

# **in**ula notes

*Indiana University Librarians Association*

1997 Theme: Continuing Education and Staff Development:  
Helping Individuals Adapt to Change

Volume 13, Number 1, March 1997

## Letter from the President

*Philip Bantin, InULA President*

Greetings! I am pleased to introduce our first *InULA Notes* for 1997. As many of you know, InULA's theme for the last two years has been "Advancing the Profession Through Support of the Individual." We believe that to meet this goal InULA must be involved in supporting programs and other initiatives designed to assist IU librarians and staff in meeting continuing education and development needs. How are we planning to do this? Let me tell you about some of our initiatives.

One of InULA's primary initiatives is the creation of a new strategy for designing and implementing InULA-funded continuing education and development programs. Details of this initiative are still being worked out, but I can announce at this time that InULA will make available a pool of funds—this year set at \$2500—to support development of workshops, conferences, lectures, and other continuing education activities by IU librarians and staff. For those of you familiar with InULA continuing education budgets and programming, you will recognize that this approach marks a radical departure with the past. In the first place, it represents an annual increase of \$1900, or over 300%, in the amount of funding InULA has traditionally committed to continuing education efforts. Second, this strategy represents a much more decentralized approach to programming, by placing responsibility for creating, planning, and implementing these programs in the hands of IU librarians and staff throughout the system, rather than under the control of a centralized InULA committee. In so doing, we hope to facilitate the development of programs which more fully address the specific needs and interests of each IU campus library community. Please look for more information on this program in the next month of so on InULA's Home Page (<http://www.indiana.edu/~inula>) and on the InULA and IU Libraries listservs.

Another set of continuing education activities sponsored by InULA fall into the category of providing a forum for information-sharing and discussion. Included in this group of activities is our newsletter, *InULA Notes*. In accordance with our emphasis on "supporting the individual," we have decided to devote the first two 1997 issues of *InULA Notes* to a discussion of continuing education. More specifically, the theme of the issues is "Continuing Education and Staff Development: Helping Individuals Adapt to Change." As a means of addressing this topic, contributors have been asked to focus on the following questions: (1) What is the value of continuing education and development activities to the

individual library staff member, particularly as that learner tries to adapt to change? (2) What problems and barriers limit the libraries in offering and the learner in participating in continuing education and staff development programs? (3) What options for learning are available? How does a learner participate? And (4) What avenues for cooperation exist (e.g., among library units, among campuses, between InULA and the libraries) in providing continuing education and staff development programs? What is necessary to make this cooperation happen? I hope you enjoy the four articles included in this issue.

### **Continuing Education: Expanding Expertise for the Digital Library**

***Ruth Davison, Chair, Bloomington Library Faculty Council Continuing Education Committee***

Continuing education—how much that term has changed in meaning and importance to librarians over the years! In the 1950's the term had a laissez-faire definition. After completion of formal library education, "continuing education," meant mild encouragement from one's head librarian to take a class or two, attend relevant workshops, and possibly join local library groups. Or, if you planned to be a "head librarian" yourself one day, you were advised to finish a second degree and join ALA, presenting papers or chairing committees to show you had serious intentions.

In complete contrast, the hard-working, serious members of the Bloomington Library Faculty Council (BLFC) Continuing Education Committee are aware of the reality facing every librarian today: continuing education is a career-long necessity and must be a part of

everyday life. Information is now being presented in both physical format—books, journals, and the like, but also in electronic form. Electronic information is presented, refined, incorporated, reconstituted and discarded with kaleidoscopic rapidity, often within months of its origin. Some of that information needs bibliographic control and retention for future users.

This reality is the primary challenge to those of us who work as librarians, train librarians, or wish to become librarians. To help meet this challenge, the Continuing Education Committee has developed a series of meetings on how to merge the physical information found in libraries with electronic information. The first session was January 28, "Integrating the Digital Library: Combining Electronic and Traditional Resources," and featured speakers focusing on four

issues: Ann Bristow spoke about "The Generalist's Point of View;" Kenneth D. Crews talked about copyright and licensing; Allan Barclay demonstrated the CIC Healthweb; and Suzanne Thorin suggested ways libraries and librarians should prepare for the future. Follow-up meetings are scheduled for March 11 and April 10 to encourage discussion of the issues raised.

Users of information no longer have to go to a physical location. Information is everywhere. Finding it is a skill librarians already possess. We have no excuse for not expanding that skill to help future users of information.

## **Training and Change**

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*Marilyn Shaver, Personnel Officer*

Change is a fact of life for those of us who work in the IU Libraries, and most of us agree that we must do a better job of preparing ourselves to deal with that change. Training and continuing education can provide valuable support to employees faced with change in their daily work lives. There are numerous opportunities at IU and in the Libraries to participate in these kinds of activities. There are programs designed specifically to address change issues. For example, the IU Human Resources and Management's training and development department offers a session on "Managing Change: The Human Factor", which will be presented in March in the IUB Main Library. The purpose of this program is to prepare managers and supervisors to facilitate change in the workplace. There are other more general programs available from HRM that can prepare both managers and employees to deal with change. Because technology seems to be the driving force behind many of

the changes in the Libraries, computer training is essential. Computer training offered in-house and at UCS is available to all library employees. Training and development programs offered by HRM, UCS, and the Libraries are publicized through e-mail, paper brochures and guides, IUL News, and web sites.

Many librarians and other library staff take advantage of training and development activities. However, there are many others who do not participate in these programs. During exit interviews with transferring and terminating staff, the three reasons given most frequently for not participating are lack of time, little encouragement from the supervisor, and no need for training. Participation in training activities must become an expectation for all levels of staff. Experts agree that in our current environment of rapid and extraordinary change, ongoing training and education are becoming increasingly important to our success.

## **Organizational Change: A Work in Progress**

**Mary Beth Minick and Mary Stanley, Management Team, IUPUI University Library**

"Every organization has to prepare for the abandonment of everything it does."

*Peter Drucker, 1992*

Within a rapidly changing environment, staff development and continuing education are critical to organizational success. March 6, 1996 marked the beginning of a period of fundamental organizational change for the IUPUI University Libraries. This was the date that the University Libraries embarked on the transition from a hierarchical organization to a team-based environment. On that day, staff members asked themselves, "What is a team-based environment and what does it mean for me?"

The transition into a team-based environment is a gradual process, taking years, as teams go through the "forming, storming, norming and performing" stages. As a first step, several librarians traveled to Tucson, Arizona to attend the Living the Future Conference. Librarians from the University of Arizona, the epitome of change in academic libraries, shared their experiences in moving toward a team-based environment. Organizational change is difficult. Change does not come naturally, nor is working as a team instinctive. The librarians who attended the Arizona conference came back convinced that training was the key to success. Training must be a top priority and begin at the top and well as pervade the entire system.

As a result of this belief, the IUPUI University Libraries began a series of training sessions. The first was use of the

Birkman Report questionnaire with Senior Management and team leaders. This is an individual questionnaire that provides insight into characteristics such as how one needs to be supervised, how one works in a group setting, and how one responds to and uses authority. For each individual, a coaching sheet, with a short summary on how best to coach the respondent was developed. In June 1996, Mary Ann Weber, a training consultant, presented a workshop for all library staff on working in groups; in August she presented another workshop on Conflict Resolution. During Spring 1997 additional workshops will be held.

IUPUI University Libraries are making strides toward the transition to a team-based environment, but have a long way to go. The training can never end, but must be continued, evaluated and revisited regularly. Today, we continue to ask what being a team member means and we continue to learn. We are, indeed, a work in progress.

### **References**

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## Expanding Horizons through Research Support

*Judith Dye and Mahnaz Moshfegh, IULFC Library Research Committee*

The Indiana University Strategic Directions Charter states, "Through various offices at the university, campus, and school levels, we will look for opportunities to expand support for teaching, service, and scholarship, including start-up funds, mentorships, intercampus cooperation ..." This includes support for library faculty as well as teaching faculty. Some individual campuses also address faculty development and support. For instance, as stated in the IUPUI mission statement, "Faculty development is to enable each individual member of our academic community to achieve the highest level of personal attainment in teaching, research, and service. The faculty are the University. Their strengths, values, quality, integrity, and vision define what the University is for its students and the community."

To attain these goals for library faculty, the vast resources of talent and expertise in the library system should provide the means for librarians to help each other grow and improve. Research is essential for a librarian's continued growth and self-development. To support research, the Indiana University Libraries, collectively and individually should consider the strategies described below:

- Award grants to librarians to attend regional and/or national conferences as research incentives, and to promote their involvement in professional organizations.
- Expand the librarian's research base and scholarship through externship.

- Publish librarians' research related to current issues through research reports and working papers to foster and coordinate collaboration among library faculty.
- Provide continuing education opportunities for librarians who are moving toward identifying key issues that are challenging librarians, librarianship, and confronting the various components of the library.
- Organize conferences and seminars that bring together library administrators, faculty and staff for the purpose of focusing on important issues confronting the library system, as well as national issues to enhance the library's operation.

The library should provide a forum to explore the emerging tools, ideas, and research findings necessary for assisting librarians in their growth, in disseminating their ideas, and in sharing questions and answers in the use of those tools and ideas for conducting research.

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