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TECHKNOW

A Quarterly Review of Bright Ideas
For the Technical Services Division

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Handling Ongoing Changes in Information Technology in Technical Services: Creating a Librarian-Staff IT Training Initiative

By Bernadette Lopez-Fitzsimmons, Technical Services Librarian,
Mary Alice and Tom O'Malley Library, Manhattan College, Riverdale, NY

Technical services librarians must meet the challenges of the ever-evolving Information Technologies (IT) that comprise the integrated library system (ILS). To complicate handling numerous IT changes, librarians must continuously learn and develop IT skills, plan and implement new workflows as well as create lessons and present them to technical services staff. Technical services and systems librarians must supervise and oversee the success of these new implementations and then plan for more IT changes shortly thereafter. Needless to say, each new software release means eventually tracking increased costs. Analyzing IT cost reallocation in libraries is another tedious and time-consuming task.

Coordinating these ongoing IT changes with continuous staff training sessions is very complicated and demanding. Such tasks as regularly

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TechKNOW Mirror Site Established: <http://www.library.kent.edu/TechKNOW>

TechKNOW fans can now access current and back issues of *TechKNOW* via the newly established mirror site at Kent State University (KSU). Each new issue will be simultaneously published at the Ohio Library Council's (OLC) Web site (<http://www.olic.org>) for OLC members and at the KSU site for non-OLC members. The site can be found at the URL above or by performing a Google search for *TechKNOW*. The creation of this mirror site happened thanks to the generosity of OLC and KSU Libraries and Media Services.

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retrieving new authorization and password codes; accessing online patches to "correct" systems glitches; exchanging zip files containing images and other data; and verifying new database definitions for Z39.50 connections are only a few of the time-consuming tasks that must be completed within severe time constraints. In addition to fulfilling other professional responsibilities, technical services and systems librarians must frequently adjust options in systems administration, learn and test the success of newly implemented procedures, plan and coordinate workflow between departments, and, then prepare and instruct staff on IT changes. Even mini-upgrades in OCLC interfaces or "minor" online patches for ILS clients disrupt workflow and can make staff anxious and frustrated.

The ILS clients and OCLC interfaces are prone to network failures, temporary connection slowdowns, and power surges. These uncontrollable and disruptive incidents create a backlog, upset staff and, ultimately, affect services to patrons. As a result, clean-up activities and never-ending projects have become integrated into the regular workload. Therefore, librarians must develop a strategy to handle ongoing network, security and connectivity issues. This strategy must strive to balance IT problems with workflow, productivity, timeliness and accuracy as well as rising costs in telecommunications. Selecting certain functionalities in the systems administrator module requires collaboration with IT staff, supervisors and library administrators. Careful planning is necessary such as when instructing staff to work online and, then, offline.

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The 2005 OLC Annual Conference and Exposition on October 5-7 will feature a full track of entertaining and informative Technical Services programming:

What's FRBR and Why do I Care? Featuring Glenn Patton from OCLC.

Open Source and Technical Services: Do They Fit? Featuring Stephen Hedges and Joshua Ferraro from the Nelsonville Public Library.

What's This I Hear about AACR3 and RDA? Featuring Glenn Patton from OCLC.

Pattern Recognition for Technical Services: Interpreting the OCLC Environmental Scan. Featuring Eric Childress from OCLC.

How to Have Happy Campers During Migration. This lively panel discussion will feature Dan Liebttag, Fairfield County District Library, Sevim McCutcheon, SEO Library Center, Wes Osborn, Central Library Consortium, Deborah Hathaway, Dayton Metro Library, and Christina M. Barnette, Dayton Metro Library.

For complete details, scheduling information or to register visit the OLC Web site at http://www.olc.org/ann_conf.asp

IT Training Continued...

Organizational balance, with structure and flexibility, is important in coordinating productivity, systems and personalities in an ambiguous environment. Thus, collaborating with multiple parties; telecommunications personnel, software providers, consortium members, etc., as well as communicating with library administrators, supervisors, colleagues, staff and patrons, are requirements in striving to accommodate evolving technologies and the frustrations of using them. Librarians must demonstrate leadership qualities through good communication and networking with staff and others. Creating a Librarian-Staff Training IT Initiative is one way of coordinating teamwork with systems problems, or more simply, human nature with technology.

Creating a Librarian-Staff Training IT Initiative

Implementing IT in all libraries includes emotionally preparing staff for ongoing IT changes and teaching new technology skills through creative, entertaining, informative, and practical training sessions. By creating a Librarian-Staff IT Training Initiative, trainer librarians will successfully instruct their employees on how to manipulate data in state-of-the-art software and develop competent IT skills while working in multiple programs concurrently. Training staff in a hectic, fast-paced technological world requires good communication and networking skills, creativity, customization as well as knowledge and IT skills.

This article offers ideas on how to cultivate an ordered, organized, productive and, relatively happy, work environment by creating a Librarian-Staff IT Training Initiative. This type of collaborative imperative requires acknowledging each person's contribution and individuality during training as well as in performing daily

assignments. Trainer librarians must exude enthusiasm in embracing IT changes. They must lead their staff through the infinite networked environment with a positive attitude. Creating a teamwork spirit through the initiative will simplify this enormous undertaking. The technical services environment still imposes the mission of creating order and organization upon existing chaos.¹ The mission is very dependent on the unpredictability and unreliability of the technologies available nowadays. Minimizing anxiety and frustration caused by systems issues must be incorporated into the initiative.

Since the aim of today's ILS has always been to provide state-of-the-art services to patrons through local and remote access, it is crucially important that librarians and staff feel comfortable in today's digital world and continue to embrace IT changes with an open mind. Librarians and staff must be supportive to one another, and this can be achieved through teamwork and group effort. Having a Librarian-Staff IT Training Initiative is one way to lead technical services staff through the modern digital maze and deal with human nature.

Trainers must consider the emotional needs of support staff. By virtue of being human, some individuals will respond to change better than others. The culture of today's work environment includes diverse backgrounds in IT skills, knowledge, education, learning skills, attention and retention capacities, work experience, ethnicity, race, color, socio-economics, age, gender, sexual orientation, and health-related challenges, as well as physical and mental disabilities. Certainly, dealing with ongoing change is anxiety-provoking. Anxiety levels differ from one person to another. Skills in re-applying lessons taught in training to the "real" work environment run the gamut. For staff as well as their supervisors, never being able to depend on a

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TechKNOW is published on the Internet by the Technical Services Division of the Ohio Library Council. It is available to Technical Services Division members at the Ohio Library Council Web site at <http://www.olec.org> and is also available to non-OLC fans at the TechKNOW mirror site at the Kent State University Libraries and Media Services Web site at <http://www.library.kent.edu/techknow>. For more information, or to submit articles, please contact Margaret Maurer at Kent State University at 330.672.1702 or at <mailto:mbmaurer@kent.edu>.

IT Training Continued...

reliable system disrupts performing daily tasks and completing routine projects. When this continues to occur, people will not see productivity and, consequently, feel frustrated, overwhelmed and emotionally drained. Librarians can ease the pain caused by this ambiguous environment in technical services by forming a collaborative work effort with their staff.

Through the Librarian-Staff IT Training Initiative, trainers appeal to the human aspect of managing IT and technical services staff. Trainers pursue a cooperative learning strategy to motivate each individual to "stop, think and do!"² Implementing instructional IT tools to present changes and educate staff in "digital literacy"³ fosters cooperative learning. Collaboration with staff in the training initiative will encourage a smooth workflow using newly acquired professional IT skills.

Staff Participation in the IT Training Initiative

Library staff that participate fully in any IT training initiative will learn more and retain more. There are methods that encourage that participation. Acknowledge the staff's individuality and creativity. Recognizing the staff's dedication and contribution to the library as well as the department will inspire them to focus and produce amidst enormous workflow upheavals, systems glitches, infinite complex functionalities, etc. Maintain an ongoing open communication to get staff on board. Attract the staff's attention by using IT instructional software in training sessions. Interest staff through creative, entertaining, and educational presentations paired with hands-on practice and a follow-up assignment at workstations.

Regular communication with staff alleviates their frustration and anxiety. Sharing news on upcoming and impending changes, or even

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NOTSL Scholarship Timing to Shift

By Jennifer Bull, Supervisor and Head Cataloger, Ashland Public Library

Each year the Northern Ohio Technical Services Librarians (NOTSL) awards up to \$1,500 in scholarships to persons currently working in a professional, para-professional, or support position in a technical services area in an Ohio library, or to persons currently taking coursework in librarianship.

Until now, the scholarships have been awarded for activities that take place between July 1 and June 31 of the following year. Starting this fall that calendar will shift. NOTSL will take applications this fall for scholarships to fund activities taking place anytime during 2006.

Initially, the NOTSL Scholarship was made available for use on a fiscal calendar and many awards were given to library school students. More recently, the scholarships have been granted for a variety of activities.

A list of recent scholarship winners is available on the NOTSL Web site at <http://www.notsl.org>. This website also offers information about the organization, and will provide a printable scholarship application form along with updated scholarship information.

Look for announcements this fall regarding the availability of the NOTSL scholarships!



IT Training Continued...

possible unknown or probable issues, directly involves staff in the Librarian-Staff IT training Initiative. Trainers should meet with staff regularly. Not all meetings need to be formal. Informal discussions decrease the seriousness and structure of imminent changes. Informality opens dialog, decreases stress and conserves time. Exchanging quips, having a good sense of humor and laughing together adds levity to time-consuming and labor-intensive tasks created by IT upgrades. This positive strategy will instill pride, confidence and a sense of accomplishment among technical services staff.

Scheduling Training Dates and Alternate Sessions

Scheduling training dates and alternates establishes order, organization, and direction. Provide tentative dates and alternates. Ask staff to keep all the dates free as the primary drawback of today's technologies is its unpredictability and lack of dependability. Be mindful to allow staff space for emotional adjustment to ongoing changes. E-mailing staff a training schedule subtly demonstrates how IT is diverse, immediate, and universal. Verbal announcements are *not* enough. Electronic communication is more demonstrative and visual. E-mail involves staff immediately while reinforcing the use of another IT functionality. Sending email messages also extends courtesy to the staff. It elicits their participation in the process of change prior to the actual training. This is one example of how trainer librarians acknowledge staff's time, contribution and individuality. Librarians who take time to communicate with staff on a regular basis foster an innate team spirit necessary in training sessions and in the technical services work environment.

Using Instructional IT Software to Train Staff and to Develop IT Skills in Staff

Besides using oral and written communication to ease the pain of continuous IT changes, utilizing instructional IT programs such as MS PowerPoint for training demonstrates that IT has permeated another area of life. Most colleges and universities have smart classrooms available to teaching

faculty and instructional services librarians.⁴ Public libraries also have public commons that are centrally located in an urban or municipal area such as library centers or a large branch specifically designed to accommodate electronic classrooms such as SIBL (Science, Industry and Business Library/NYPL). What better idea than to implement instructional IT programs in a technological environment such as a smart classroom to teach and develop staff IT skills! Delivering a PowerPoint presentation on new systems is creative, attractive and entertaining. PowerPoint can be an excellent educational learning tool in a collaborative training process. Print copies of the presentation can also be distributed as notes. Since PowerPoint presentations are prone to connectivity issues, having backup print copies might be a convenient way to avoid restlessness, boredom and disinterest in the lesson.

Mounting PowerPoint presentations to the Intranet or the Web is another option. Using another electronic medium will encourage staff to develop more learning skills, inspire self-teaching in a world of lifelong learners, and trigger their curiosity about the IT environment. As staff members become more accustomed to using new technologies they will experience a sense of fulfillment. They will also feel appreciated for learning, applying, and producing valuable services amidst chaos. Presentations on the intranet or Web could also evolve into a technical services Web site for the department's online manuals, procedures, research assistance guides and tutorials. These are valuable tools as staff are replaced or newly hired. Of course, these presentations on the intranet or Web would be unique to each organization.

While the trainer delivers an overview orally, a PowerPoint slide show aids visually. At this point, cooperative learning affords staff the opportunity to *stop and think*. PowerPoint provides easy navigation through lessons on a professional, educational level and this medium takes staff to another dimension of the IT Training Initiative. Each staff member brings with him/her different learning skills, attention and retention capacities based on diverse backgrounds. Librarians can easily address individual needs by diversifying the

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IT Training Continued...

presentation with oral, visual, print, and electronic mediums. Having print and/or online versions of presentations available to staff will allow them to decide how they wish to learn or review IT changes. In a technological world where so many decisions are left to chance, staff can feel a sense of accomplishment by customizing their learning method. By allowing staff to personalize their own system as they deal with continuous IT changes, trainers will subtly foster a positive attitude toward change and set the tone for success.

Delivering a PowerPoint presentation prepared as a demo/overview in training attracts the attention of all skills levels; facilitates maneuvering through a lesson; and creates a learning stimulus with visual, oral, and written representation. First, build upon brief, user-friendly lessons in the initial training session to address all IT skills levels. Introducing a simple lesson might be new to some staff members, but can serve as a review for the more advanced IT staffers. Reaching all IT skill levels through this creative, entertaining, informative and educational presentation medium will solidify the lessons and unify the group.

PowerPoint presentations are excellent instructional-learning tools, definitely add the quality of professionalism to staff training, and reinforce universal and immediate IT utilization. User-friendly PowerPoint templates offer customization options for training sessions. Borrow ideas from educational and instructional services professionals by using static and interactive graphics such as clip art, graphs, charts, or photographs. Screen shots of complicated menus or windows are very helpful in a PowerPoint presentation. Inserting graphics creates an entertaining, informative lesson and an attractive, professional presentation. Using instructional software in training is in mode with today's IT world.

A software demonstration can be shown to staff and afterwards staff could follow along at their PCs in the smart classroom. Repetition of the same or similar steps reinforces lessons from one program to another. Emphasizing similarities and differences from one program to another reinforces learning. Repeating steps in different windows encourages staff to collaborate with co-workers as well as to work independently. This part of cooperative learning reinforces *stop, think, DO!*

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Technical Services 2006: Charting a Course

You may have heard technical services librarians speak about the famed "Mohican" technical services retreat that took place at Mohican State Park in May of 2003. Anyone who attended that powerful conference recognizes the impact it has had in libraries in Ohio. Janet Swan Hill provided a stirring keynote address designed to empower us all, and a creative closing synthesis. Ever since, technical services librarians in Ohio have been asking "When will you do this again?"



The answer is April 25 & 26, 2006. *Technical Services 2006: Charting a Course* will feature Sheila Intner, the well-respected technical services advocate and library educator. Sheila will provide the keynote address and compose the closing synthesis as she attends the conference. The breakout sessions will feature the likes of George Needham (OCLC), Carolyn Sturtevant (LC), Louise Sevold (Cuyahoga County Public Library) and Glen Patton (OCLC). Topics will range from cooperative cataloging standards, non-MARC metadata, FRBR and RDA, creating a culture for change, and the economics of scale.

Be sure to set the dates aside for this invigorating retreat.

IT Training Continued...

Structure Multiple IT Training Sessions that Offer Variety and Continuity

Just as in any educational setting, provide staff with continuity and direction at the beginning and end of training sessions. Summarize the previous lesson and connect its aim to that of the next training session. Use the familiar and real-life examples in introducing new steps to staff whenever possible. Explain how lessons will progress from one to another. Conclude by providing a connection to the next session and present a general idea of topics to be covered. This explanation will provide continuity from learning to working environments.

Offer several training sessions with specific lessons. Always design training sessions with continuity from one to the other. Review the previous lesson using PowerPoint and address questions and concerns. Lead into the new lesson by using familiar commands and functionalities at the onset of the next session. Use examples from everyday life such as remote servicing of ATMs or cell phones. Training sessions should include a demo, follow-along activity, and then hands-on practice using "real" library materials.⁵ To conclude the class, recap the highlights of the

day's lesson and assign a hands-on practice to be done at staff's workstations. Distribute any print handouts with workflow procedures and copies of PowerPoint presentations.

After the PowerPoint overview, guide staff from the demonstration into the follow-along activity and then to the hands-on practice using "real" library items. Having a truck full of library materials used in regular workloads available in the classroom. Staff can begin to practice their newly-learned IT skills in the classroom. Circulate among the staff in the room. Answer questions as they arise and take notes on issues that need further investigation. Compliment staff as they move from one task to another. Use teamwork or group work to complete hands-on activities. Praise staff for their effort and cooperation. As the hands-on activities conclude, the trainer should direct staff back to the PowerPoint outline. Provide time for a brief recess. Allow at least an hour for practice.

At the end Provide a Summary and Assign Homework!

Assign "homework" using the newly-acquired IT skills. Using newly-acquired IT skills at workstations affords staff time for familiarity and

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ISBN-13 For Dummies

<http://www.bisg.org/isbn-13/for.dummies.html>

The Book Industry Study Group (BSIG) and Wiley Publishing have created *ISBN-13 For Dummies*, "a reference for the rest of us." This entertaining Web publication provides everything you want to know, and need to know, about the book industry's transition to a 13-digit ISBN. The publication's purpose is to "help users understand how to work with ISBNs during and after the transition to a 13-digit ISBN, what things about ISBNs aren't going to change, and how to handle the changes that are coming." There's information on the contents and history of ISBN numbers and a special link that addresses issues specific to libraries. Available for free on-line, the 16-page publication can also easily be printed for off-line reading by "the rest of us."

IT Training Continued...

comfort with the complexities of working in the new system and adjusting to workflow changes.⁶ An easy transition to the next lesson can be made by assigning routine tasks to be done in the new system. Accept any special requests that should be incorporated into the next training sessions.

Conclusion

The ideas presented in this article for creating the Librarian-Staff IT Training Initiative to address ongoing IT staff training are merely suggestions on how to meet the challenges of system upgrades, online patches, new releases, security issues, connectivity problems, etc. Trainers can

easily customize their sessions to their organization's needs. Cooperative learning used in the IT Training Initiative is an excellent way to motivate and instruct staff to further develop IT skills by *stopping, thinking, and doing*. As trainer librarians lead their staff deeper into the complex and overwhelming IT world, they should continue to pursue the mission of the Librarian-Staff IT Training Initiative by providing creative, entertaining, informative, and educational lessons as part of their training campaigns. Librarians should also be supportive of staff as they continue to move through these changes. This positive strategy in confronting IT challenges in libraries will afford a productive work environment, successful use of state-of-the-art technologies and offer improved access services to patrons.

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Special thanks to Mary Ellen Skehill, Gina Herlihy, Olga Manthos and Margaret Walsh, Technical Services staff, for their continued dedication and cooperation in meeting the ongoing challenges of state-of-the-art library technologies and for their patience and commitment in further developing their IT skills and applying them in multiple programs in order to provide state-of-the-art services to patrons. Their collaborative effort in continuously learning IT skills in my training sessions have greatly inspired me professionally and personally. Special thanks to Maire Duchon, Assistant Director, for affording me this opportunity to coordinate the IT Training Initiative by utilizing the latest IT instructional software in a modern library teaching facility. Special thanks to Thomas O'Connor, Head of Public Services, for exchanging ideas in developing instructional materials and to Richard Palladino, Director, Iona College, Ryan Library and Manny Sanudo, Reference Coordinator, Queens College/CUNY, for encouraging me to remain positive as libraries continue to evolve with the technologies.

A Cool Utility – And Some Other Stuff

By Dan Liebttag, Fairfield County District Library Coordinator, Technical Services Division

Here at Fairfield County District Library I wear several hats. The favorite part of my job is selecting AV material, both music and movies. Over the years, we have developed a very eclectic collection for a library our size. For various reasons, these orders are not run through our acquisitions module but usually are compiled and submitted directly through various vendor sites. Without having one central depository of order data, I am sometimes unclear as to what exactly is on order from whom. Well, Google Desktop Search has solved this problem.

Google Desktop Search is a small utility that keeps an ongoing index of e-mail, computer files, and Web page history. It runs in a browser window and provides very fast, full text searching of just about everything in my computer. Since I've been using it, I've become a bit lax in organizing my files into particular folders, but now I can search and don't have to sort. For example,

How many copies of "Minority Report" did I order last week?
Where did I put those OLC election results?
What is the URL for the Dewey error list?

All of these questions can be answered right away with this utility. If you have the ability to download and install files on your workstation, I heartily recommend it. Google Desktop Search can be found at <http://desktop.google.com>.

In looking over the contents of this edition of *TechKnow*, I once again feel privileged to be writing in the company of such knowledgeable Technical Services colleagues. I definitely move in the day-to-day hands-on world of "get the product out to the customers" as opposed to the theoretical areas of cataloging. Most of these standards issues seem to be out there like a cloud that has yet to filter down to my level of experience. That is one reason why I am so looking forward to our



upcoming 2006 conference to be held at the Mohican State Park Lodge. It should be a great opportunity to get up to speed with what is happening in our area of librarianship.

On the other hand, I am quite interested in dots — as in adhesive round labels. Instead of using the ANSCR system for sound recordings or Dewey, we have long assigned our music CDs to one of 12 categories like "Rock" or "Country" or "Soundtrack". In a browsing collection like ours, this system works fairly well for the customer, but to make shelving easier, we have devised a labeling system that uses colored dots, with the name of the genre and the first letter of the artist's last name. The dots are placed on the spines of the jewel cases.

An ongoing problem has been the small 5 ½ x 3 ½ label stock that we were using from Demco and Avery. These things had a habit of getting stuck in the printers and were hard to store and access.

Earlier this summer, I paid a visit to our local commercial print shop and discovered a mother lode of dots available on standard 8 ½ x 11 stock for ink jet or laser printers. We are now the proud owner of 20 boxes with 12,000 dots each, in most of the colors of the rainbow. Yes, that's 240,000 dots in colors like sunburst yellow, gamma green, and orbit orange. It's the small and mundane things about this job that sometimes can provide satisfaction. I'm still looking for the perfect case to hold four DVDs, but I know it's out there!

At this year's annual conference in Columbus there is a slate of five great programs focusing on Technical Services issues. Topics include migration, pattern recognition, FRBR, AACR3, and open source software. The Technical Services Division Action Council has done a great job in creating these programs.

I hope to see you there.



Harry Potter Flies Again (In and Out of Technical Services)

*By Georgianne Doyle, Cataloging Manager,
Cuyahoga County Public Library*

The newest edition of Harry Potter flew into town again this summer. Libraries and bookstores throughout the land were preparing for the arrival of the sixth book of the series, *Harry Potter and the Half-Blood Prince*. When book five was published, Cuyahoga County Public Library's (CCPL) Technical Services and Information Technology Divisions worked together to be sure that it was available to patrons on the release date. We had no doubt that the sixth title in the series would be waiting on the shelf for our readers at 9:00 a.m. on Saturday, July 16. We are a large library system with 28 branches serving 47 communities. Our patrons are used to receiving good service, including timely copies of best sellers. So how did we pull this off? And how did we top last year's performance?

Let's go all the way back to December. That's when the first batch of *Harry Potter and the Half-Blood Prince* was ordered. In fact, at that time, we ordered 502 copies of the book. It wasn't going to be published for over six months, but we knew we had to plan ahead. In fact, when Scholastic announced its release on December 21, 2004, we created a brief order bib record in our catalog so holds could be placed that day. Almost immediately, staff and patrons began requesting their copy of the coveted "new Harry Potter book."

By July 6, 2005, holds were increasing for the title in all available formats, so more copies were ordered for a grand total of 612 books, 86 books on CD, 53 books on tape, and 63 Large Type books. This is the day we also "cataloged" the titles. Bibliographic records from OCLC were overlaid onto the brief order bibliographic records, and subject headings and

name forms were verified. We used a generic FICTION classification number and the subject headings used were similar to the previous books. We knew we could fill in the physical description when the actual items arrived.

The individual copies (item records) were created on the appropriate bibliographic records early that week. Branch and age level information, prices, and barcodes were included, and barcodes were placed on release paper, ready to be added to the books and AV copies when they arrived. We knew we didn't have to worry about matching specific copies to specific barcodes. Almost everything we purchase is in multiple copies and the barcode works just as well to differentiate them.

When the previous book was published in 2003, we had figured out a way to perform the initial owning branch check-in at the administration building for all branch copies. This check-in process created a routing slip to the patron's pick-up branch, for the hold that copy had trapped. This allowed us to ship the material directly to the patron's location for pick-up, rather than to the owning branch, to expedite the process and guarantee the patron could receive their book on the Saturday morning when the branch opened.

However, this year, CCPL went one step further by deciding to open one branch at 11:30 p.m. on July 15, so patrons could check out their copies at midnight, when the publisher officially would release the book. We left the programming, entertainment, and goodies planning to the very capable Youth Services staff and got down to the logistics of pulling off this gala event.

First, we needed to know which patrons would be willing to come to a single, central location, under



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Harry Potter Continued...

the cover of darkness to pick up a book. We decided that it was necessary to contact patrons who would trap the initial 500 holds and invite them to a late night party. They were required to RSVP so we could be sure to have their copy of the book at that branch on that night.

Those who wanted a nine hour jump on their reading, about 200 of them, had their pick-up location changed to the Parma-Snow branch (conveniently located in front of the administration building) where the festivities were to take place. Like the previous book, we would do the initial check-in centrally, and wheel the "early bird" copies to that branch, after their close of business on Friday, July 15. The other branch copies would be loaded on the delivery trucks to be delivered on Saturday morning

Oh, wait, there was one thing missing here, and that was the *actual copies of the books!* We were throwing a party for 300+ people on Friday night, and the guest of honor hadn't even arrived in town on Friday morning at 10:00 am. We were ready for the materials. The bibliographic records were cataloged, the items were added, the book jackets stood waiting, and the invitations had been accepted by hundreds of taxpayers. But, we didn't have any books... nada... zero... zippo... !

Finally about 10:30 a.m. word came that the UPS truck had arrived with the coveted merchandise. The Technical Services managers scurried back to watch the multitude of boxes being unloaded onto book trucks. The trucks were wheeled to Acquisitions receiving and unpacked quickly. We did not wait for Acquisitions to process the items financially but wheeled them directly to Processing, since the Catalog Department work had already been done. Security strips, barcodes, book jackets and other labeling were applied. It didn't matter which barcode went on which book so long as that book was physically labeled to match that barcode's branch. Of course the audiovisual materials required a little more physical processing.

Staff in Information Technology logged in as owning branches and "checked-in" the copies. The "red eyes" were placed on carts to go to the after hours branch, and others were sorted by pick-up branch and packaged for delivery.

In just a few short hours our potential disaster was averted and between the bewitching hour of midnight and one am many happy patrons and staff walked out of the Parma Snow Branch with their book in hand. Some said we should be sure to do this party for the next Harry Potter book, and maybe for other titles, too. Most of us just wanted to go home and go to bed.

Our Newly Elected OLC Technical Services Division Officers

Congratulations to the successful candidates in the recent TS Division elections. Beginning in January 2006 our new Assistant Coordinator will be Connie Strait, Greene County Public Library. Our newly elected secretary will be Andrea Christman, Dayton Metro Library. We also have two new members of the OLC TS Division Action Council: Ann Bickle, Coshocton Public Library and Ian Fairclough, Marion Public Library. The OLC TS Division was blessed this year with a complete slate of fine candidates. It takes a lot of courage to run for OLC office and we thank each and every one of them.

Dewey Decimal Classification: News and New Views

On September 15 CO-ASIS&T will present *Dewey Decimal Classification: News and New Views*. Libby Crawford, Marketing Manager for DDC at OCLC, will provide an overview of Dewey, highlighting information on Dewey activities worldwide, including how to keep up with changes and how the Editorial Policy committee works. The meeting is free to all and takes place at the Kilgour Auditorium at OCLC in Columbus. Refreshments are at 6:30 and the program is from 7:00-8:00 pm. Reservations can be made by contacting Patricia Furney at pfurney@columbuslibrary.org or by calling 614-361-3621.

Gordon, Rachel Singer. *The Accidental Library Manager*. Medford, N.J.: Information Today, Inc., 2005. 362 p. 1-57387-210-5, \$29.50

Reviewed by Roger M. Miller, Manager, Cataloging Services Department, Public Library of Cincinnati and Hamilton County.

Does the world really need any more library management books? A quick check of OCLC WorldCat shows that over 209 new works on this subject have been written in just the past five years, but author Rachel Singer Gordon has created a volume that is distinctly different and stands out in the crowd.

The author of several books, NextGen columnist in *Library Journal*, and the Webmaster of LIS-jobs.com, Gordon is well positioned to offer insightful information about what it takes to succeed (or fail) as a manager in today's rapidly changing library environment. The idea for the book, and indeed a good deal of the content, came from an online survey of library managers and library staff done in 2003, as well as in-depth interviews that the author performed with some of the respondents. Gordon discovered that many new library managers find themselves in a first management position quite by accident, not as a result of any particular plan or even desire to become a manager. She also discovered that these new managers who had MLS degrees learned very little of any practical value about management in the university setting.

The Accidental Library Manager is a very well organized and useful volume that offers valuable advice for both new and veteran library managers. The text is arranged into 13 chapters focused on particular topics such as managing people, managing facilities and technology, and managing change. While no topic is treated exhaustively, this is not the author's intent. Each topic is, however, described in an honest and conversational style, with ample illustrations drawn from the surveys and references for additional reading. One need not read *The Accidental Library Manager* from beginning to end, simply find a topic of interest and dig in. Academic, public, special, and even one-person libraries are treated throughout the text.

While all the chapters were effective, the author's thoughts on communication and leadership were particularly excellent. Veteran library managers might enjoy reading chapter six (What Library Staff Want), which lists examples of some of the worst managerial behaviors that survey respon-



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See and hear author Rachel Singer Gordon at the 2005 OLC Annual Conference! Rachel is the featured keynote speaker at the Thursday luncheon on October 6 and will speak on the topic "NextGen Librarians and Succession Planning." (This luncheon is a separate ticketed event—see http://www.olc.org/ann_conf.asp for more information). Rachel will be available to sign copies of *The Accidental Library Manager* before her keynote address.



**2005 OLC Annual Conference
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October 5-7, 2005

Accidental Continued...

dents had experienced, as well as the traits that they value the most in effective library managers. On which list might you find yourself? (Check out chapter six to find out!)

Another chapter that is very helpful is "Theories of Management," which offers an alphabetical listing of the major management philosophies (Benevolent Neglect to TQM) currently found in the workplace. Concise summaries of each offer a

new manager interesting food for thought as one selects or evolves a personal management style or philosophy.

The *Accidental Library Manager* is highly recommended for any new library manager or anyone contemplating becoming one. Experienced managers will find this book helpful throughout, and the lists of resources are particularly good. The author has conveniently made all the links found within the printed text available online at <http://www.lisjobs.com/talm/toc.htm>.

AACR2R2 Updates for 2005

*By Jeanne Poole, Assistant Manager
Technical Services/Catalog, Toledo Lucas County Public Library*

The 2005 Update to the 2002 *Anglo American Cataloging Rules*, 2nd edition (AACR2) was implemented by the Library of Congress (LC) on August 1. This update revised the rules for capitalization, initial articles, and the definition of colored illustrations. Catalogers will begin to see records that include the changes in the coming months. Catalogers that follow LC practice should begin to follow these new rules. The changes include:

- ⇒ Corporate names with unusual capitalization may now be established according to the corporation's capitalization practices. (e.g., eBay is now a fully authorized corporate name. (App. A.2A.1)
- ⇒ Titles that begin with a lower case letter followed by an upper case letter are approved. (e.g., e-Commerce security) (App. A.4A.1)
- ⇒ Titles beginning with an Internet address are not capitalized if they are not capitalized in the resource itself. (App. A.4A.1)
- ⇒ Compound terms that have either a single letter or multiple letters capitalized and that are not currently covered by A.2A.1 or A.4A1 are capitalized as they appear in the resource. (e.g., iPod) (App. A.30A)

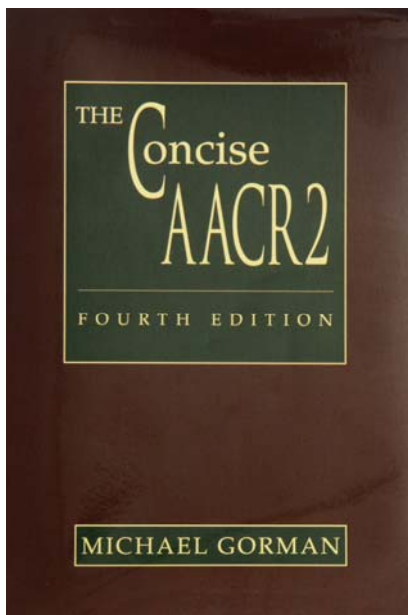
⇒ The capitalization of German words now reflects German orthography. (App. A.40)

⇒ The use of colored illustrations in the 300 field now excludes illustrations in black, white, and shades of gray. The term "col." is to be applied only in instances when that adjective is important. (App. D; 2.5C3)

⇒ The Turkish word bir has been removed from the initial article list. (App. E.1A)

The American Library Association (ALA) is making the rule changes available in print as the 2005 update kit. Visit the ALA Web site for details (<http://www.ala.org>). Detailed information on the changes is also available through LC's *Cataloger's Desktop* product (<http://www.loc.gov/cds/desktop/>). To link to LC's announcement regarding their implementation visit <http://www.loc.gov/catdir/cps0/2005upd.html>.





Gorman, Michael. *The Concise AACR2*. 4th ed. Chicago: ALA, 2004. 179 p. 0-8389-3548-6, \$40.00 (Member price: \$36.00)

This is the 4th edition of this useful little book. It was prepared by Michael Gorman, the storied co-editor of the *Anglo American Cataloging Rules (AACR2)*. Because it is based on *AACR2*, catalogers that follow its guidance create

bibliographic records that would be identical to records created using the full *AACR2*. This is true because *The Concise AACR2* "...prescribes the same cataloguing practice as the full text, but presents only the more generally applicable aspects of that practice and presents them in different terms." Users are also referred to the full text for guidance. Thus this simplified text contains the essence of *AACR2* without providing for every complex application. It is written in clear and direct language and there are lots of helpful, appropriate examples.

The book consists of two parts: Part 1 is Description of Library Materials and Part 2 is Headings, Uniform Titles, and References. While *AACR2* provides multiple sections on the description of resources in many different formats, this small text deals with description in one long combined section, providing information on the many different formats under each area. There is a small special section that provides some guidance on the cataloging of serials, maps and other cartographic materials and music. The section on access points provides enough information for the creation of headings and references in a library catalog. There is an appendix on capitalization and a glossary. There is also a Comparative Table of Rule Numbers since the rule numbers in *The Concise AACR2* do not exactly match the rule numbers in *AACR2*. *The Concise AACR2* is current through the 2004 update of the *AACR2* 2002 revision.

This text would be very useful in smaller libraries that do not routinely deal with highly complex resources. The only flaw in an otherwise very useful book is that the cataloging examples do not contain MARC21 tagging and therefore novice catalogers must also consult that documentation to create their work.

New OVGTSL URL:

<http://www.ovgtsl.org>

The Ohio Valley Group of Technical Services Librarians (OVGTSL) has a new URL to access its Web site. The OVGTSL site has existed for quite some time, but the site's URL was long and hard to remember. The organization's new Yahoo! account automatically redirects traffic from the new URL to the original site. The pages still reside on the Western Kentucky University server, so if you prefer, or have it bookmarked, it is still accessible via the original address.

Technical Services Division Discussion List

Don't forget that TS Division members have access to the TS Discussion List! This is a great way to share news, views, ideas and information with fellow division members. TS Division Action Council members can also be contacted via this list if there are questions regarding division projects and programs. OLC members can join the list by visiting <http://www.olc.org/listservs.asp>. Be sure to select the Technical Services Division list from the drop down box.