws of the countries where they are located. Our librarians received licensing questions all the time and it was difficult and time consuming to answer them. People always want to do something slightly different, which added to the complexity of answering their questions.

"They didn't just ask if they could photocopy something; they want to store an article on their laptop and show it to a colleague without handing out a hard copy. Or they'd want to share the article with an outside contractor or a customer. They'd ask if they could send a document by email to a project group that might have both internal and external members, or store it on an intranet.

"We received so many detailed copyright questions … about content sharing that finally we just had to say no, managing copyright had become too difficult and too time consuming. We came to rely on the lowest common denominator. We told the employees they were only allowed to email article links."

But this approach posed a new set of problems. Texts frequently could not be accessed because links usually required a subscription. Also, links can expire or simply not work. A researcher may want to send article excerpts or an entire article with highlighted passages, which links don't allow for. In short, the links-only approach was inadequate.

"The sad thing is that some of our licenses may actually grant the right to do things our employees wanted to do with content, but our approach was preventing them from doing it," said Archer. "We know links have limited value. But the approach has the virtue of keep-

Employees seeking permission to reuse or share content bombarded the library with copyright questions. Library staffers, in turn, lost time and resources trying to access the company's licensing agreements, contact the rights holders, and prepare answers for employees.

ing us on safe ground where copyright is concerned. And it has the virtue of simplicity. We were concerned that if we made it too complex to comply with copyright that people might ignore it. So we decided to keep it simple. That was the trade-off, and it wasn't a satisfactory one."

A solution is coming in the form of a Web-based rights advisory and rights management tool from Copyright Clearance Center, launched in June 2006, called Rightsphere, now being implemented as an integrated function within the company's new library structure. AstraZeneca is a charter user of Rightsphere and has worked with CCC for two years on product development. The product will make information about AstraZeneca's content reuse rights instantly available to employees at their desktops and store all company licenses within a centralized rights database.

"Rightsphere addresses our copyright needs, both in terms of ending ambiguity for end-users and allowing our library staff to more efficiently organize and utilize our text rights," said Archer. "It gives employees quick answers on how they are allowed to use a document, and it introduces a rational structure for rights management. And it will let us utilize all the text rights we own."

When employees read content they want to use or share, they click the Rightsphere button on their browsers. A page appears on their screens telling them in layman's language what they are and aren't allowed to do with that specific content based on AstraZeneca's license agreements—either from a rights organization or from the publisher. If they are required to purchase rights, users are offered an e-commerce option. If Rightsphere doesn't provide an answer to a specific question, users have the option of sending an e-mail inquiry to a designated contact on the library staff.

"We expect that more than 90 percent of our employees' copyright questions will be handled by Rightsphere," said Archer. "This will significantly cut the copyright burden on the library staff and speed up content sharing."

Single Repository

On the rights management side, Rightsphere will consolidate all of AstraZeneca's text rights into a single, global rights repository. This capability maps to AstraZeneca's centralized library scheme.

"We negotiate global deals with publishers so we needed a way to manage and update the rights database on a global basis," Archer said. "The Rightsphere database is universal, yet it drills down with great specificity. It covers all of our rights while reflecting the specific rights granted to employees in different departments within different countries. When an employee in Sweden asks what rights he or she has to share content, the answer reflects the rights allowed that employee in that department according to the terms of our various licenses and under Swedish copyright law."

Rightsphere is Web-based, so distributing the product's functionality on employee desktops is simple. Employees put the Rightsphere bookmark on the tool bar of their browsers. The product resides on a CCC server.

The company uses a link resolver to manage its local holdings, and that information is shared with the Rightsphere database. Populating the rights database with the specific terms of its licenses is handled by AstraZeneca's global journal team, which understands the terms of the licensing deals. It is guided by a series of questions about various rights categories and types of use allowed by the licenses.

The Rightsphere database covers most types of content use. Archer said more than 90 percent of content use falls within one of these rights categories.

Of course, many agreements include exceptions or stipulations to the general rights granted. For example, a contract may stipulate that AstraZeneca is allowed to post content on its intranet, but it needs to be removed after 90 days, or that a royalty to reuse content must be purchased directly. Rightsphere will display these stipulations when employees make inquiries about that content.

'We received so many detailed copyright questions ... about content sharing that finally we just had to say no, managing copyright had become too difficult and too time consuming. We came to rely on the lowest common denominator. We told the employees they were only allowed to email article links.'

"Basically, the team of people entering the terms of the agreements are the same ones who have answered copyright questions from employees. The big difference is instead of answering employees' copyright questions repeatedly they only have to be answered once and entered into the Rightsphere database," said Archer.

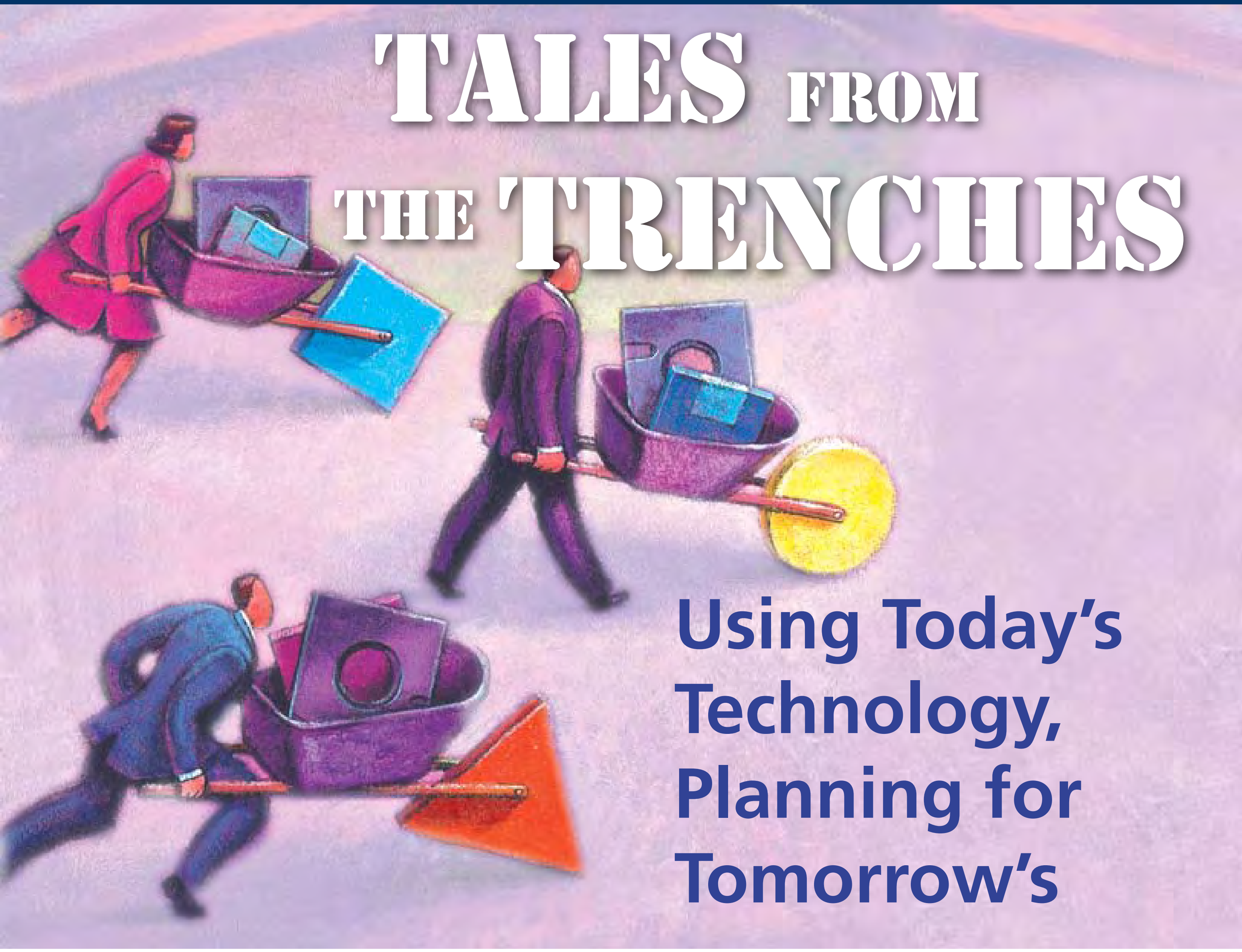
Licensing provisions are expressed to end users in layman's language, not legal terms.

The e-commerce capability is useful for employees who need to make spur-of-the-moment copies of articles in small quantities. "People often need to make copies of an article for a meeting that includes medical experts who don't work for the company. Our existing licenses might not let us do that, and the e-commerce function will let us buy the rights immediately," Archer said.

Another common scenario: AstraZeneca researchers are working jointly with another company that does not own a subscription to (or have a licensing agreement for) a particular journal. The e-commerce function will let AstraZeneca workers buy a license in real-time letting them share content with the entire workgroup.

Archer said that Rightsphere will be integrated with AstraZeneca's document delivery service and into the company's purchasing system, so that content buying is automatically debited to the right department.

TALES FROM THE TRENCHES



Using Today's Technology, Planning for Tomorrow's

Information Outlook frequently publishes articles on how changes in technology have affected information professionals.

Regular IO contributor Cybèle Werts—an information specialist for WestEd's Northeast Regional Resource Center in Williston, Vermont—recently conducted an e-mail roundtable discussion with five of her colleagues on the continuing transformation of their own jobs.

The info pros included in the roundtable are part of the Regional Resource and Federal Center network. The network's primary goal is to increase the depth and utility of high quality technical assistance provided to administrators, policymakers, educators, and parents in the area of special education.

Some of the participants have been in their jobs for a decade or longer, others for less than a year, which means their responses bring both the voice of experience and a fresh perspective. Werts served as moderator and also added her own comments as a participant. (For more information on the participants, see the sidebar, "On the Job.")

The last decade has brought significant change to our work in terms of computer hardware and software. What are some of the specific ways that your job as information specialist changed thanks to the ease, and sometimes the dis-ease that computers bring?

Teresa Blythe: I remember when responding to a request for information required manual search and retrieval of information and duplicating high volumes of paper materials. Respondents would receive boxes of paper materials, which were somewhat cumbersome.

At one time, state information was obtained via telephone, fax, and surface mail. Now, with the Internet, this process has been streamlined. State Web sites can be searched first to see if the information is available electronically. Or, instead of playing phone tag with state staff for responses, *one* email can now be sent; and state staff can respond at their convenience or forward the question to another staff person. This eliminates placing multiple phone calls and being transferred from person to person or merely exchanging messages.

Literature searches and the retrieval of journal articles were very cumbersome; however, technology advances have changed this process. Literature searches are much easier to conduct. Many journal articles are now available online or electronically through most major university libraries.

The development of the RRFC Web portal has enabled the consolidation of topical information available on the Internet and helped to eliminate redundancies among the RRC Web sites.

Melissa Card: Documents, memos and pictures are easier to organize. A computer also enables you to create databases, folders, labels, tables, charts, spreadsheets, and files without leaving your desk. Also the computer can be used as a means of communication through e-mail, instant messages, and even video conferencing. A disadvantage of computer usage may be knowing how to utilize all the different functions and knowing which program is best suited to perform certain functions.

Shauna Crane: There are, of course, numerous ways that the work has changed, but I would say the biggest one is the speed in which answers are delivered *and* expected. (See the next question for more on that.) It has also changed the way I look at myself. I don't need to be as knowledgeable on any given topic, knowing that I can find the answer quickly and easily through the Internet.

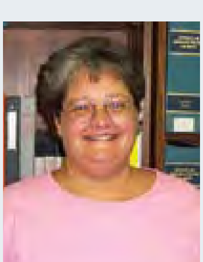
Cynthia Glimpse: As people have started using the computer more, they are finding answers online for themselves or coming with fine-tuned questions after doing some initial research on their own.

Christopher Rogers: Technological advances have indeed resulted in changes to information-seeking and information-providing. In considering these changes as a consumer as well as a provider of these services, I suggest that the two most salient aspects of these changes are in multiplicity of information sources and the quality of those sources. I believe that the depth and breadth of information that can be drawn from an increasing number of sources is a great benefit, for the most part. Yet an ongoing and growing concern is the quality of the information discovered in such increasingly wider searches. As we face the issue of information quality, I think people are becoming better able to discern what is most useful for them based on the application of information for their purposes—accordingly, an aspect of information specialists' work includes facilitating the development of such discernment skills.

Cybèle Werts: I remember when I first started as an information specialist and each of our information requests was in a manila folder with the request printed out on paper. By the end, there was a lot of paper in there, and it could get pretty confusing what happened when. The file cabinet was thick too.

On the Job

The information specialists in this roundtable discussion are part of the Regional Resource and Federal Center (RRFC) network. The network's primary goal is to increase the depth and utility of high-quality technical assistance in the area of special education provided to administrators, policymakers, educators, and parents. These core services are provided free to states with federal funding of the RRCs through the Individuals with Disabilities Act. The staff of each center includes one or more information specialists who maintain information-rich Web sites and respond to information requests from states.



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Information Specialist Teresa Blythe has been with center since 1985. She has a bachelor's degree in Family Studies from the University of Kentucky. She is the Web site administrator for the center and collaborates with the Regional Resource Federal Center Network to develop and maintain the RRFC Network web portal.

Melissa Card

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Melissa Card has a bachelor's degree in special education and a master's of education in mild learning and behavior disorders. She also has an educational specialist degree as a collaborative teacher. She works with states within the regional and the federal RRC network in collection and dissemination of information and assists in the development and preparation of products and documents.

Shauna Crane

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Shauna Crane has worked in the center at Utah State University for 21 years. She provides information services to the 11 states in her region and to the center's program staff. She is also the program coordinator for the center, serving as the supervisor for support staff and the liaison with program staff. She has a bachelor's in science education.

Of course, we had computers then, but the process had been grandfathered in from typewriters and file cabinets and had stayed that way. Having a lot of paper around felt cluttered and confused to me, so I initiated an electronic filing system for our information requests, which eventually grew into our electronic library. The former paper system had e-mails, computer files, and printouts, any part of which could get lost or mixed up. Now we have the one electronic file which acts like of like a key file in a database—everything is tied to that one file, and so nothing gets lost.

In the same way, when you have an actual library, there is a physicality that can be limiting in terms of storage, not to mention that documents sometimes got misfiled or never returned. Electronic libraries never run out of space, and we can't really ever lose anything either. Gotta love technology! I'm a technophile all the way – any dis-ease is just something to treat with a few aspirin.

More recently, the Internet has provided an unprecedented increase in our ability to move information around. For example, information that only a few years ago we had to mail with stamps and real envelopes we can now e-mail in a split second. How has this speed in turnover time changed your work? What other effects has the Internet had on your job?

Blythe: Some of the benefits of the Internet include saving money on postage for mailing and exorbitant costs of overnight delivery. State staff are more efficient because they get info in a timely manner. Sending annotated links also makes it much easier for state staff to pick and choose what they would like to see instead of sorting through stacks of paper.

With this increased turnover, I have been able to focus my time on activities such as researching issues in depth to find the right materials, developing information syntheses on various topics as requested by staff, and increasing my knowledge base through researching various hot topics.

Card: The Internet enables the information specialist to receive the information, immediately, review the information, and decide if it relates to the request at hand, instead of waiting on snail mail. The Internet allows the information specialist to search for the information before asking for assistance. Also, the Internet allows the information specialist to exchange the information with the requester quickly.

But, an issue with the Internet is the validity of the information you find. Can you trust the source?

Crane: I can now respond to an information request in minutes—ones that took hours of research and phone calls to pull together. As this speed has increased, I've noticed the requests have become less thoughtful, and more "send-me-everything"

Cynthia Rosacker Glimpse

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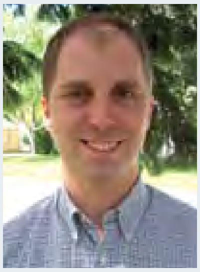
Cynthia Glimpse has been involved in special education for over 15 years. Initially involved as a parent, she served on a school board Special Education Advisory Committee. She worked for Virginia's parent training and information center as an information specialist and coordinator of foster care parent mentors. She also worked for the National Dissemination Center for Children with Disabilities as an information/research specialist. She currently is the coordinator for the TA-communities of Practice and Information Services for the Federal Resource Center. She has a master's in counseling.



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Christopher Rogers has been with the North Central Regional Resource Center for the past year, most recently as information specialist. He has been a doctoral student in Educational Policy and Administration at the University of Minnesota for the past three years, pursuing a Ph.D. in policy analysis focusing on intercultural and special education issues. Previously, he was a child mental health specialist in South Dakota, Washington State, and Oregon, and was a service provider and school consultant on the needs of children with emotional and behavioral disorders.

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Cybèle Werts has a bachelor's in Video Production and a master's in educational technology from San Diego State University. She is one of two information specialists for the Northeast Regional Resource Center and with WestEd, where she has worked since 2000.

requests. There are pros and cons to it all. My need to keep things in a collection has diminished a great deal, and my fear about power outages and downed servers has increased, along with a strange and comfortable sense of "there's nothing I can do about it" when that does happen.

Glimpse: It is so much easier to respond to people now. The rapidity of communication makes collaboration much easier. Things that used to take a great amount of staff time—copying an article, writing a response, the whole "mailing" thing—have been streamlined to those split seconds you refer to. Other effects: I can do so much more that I would probably die of boredom if I had to go back to the olden days of five or six years ago.

Rogers: The Internet has offered a new perspective on the movement of information, due to the instantaneous nature of the sending and receiving of information.

First of all, it has extended response cycles to literally 24 hours of the day. In a practical sense, it has also offered information specialists an ability to determine the best timing for the sending of responses according to the needs of the requester and the circumstances and the fluidity or inflexibility of the deadline.

Secondly, information specialists must be well-versed in the variety of formats in which information is set—such as pdf, html, and doc—such that information users can best draw out what they want to know from these documents. There has therefore developed a reasonable expectation that information response reports will be annotated, that large electronic documents can be unpacked by the requester, and the most important pages, tables, and figures can be reviewed easily.

Werts: I enjoy the speed and ease of being able to receive a question, look for the answer, and send out the information—all in just a few minutes from my computer. Part of it is because before I had to go hunt up the envelope, type up the cover letter, find a business card—all those little things that sometimes made the process much more tedious, and in the end, sometimes make it take days instead of minutes.

I like that if a parent needs information on their local parent center, I can give them to them immediately and there's no lag time. That's truly a wonderful thing for both of us. If there's a downside, it may be that we don't have access to every bit of information on the planet this quickly. Many information requests still take weeks to complete because we are actually surveying many states, and it can be difficult to help requesters to understand that timeframe because they're used to getting it right away.

The Internet also offers an almost immeasurable research capacity. How does this compare with what you might have been working with years ago, and how has it affected your ability to respond to your clients? Have you dealt with any challenges around copyright issues? And considering how easy it is to find this information, why do you think people don't just go look it up on Google themselves?

Blythe: The immeasurable research capacity of the Web affects my ability to respond to clients in a more efficient manner. Not only is the information received more efficiently, but the info also has more depth, accuracy, and relevance. I have not really had to deal with many of the copyright issues because most of the materials retrieved from the Internet are public access.

Card: Before the Internet, your resources were limited to the library, journals on hand, or formal letters or telephone messages to state contacts. This was a long process. The Web has brought positive change to responding to client's requests. Sometimes it's less troublesome to send an e-mail of a question or even have a small conversation over e-mail. This takes less time of the requester and the information specialist.

The Web may be an easily maneuverable tool for the information specialist; but to some, it may be a raging giant. Some people tend not to Google information because of a fear of the masses of information that could be found—and then wondering if the information is valid information and how much of the information they should use. But with guidance and more practice, the raging giant becomes a fearless friend that has information that is very helpful.

'A real, actual person is needed to make sense of the information request and to make that connection with the requester.'

Crane: While the research capacity is larger, my expectation is that the client will do some of this themselves. I'm no longer the one place to find something; I'm more of an organizer and prioritizer in information. I haven't had too much trouble with copyright issues because the control over what a client does in that area is beyond me, as long as I provide information that the copyright exists, which I consider to be part of my responsibility.

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Glimpse: I think people don't look things up on Google because they may not know how to frame their question. Much of what an information specialist does is help the person understand what they need and then possibly take them way beyond what they were seeking initially.

Framing the question is a fine art. You have to know the content, the context, where to look for answers—and use critical thinking skills that aren't in everyone's skill set.

'Framing the question is a fine art. You have to know the content, the context, where to look for answers—and use critical thinking skills.'

Rogers: An advantage is that more quality material is available online. The implication of this availability is twofold: Acquiring material from libraries takes less time, including less frequent need to travel to central libraries, and the requester could have much more immediate access to material that may be available on a free and open-access basis on the Internet.

Copyright issues, for me, are mostly a matter of desiring to offer more but needing to recognize the limits of 'fair use.' That is, it has sometimes been a challenge to maintain boundaries when I, as an information disseminator, desire to facilitate for requesters the same kind of access I have as a university employee to electronic documents, such as academic journal articles.

People may have various reasons for not searching for information on the Internet. A common reason, but which is decreasing in frequency, is lack of familiarity with the search process. Another reason is related to the exponential growth of information. People feel overwhelmed at the prospect of sifting through related material to find the nuggets of information most useful to them, and feel limited in their capability to discern the most pertinent information for their inquiries.

Werts: When I started at NERRC about five years ago, we were using the Internet actively, but in the last five years there has been an even bigger explosion of information, which is continuing to grow exponentially. What I've learned in this time is how to utilize Internet search strategies. Recently we were interviewing candidates for a job which had this as part of the responsibilities. I asked the interviewee how she would search for the history of recipes on German chocolate cakes, not recipes – but the history.

She kept telling me about how she'd type in "German chocolate cake" into Google, which is fine. But she didn't know how to go beyond Google to the many other options that are available on the Internet. I think that's really expressive of why people are not able to successfully search for things on their own. Part of it is that they think that *Searching* = *Google*. The other part is that all they know how to do is to type into Google: "German chocolate cake." They don't understand how search engines work and they're not willing to even go the Google page to read the section that explains this.

There's a world of difference between "German chocolate cake *recipes*," which is what you find on Google when you type that in, and "German chocolate cake *history*," which is what I asked her to find in the first place. This is the reason why we information specialists still have jobs, so we can find the history of things for people who can only find recipes.

Technology aside, what are the aspects of your job as an information specialist that still depend on the human factor? How is your communication with your clients affected by the fact that nearly all of it is technology-based—by phone, computer, e-mail, etc.

Blythe: Despite the fact that most communication with clients is done through e-mail, there still is the human factor involved. I have built relationships over the years through phone and e-mail. These have proved to be beneficial when meeting state staff in person, because it feels like we have known each other for years. Even though the delivery of communication has changed, the client relationships have not. There are specific state clients who e-mail me directly instead of using the on-line information request form or contacting one of our technical assistance field specialists. Additionally, evaluation feedback from clients indicates that they know whom to contact for their information needs and have reported great satisfaction with response time and the information received.

Crane: Getting down to what a client really wants still requires human contact. Ninety percent of the questions that get asked are not simply what was hurriedly shared in an e-mail; there are nuances and exceptions throughout. As for communication with clients, I'm content to do it by e-mail; I find there are ways to share a bit of yourself and who you are through writing, if you're willing to take the time.

Rogers: I believe that people have become more flexible engaging in multiple forms of communication, as phone and e-mail contact can still offer a human connection that in-person contact once did.

For instance, telephonic communication has become a predominant substitute for in-person visits to libraries and resource rooms. With the advantage of offering a prompt turnaround time, I think that people also appreciate the brief yet undivided attention they receive during these types of exchanges.

In addition, I think that e-mail messages are also still virtually human. While being asynchronous interactions, I suspect that information requesters recognize that, if given a little time to draw from various sources, an e-mail response can be more fully-informed and thoughtful than an instantaneous reply may offer.

Furthermore, if one observes that the information exchange process may be built on several instances of interaction, any concern about never receiving a response to something that the requester sent out over cyberspace can be alleviated by a quality response from the information specialist. That is, the trust that a requester develops in an information specialist can actually be enhanced by these forms of communication—and this trust needs to be carefully cultivated by information services personnel to counteract a worry that our society is losing personal, human connectedness.

Werts: It is my ability to communicate with our requesters that makes my work possible, and technology can't do that alone. One way you can see this is in how often there are miscommunications when you only communicate with someone using e-mail. The reason for this is because e-mail carries very little emotional information, and so it's easy for words to be misunderstood.

In addition, many people are not good writers, so their e-communications are ineffective. Contrast this to a 10-minute conversation with a client where you can hear in a few seconds that they are not understanding you or vice versa. Voice communications carry many times the amount of information that written ones do. This is the reason why we as information specialists, as human beings, are key to the job. A real, actual person is needed to make sense of the information request and to make that connection with the requester.

Now this doesn't mean that I chat with every requester. In fact I do most of my work via e-mail. But I also have learned to communicate very effectively through e-mail, and when I recognize that I have a requester who isn't doing well in that medium, then I give them a ring right away before we start getting frustrated with each other. It's all a matter of choosing the right medium for the person you're working with.

What are some of the technologies or information systems that you are using or are planning to use that you might recommend to others in the field?

Crane: I find I don't have time to go down this road; the only one that we've tried at our center that is out of the ordinary (look - we're calling all this new technology ordinary now) is a video conferencing/meeting setup through Breeze. We experimented recently and it worked pretty well. There are lots of ideas about how to work better as a staff with it in the works.

Glimpse: I use Wikipedia from time to time and would like to know more about wikis in general and how we could be using them. I have looked into Really Simple Syndication but we're not using it yet. This will be a must-do when we get the news portion of the Web site in place. I read the recent article in *Information Outlook* on MySpace and am interested in knowing more, mainly so I could see how we could apply this type of communication to our needs within the RRFC network, particularly with the communities of practice. I use consolidated online databases all the time. I haven't used podcasts, but when the time is right I will be ready. I do participate in webcasts and webinars like Horizon Wimba regularly and hope to soon have this capacity in house.

'What will stay the same is the information specialist's role of building the capacity of information requesters to enhance their ease of accessing and using information to create new knowledge.'

Rogers: There are many tools that can be useful in completing information requests that I would recommend to others. I identify specifically some resources that may be helpful for searching through academic research. For instance, directories of academic journals abound. Ulrich's Periodical Directory is commonly available in university libraries, and is also online at www.ulrichsweb.com/ulrichsweb/default.asp?navPage = 4&refering_url = &

There is an open-access journal list atwww.doaj.org. This list contains 2,245 journals, 640 of which are searchable at the article level. As to the quality of academic work, there is an index, called the "impact factor," which combines a few attributes to determine a journal's overall impact on the fields it attempts to address. The Impact Factor indicates the total number of times an average article is cited from a particular journal in a given year. As one can gather, this factor is affected by the number of articles published by a journal which are identified by colleagues in the field as foundational for their own ideas.

Werts: The thing that I take advantage of the most often is webcasts and webinars for my own professional development. Mostly, I choose these because I want to educate myself but I prefer not to travel. NERRC has also hosted some events this way, and they've been very successful. I also access Wikipedia quite often as they have information on just about everything on the planet. Although in theory, of course, the information there can be complete crap, that's not been my experience. A few times I've read sections about areas that I'm very familiar with and I thought the material there was pretty solid. I love having an encyclopedia that is so deep and so accessible.

Interestingly, some of our clients have told us that they'd like us to begin using technology like webcasts, podcasts and other just-in-time products for our technical assistance, so we're starting to look into these areas more. We're also in the process now of centralizing all our databases online. That's a very exciting project.

In his book *Future Shock*, Alvin Toffler wrote about what he called "accelerative thrust," meaning that change is not just happening, it's happening at an accelerated pace. Toffler's book was written over 30 years ago in 1970, and you could say that he hit that one pretty much on the head. Along those lines, what do you see as upcoming technological changes that will affect our work in the next five to 10 years? What do you see as staying the same regardless of the technology?

Blythe: I am sure that changes in technology will definitely have a positive impact on the work we do; however, what these changes will look like I am not sure. Regardless of technology, I feel that clients will still depend on us to provide current, relevant, and timely information to meet their needs and assist in providing educational services to children and youth with disabilities and their families.

Crane: I think the need to maintain collections at our own centers will gradually disappear; it will all be available on-line. That suits me fine; maintenance of a collection is time-consuming. I also see the need for phones gradually going away; the calls will be through the Internet along with pictures, sound, and everything. The need to dress for work will be from the shoulders up; that's all that will show. I think we'll also lose some of our clientele because they'll be able to do a great deal more for themselves. We're going to have to redefine what technical assistance is and how we provide it.

Glimpse: One thing I think we will continue to see is the rise in the importance of graphic representation of information: less text. What is going to stay the same for the foreseeable future is the need for human guidance. Special education is complex and needs people who understand the system to explain it to those who need to interact with it but don't have full information.

Rogers: Classic thinkers such as Toffler, as well as more recent concepts and ideas such as the Singularity (see Verner Vinge and Ray Kurzweil), have encouraged a future orientation to approaching work and vocation. Knowledge work requires flexibility of thinking and openness to possibilities.

As an information specialist, I recognize that I am sometimes called on to operate in a purely information processing and dissemination manner. Yet I also observe that we are called on to help people to become knowledge creators. We use well-established tools, but we also urge people to build their own capacities toward interfacing with new technology. Over the next five years, I can imagine that technology, through the expansion of the number and capacity of search engines, will allow us to search Internet and print sources more quickly and widely due to a necessity to stay up to date' and also to focus incisively in on the most salient material, concepts, and ideas. Instant messaging and other technologies will expand the options and increase the rapidity of transferring more immense quantities of information. What will stay the same is the information specialist's role of building the capacity of information requesters to enhance their ease of accessing and using information to create new knowledge.

Werts: The biggest challenge is not any one particular technology, but in the big picture. It's one thing for me to have an iPod and know how to use it for myself. But when my clients say they want us to provide podcasts for them, then I need to not only know what podcasts are, but how to develop and produce them. In other words, I need to be on the cutting edge of information technology and I need to have a source for that information so that I won't be sounding dumb when I'm talking to our clients.

coming events

November 2006

ASIS&T 2006 Annual Meeting
American Society of Information Science and Technology
3-9 November 2006
Austin, TX, USA
http://www.asis.org/Conferences/AM06/am06call.html

ECM West Conference & Expo
AIIM
6-8 November 2006
San Jose, CA, USA
http://ecmwest.com/ecmwest/v42/index.cvn?id=10000&p_navID=9

CLICK U Live!
Writing for Publication
7 November 2006
www.sla.org/clickulive

Sofia 2006
Various Universities
8-10 November 2006
Sofia, Bulgaria
http://slim.emporia.edu/globenet/Sofia2006

CLICK U Live!
The Value of Corporate Libraries
22 November 2006
www.sla.org/clickulive

Online Information 2006
28-30 November 2006
London, UK
http://www.online-information.co.uk

December 2006

New Librarians' Symposium 2006
Australian Library and Information Association (ALIA)
1-2 December 2006
Sydney, Australia
http://conferences.alia.org.au/ newlibrarian2006/

Eighth International Conference on Grey Literature
4-5 December 2006
New Orleans, LA, USA
http://www.textrelease.com/pages/2/index.htm

International Conference on Digital Libraries (ICDL 2006)
The Energy and Resources Institute
5-8 December 2006
New Delhi, India
http://static.teriin.org/events/icdl/

50th Anniversary - Golden Relection & Directions
Military Librarians Workshop
Dec 4-8, 2006
http://www.sla.org/division/dmil/index.html

CLICK U Live!
Copyright for the Corporate Librarian: The Importance & Consequences of Copyright Issues in the Digital Environment
6 December 2006
www.sla.org/clickulive

1st International Conference on Digital Information Management
Digital Information Research Foundation and Christ College
6-8 December 2006
Bangalore, India
http://www.icdim.org

CLICK U Live!
Taxonomy Technologies and Successes: Techniques & Systems for Automated Classification
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Interpreting the Copyright © Symbol

By Lesley Ellen Harris

Some people believe that if a work does not bear a copyright symbol, then that work is not protected by copyright law. This is not true. In most circumstances, the use of the copyright symbol is not mandatory. However, the symbol **©** is used universally to identify a copyright-protected work and to indicate its copyright owner.

The symbol is not required in the leading copyright convention, the *Berne Convention*[1] (to which 162 countries belong), but remains a requirement in another copyright convention, the *Universal Copyright Convention*.[2] The information in this article discusses Berne member countries' use, or non-mandatory use, of a copyright symbol. The U.S. and Canada are members of *Berne*.

Reasons for Using a Copyright Symbol

In general, a copyright symbol is a reminder to the world at large that copyright exists in the work. It identifies the copyright owner and, therefore, may help people who want to use the work to locate the copyright owner and obtain permission to use it. Also, it shows the work's first year of publication.

Using a copyright notice does not require copyright registration of a work or any specific permission or rubber-stamping. In other words, do not assume that you can locate the copyright owner by searching the records of the Copyright Office just because there is a copyright symbol on the work.

In countries like Canada and the U.S., the symbol is not mandatory. However, there are incentives to use it. In Canada, use of the symbol provides evidence in a court action that the alleged violator should have known that copyright existed in the work. In the U.S., use of the symbol precludes an alleged violator of copyright from submitting that he did not know that copyright existed in a work. In the U.S., works published before March 1, 1989, were subject to different rules and the copyright notice was mandatory, though corrective steps could be taken if it was omitted on a published work.

Elements in a Copyright Notice

There are three elements in a copyright notice. First, the "c" in a circle, **©**, or the abbreviation "Copr." or the word "copyright" should be present. Second, the name of the copyright owner (not necessarily the author) should be included in the notice. Third, the year of first publication should be set out. These elements need not necessarily appear in this sequence. An example is: **©** Mary Clark 2006.

The year to include in a copyright notice should be the year of first publication, or the year in which substantial revisions to a work occurred. For constantly evolving Web sites or electronic books, the year in the notice would be updated whenever more than trivial revisions or additions are made to the site. While earlier years can remain as part of the notice, the date of the latest substantial revisions must be included. If only one year is to appear in the notice, it should be the oldest year, namely, the year associated with the oldest elements in the work. Alternatively, the notice could include a range of years (e.g., 2001-2006), starting from the date of the oldest elements in the work and ending with the date of the newest elements in the work.

A copyright symbol is not usually used on an unpublished work but may be. Instead of year of publication, the year could be when the author distributes the work in some manner. The symbol could indicate this with the following wording: Unpublished work **©** 2006 Mary Clark.

Placement of the Notice

The copyright notice should be clearly placed in a manner and location best suited to alert the user of the work in question to the fact that copyright subsists in the work. This can vary depending on the type of work involved. For a Web site, a suitable location for the copyright notice may be on the home page, or on a page that appears by clicking through to a specified copyright or legal notices page, or both. For instance, Web site owners may include a simple

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She also is a professor at SLA's Click University where she teaches a number of online courses on copyright, licensing, and managing copyright and digital content for SLA members. SLA members may register for the fall 2006 courses at: http://www.sla.org/content/learn/learnmore/distance/2006cul/index.cfm.

copyright notice on their home page and perhaps on other pages of their Web site, with a click-through to a more detailed copyright and legal notices page. If you are looking for the copyright notice, go to the bottom of the home page and check the listed links for copyright notice or legal disclaimers, etc.

For works published in book form or periodicals, the notice could be placed on the title page, the page immediately following the title page, on either side of the front of back cover, or on the first or last page of the main body of the work. The notice should be in a manner and location that is conspicuous and will not be missed by a casual observer.

The Sound Recording Symbol

Sometimes you see a (p) in a circle on a sound recording. The (p) is used like the ©, but only with respect to sound recordings. The reasons for marking a work with (p) are similar to those for marking a work with ©. The notice should be placed on the label attached to the recording, or on the cover or container accompanying the recording, or both.

Copyright Warning/Information

In addition to a copyright symbol, some include a "copyright warning" or additional copyright-related information on any copyright-protected works. The warning/information may be as simple as:

For requests to use this copyright-protected work in any manner, e-mail: xxx@xxx.com or call (xxx) xxx-xxxx.

More comprehensive copyright warning/information may refer to concepts like fair use and fair dealing, and may mention whether permission is required for non-profit and non-commercial uses of the work. Most print publications and Web sites have some form of copyright warning/information. To determine what uses are permitted without further permission, read through this information.

[1]See: www.wipo.int.
[2]See: www.unesco.org/culture/laws/copyright/html_eng/page1.shtml.

Beyond Elevator Speeches! A Process for Influence

By Stephen Abram

My airplane book this month is *How to Have a Beautiful Mind* by Edward de Bono (Vermillion). It's a great book. I don't know how I missed it when it came out in 2004 since I love to read de Bono. Anyway, it's about how to be interesting and how to chat with nearly everyone, how to debate, listen and disagree well—all things I can learn to do a lot better!

It has made me think about how to make libraries beautiful in the mind and interesting to people who matter.

At Internet Librarian in October, I had the opportunity to hear and introduce Joe Matthews, an old friend of SLA and author of a number of books on how to make the financial and value arguments for libraries and librarians. His latest book is, *The Bottom Line: Determining and Communicating the Value of the Special Library* (Libraries Unlimited, 2002). He told powerful stories of the impact of libraries. One memorable one was the six-figure bonus awarded to a special librarian for saving the company over $20 million.

We must talk about the result and less about the line-item budgeting. Without a doubt, nearly every innovation we try to make in libraries today involves some investment of dollars and time as well as commitments to riskier technologies and pilot projects. To achieve our technology and program goals we have to get folks at all levels on our side and excited. How?

Elevator Speeches: No Magic Beans

Over the past few years we have heard a lot about the special role of elevator speeches—those sound bites for when you have the ear of a key decision maker or influencer for a few floors. We're told to craft a few short stories or facts and install them in the heads of these folks. Then, magically, good things could happen. There are even many examples of where this strategy worked. I love this tactic, but let's remember that it's just a micro-skill and we can't leave our communication strategies up to chance encounters. Let's learn how to make our magical moments. What would be steps to move into deeper conversations with our decision makers and key influencers? There are two simple things we need to know first.

How do ideas grow?

Sometimes new ideas look like they arrive fully blown. They don't. People follow a very specific process whereby they come to accept new ideas. It's a simple five-step process. First, you need to have the *awareness* that some product, process, or concept exists. Advertising and PR help here.

Then, and don't neglect this step, people have to be *interested* in it. This isn't always the case. If you're not interested in reality TV, no amount of awareness activities will engage you in the next step, *evaluation*. This is your first major yes/no step. Will I invest any more energy to know more about this idea by researching or trying it? Would I even invest as little energy as typing the word into Google? Getting to *trial* moves your target audience of decision makers from evaluation to where they can make a decision about *adoption*. So, understand this short process: awareness, interest, evaluation, trial, adoption.

When you ask someone with power to adopt your ideas—to invest time and effort in supporting, financing or discussing them—without filling in the first four steps, you're more likely to fail.

This process can happen very fast. For example, a new chocolate bar with an exciting flavor can get from awareness through adoption in seconds. I just discovered dark chocolate M&M's. Time from awareness to stomach: minutes! Now, suppose the new ideas are a suite of complex processes and technologies like Web 2.0 or Library 2.0 or intranet repositories. We'll see the market taking years to absorb and integrate the solutions promise here.

Second tip: Your idea needs to have five qualities to be more easily acceptable to the people you desire to invest their enterprise's en-

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ergy and money in. Overall, the idea's benefits must be visible in some way. This visibility can be tangible or intangible but it's best to make sure you can speak to all five.

First, your innovation should be able to demonstrate a *relative advantage* over how things are done now. It should be compatible with current behaviors or show steps that lay a path from the old ways to the new. *Compatibility* with current modes was why bank machines started on the outside of banks instead of in more convenient places. The relative advantage was that you had 24/7 access to your account.

Complexity is an issue for markets. How can you make something less complex than the way it's done now? Online banking is arguably less complex, but only after the target client has acquired the technology and Web skills and done the account set-up. Hence, we see slower than desired adoption for the banks and new competitors that aren't anchored in legacy systems.

Trialability is a key strategy. It was easy to try M&M's. I even paid for the privilege. The same is not necessarily true for OpenURL full-text access or targeted federated search.

Lastly, *observability* is an important aspect of the adoption process. Can you show the change through demonstration? Can you show other users having successful experiences? Is your environment so unique that you can't find another enterprise or a metaphor to show your innovation idea in action?

By using these five insights, you have some keys to convincing others about what makes your ideas for innovation interesting.

So, what are the next steps after you've baited the hook with your elevator speech—making sure you have been interesting, intriguing and included a call to action? I like to think about these as steps in developing a new relationship. Not quite dating, but still getting to know each other better.

The Starbucks Latté Chat

Nearly everyone likes one of the ubiquitous Starbucks beverages. Slyly insert into casual conversations a query about what their favorite Starbucks is. Is it different in summer? Do they change their choice from morning through evening? Do they actually prefer Seattle's Best or Tim Horton's? Then, later, call them when you know they'll be Jonesing for a fix and ask them out for 15 minutes so you can treat them to their favorite Starbucks. What do you get? Fifteen minutes instead of an elevator ride. It'll be the best five bucks you ever spent. Be prepared to be social and listen, and have your ideas ready too. Pick them up at their desk so you have the walking time too. And don't put all your eggs in one basket. Make sure you repeat this with other influencers and decision makers.

The Hot Dog

Graduate to the hot dog stand. This is perhaps an urban trick where quick lunches of cut fries and kosher hot dogs on the street are part of the downtown and business district culture. Maybe there's something similar on campus or in your town. Anyway, this gives you half an hour to chat and plan together. You also get to know each other better. Your goal might be transferring ideas, excitement, and information—or planning a future larger meeting. Either way, you now have a deeper relationship with people who matter. You might even make a friend; but in any event, you'll have a closer colleague. You're entering the inner circle's orbit.

The Meeting

Now you're there. You have several people who matter primed to hear your big ideas in a more fulsome manner than an elevator speech or a budget line item discussion. This is your chance to shine and bring in the big guns—formal PowerPoint slides and handouts and a request for more consideration and alignment with the organization's bigger strategies. You can do it. You've already worked the room!

Keep the Energy Flowing

Here's just one last piece of advice. This isn't a budget strategy, it's almost always wrong to introduce new ideas in the formal financial side of the budgeting process. That's where cuts happen, not investments. New program investments happen throughout the year in thousands of small conversations and strategic planning meetings. Be political and keep your mind on the long-term goal. Align yourself with the enterprise's most exciting goals.

Read de Bono's book if you haven't already. There's a lot of wisdom there. Then read *The Springboard* by Steve Denning (Butterworth Heinemann, 2000). It's also a fantastic manual on how to encourage adoption of your ideas through storytelling and narrative from someone who understands the world of special libraries, information professionals, and knowledge ecologies.

Member Salaries Continue to Outpace Inflation

By John R. Latham

Average salary increases for SLA members have outpaced inflation again, although by a lesser margin than last year, according to responses to the 2006 SLA Salary Survey.

Based on salaries as of April 1, the mean percentage increase in salaries for 2006 over 2005 was 4 percent for U.S.-based respondents. For the same 12-month period, the Consumer Price Index rose by 3.5 percent. Canadian members did better year relatively. Their salaries averaged 3.9 percent higher on April 1 than a year earlier, while the CPI had only increased by 2.4 percent.

The average salary for U.S. members who answered the survey was $67,400, compared with $65,482 in 2005, and for Canadian members Can$65,522 compared with Can$63,083 in 2005. The mean percent changes for U.S. and Canadian respondents show that the Canadians improved their percentages compared with inflation, and compared with U.S. respondents.

The differentials between female and male salaries have changed little. Canadian females continue to be paid on average very slightly more than their male counterparts, whereas the reverse is true of U.S. respondents, where the median salary for males is 5.1 percent higher than for females. This continues the trend of reducing the differential percentage in median salaries, which were 9.9 percent in 2004, and 6.7 percent in 2005.

Although nothing to get excited about, the differential between the lowest and highest salaries by region also appears to be decreasing. In the salary distribution by U.S. Census Division, the differential between the median salaries of Middle Atlantic (New York, New Jersey, Pennsylvania) and East South Central (Kentucky, Tennessee, Mississippi, Alabama) has decreased from +45.1 percent in 2005 to +40.0 percent in 2006.

This is still a depressing trend when compared with the 22.5 percent differential in 2003. In the Canadian Regions the trend has reversed, but the differentials are much less marked than in the U.S. The differential between the median salaries of the highest paid region and the lowest paid region has increased from +8.6 percent to +12.1 percent between 2005 and 2006.

Regionally in the U.S., New England ($72,373) moved above Pacific ($71,269), but Middle Atlantic ($75,350) remained No. 1 one in top three regions for mean salaries in 2006 over 2005. The salary distributions by metropolitan area show that New York City ($81,172) has regained its top position of highest mean salaries. San Diego/La Jolla ($72,563) has dropped to fourth behind San Francisco ($77,102) and Philadelphia ($76,789). This indicates that the East Coast currently has a jump on the West Coast. Don't forget that the higher pay scales may look inviting, but one has to consider the cost of living in those areas.

Workplace Study

Following the success of the supplemental survey carried out in 2005, the same survey was directed to human resource professionals of the members' organizations in 2006. The supplemental survey expands the annual salary survey to enhance the survey results with additional information on benefits, trends in hiring and expenditures, and changes in job descriptions and competencies.

There do not appear to be any significant changes in the results from this and last year's survey, but we must be careful about drawing conclusions from the comparison of data between 2005 and 2006 as there is no guarantee that the respondents are the same.

There continues to be evidence that information professionals are moving out of their libraries or information centers into other departments or areas within their organizations. The results show that 58 percent of information professionals work outside the library or information center. The average number of information professionals at all company locations was 42.2. At their own work location, the average number of information professionals reported was 9.2 and the average number of paraprofessionals was 8.7.

Although one in seven organizations represented in the survey have outsourced information functions, and nearly one in 12 are considering doing so, nearly 75 percent of the organizations that have outsourced reported no reduction in library/information center staff.

Just over half of the respondents expect to increase their library or information center budgets in 2007. Six of 10 of the for-profit respondents expect to increase their budgets, but this is offset by only 35.4 percent of government and 45.5 percent of academic institutions expecting an increase.

The full results of this survey have been added to the 2006 Salary Survey.

SLA Salary Calculator

The 2006 SLA Salary Calculator is an online interactive tool to analyze information professionals' salaries based on multiple characteristics will be available online for purchasers of the 2006 salary survey at www.sla.org/salarycalculator06 shortly after the publication date of the salary survey results.

The SLA 2006 Annual Salary Survey and Workplace Study, which is available in PDF or print, can be purchased from the SLA Online Marketplace at www.sla.org/merchandise, or by phone at 703-647-4900.

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