

Developing a Strategic Plan for Forest Public Library

Part Two: Strategic Goals, Assessments, and Annotated Bibliography

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Abstract

The second part of the strategic plan for Forest Public Library outlines five goals and assessments. These goals seek to remedy issues discussed in the environmental scan and SWOT analysis conducted in part one. Goals include: increasing use of the library by Forest residents, building the technological awareness and skills of Forest Public Library Staff, creating a more positive working environment for library staff to cut down on grievances and improve morale, completing the remodel and reorganization of library facilities, and providing more modern library services for the Forest community. A detailed method to achieve and assess each goal is laid out over the course of the next two years. Also included is an annotated bibliography of the research materials for the literature review on the topic of uncooperative staff.

Keywords: Forest Public Library, public library, organizational change, strategic plan, personnel issues, technology, library facilities

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Part Two: Strategic Goals, Assessments, and Annotated Bibliography

As libraries move forward into the future, each one needs to have goals and services that meet the evolving needs of their patrons. To this end, based on the environmental scan and SWOT analysis put forth in part one of the strategic plan, Forest Public Library intends to meet five goals in the coming two years in order to better serve its community. The library will: improve usage, complete remodeling the facilities, ensure staff have the technological skills they need, create a positive environment for those staff, and deliver modern services to its patrons. Included with our strategic goals is an annotated bibliography for our literature review regarding uncooperative staff. The problems arising from library staff confronting a fast-changing and increasingly technology-centered library, and the stress and conflict that ensues, is a major trend in the literature, as well as ways to manage such conflict.

Forest Public Library

Strategic Plan 2015-2017

Over the next two years Forest Public Library will work to increase the use of the library, build technological awareness and skills in its staff, create a positive work environment for staff, complete the library remodeling project, and provide modern library services for the community. These goals will help to turn Forest Public Library into an asset built for a modern and technologically savvy community who will use the library as not only an information center, but as a place to meet, share, and collaborate with one another. With staff that are trained in the use of current and emerging technologies, we will become a priceless resource for a community in

need of assistance using the latest technologies. In this strategic plan, we lay out the steps we will take to achieve our goals of becoming an active, modern, and tech savvy community hub.

Goal 1: Increase library use by Forest residents.

Objective 1.1: *Increase circulation of Forest-owned materials.*

Action Plan: Reciprocal borrowing is costing the library financially, damaging its reputation within its consortium, and indicates that patrons are not having their needs met in town. Forest Public Library needs to provide an excellent collection to compete with its better-funded neighbor. Staff should maintain the collection size at its current level by weeding regularly to avoid overcrowding the shelves. In order to supplement a strained and inadequate materials budget and to make up for years of neglect, the library must seek additional funding from the borough, private donors, and the New Friends of the Library. Books must be ordered monthly and processed immediately so patrons do not become impatient waiting for new releases. The best books will be highlighted with displays throughout the library, including a “new books” section in the lobby next to the circulation desk. Staff should encourage patrons to borrow more and ensure that patrons do not leave empty-handed.

Assessment: Since patrons within the BCCLS consortium should be free to use any library in the system, it does not seem fair to discourage residents from using the neighboring library. While some patrons may still continue to use the neighboring library due to geographic convenience or a preference to associate with the town’s wealthy reputation, an improved collection could encourage residents who use both facilities to prefer their own town’s library. Increasing circulation of Forest Public Library’s materials should offset the borrowing by residents at other libraries in the system. This project is a high priority, so the director will

monitor statistics provided by the ILS monthly to assess the library's progress. Forest Public Library aims to increase the annual check-outs of its items by 10% within the next 2 years.

Objective 1.2: *Attract more residents to the library.*

Action Plan: In addition to winning back library users from the competition, Forest Public Library needs to recruit more residents to use the library. This will help to increase program attendance, circulation, and general goodwill towards the library. Increased community use could also help the library justify the need for more funding. The library currently has a relationship with the public schools, having all kindergarten and middle school students visit the library as a field trip. The librarians also visit the elementary schools to distribute flyers for summer reading and promote other special events. However, these efforts should be expanded to involve more contact between the libraries and the schools. The librarians should also attend PTA meetings and mother's groups to recruit parents as well as students. The library should be a presence at community events such as farmer's markets, holiday celebrations, and community theater in order to build awareness of library services and take them outside of the physical building. New residents who move to town can be identified from water records and should be sent an introductory packet to encourage them to join the library. In addition to outreach, the library could get more traffic by attracting groups to use the free meeting room space and by offering more special events for adults. Community members who visit the library for an event will be able to see what the library offers and are more likely to sign up for cards and visit again.

Assessment: While some new people may use the library without ever registering, statistics for library card sign-ups provided by the ILS seem the best way to measure that more residents are finding the library and taking advantage of library services. Some anecdotal

observations should enforce the statistics. Staff should be sure to greet new people and offer card applicants a tour of the library. Forest Public Library aims to create 500 new library cards this year.

Objective 1.3: *Popularize digital services.*

Action Plan: Although most Forest residents have electronic devices and high-speed internet connections and many love digital content, the library's digital services remain underutilized. In some cases, patrons may be impatient with services like OverDrive where popular items often have long request lists, and may be unaware that content for other services like Zinio and Hoopla is available immediately. Some patrons are simply unaware of the digital services that the library offers. Others are unsure of how to get started with new software or apps and have been unable to receive assistance from staff. The library staff must become familiar with digital offerings and promote them to patrons. Concise instructions should be readily available to help patrons try new services without getting intimidated. In addition to these recreational services, most libraries consider online databases to be a replacement for reference books. However, some patrons and teachers are reluctant to allow students to research online because they perceive online sources to be inherently unreliable. Staff should promote these services and introduce patrons to the reputable resources available online through BCCLS and JerseyClicks.

Assessment: In 2014, e-content only accounted for 2,723 check-outs. By 2016, the library hopes to almost double this number to 5,000 check-outs annually.

Goal 2: *Build the technological awareness and skills of Forest Public Library staff.*

Objective 2.1: *Ensure that all front-line staff has adequate technology skills.*

Action Plan: All library staff will be assessed for basic library skills and must prove that they know how to use Microsoft Office, email (through a Gmail account), and can operate the library's camera, photocopier, fax machine and scanner. Staff members who cover public desks also need to know how to perform basic functions using the ILS (check books in and out, see and edit patron accounts, collect fines), OPAC (look up and request books and other materials), register patrons for events using the library's online calendar, and troubleshoot common computer programs. Librarians and library assistants who regularly work on the reference desks must know all of the digital services that are accessible to library patrons and be competent to explain these services to patrons. Staff members who cannot perform all of these functions will be required to complete training immediately and show progress.

Assessment: Each supervisor is responsible for assessing staff within their own department and can assist staff members in finding appropriate ways to increase their skills. Staff members will have their technology skills noted in their performance evaluations and professional development plans.

Objective 2.2: *Encourage staff to explore technology and share discoveries with colleagues.*

Action Plan: The borough currently has a policy banning municipal employees from using personal electronic devices or social media during work. While the policy was originally intended to discourage recreational computer use and distractions from work, it is impractical for library staff. For one, library staff members are expected to maintain the library's social media accounts at work. Social media and blogs can be a great way to stay current on modern library practices and stay in touch with what neighboring libraries are doing. Also, for staff members

who are reluctant to use technology, or who may not have computers at home, using technology, even recreationally, is professional development. This kind of dated policy sends the message that technology use is frivolous and irresponsible, while Forest Public Library is trying to encourage staff to embrace emerging technologies. Forest Public Library seeks to remove this restriction from its employees and encourage employees to use technology at work and to share what they learn with each other.

Assessment: Forest Public Library staff members will each be asked to talk about something interesting they learned about or from technology at each monthly staff meeting. While presentations should be brief, staff members are encouraged to inquire more after the meeting if they are intrigued by a topic.

Goal 3: Create a positive working environment for staff members.

Objective 3.1: *Alter grievance process to allow complaints to be settled without litigation.*

Action Plan: Under the current union contract, small disputes between staff members and management quickly escalate into lengthy and costly formal grievances that require legal fees. Supervisors are also unable to evaluate or discipline staff members while their grievances are pending. The library board and director, along with most of the staff members, consider the animosity of these procedures to distract time and resources away from the running of the library. During the renegotiation of the contract, we propose that the grievance process be altered to allow for peer review. Instead of complaints requiring a judge and lawyers for arbitration, a committee of staff members should be allowed to hear the facts and mediate the problem.

Assessment: The new process should immediately mitigate the cost and timeline of grievance disputes. All grievances should be resolved by peer review within 60 days. Before the next contract negotiation, staff members will have the opportunity to evaluate if the new process has worked, and can alter or revoke the plan at that time.

Objective 3.2: *Motivate employees to work towards long-term organizational goals.*

Action Plan: When library staff get caught up in short-term personal interests, the library suffers. In order to help all staff members think about the big picture goals for the organization, the library will hold quarterly brainstorming sessions to discuss the challenges and accomplishments of the library; review the library's mission, values, and services; and plan for upcoming events. By involving all staff members in some planning, they will understand and feel invested in the library's goals. Suggestions made by staff that are implemented will be credited to the appropriate staff member to encourage participation in planning and foster a connection between individual efforts and overarching library principles. All changes made as a result of those suggestions must be in line with best library practices, but the major purpose of these meetings will be to foster communication. Management will also meet one on one with staff to discuss their personal and professional goals, and to formulate plans that help staff meet their goals while serving the broader aims of the library.

Assessment: A record will be kept of these quarterly sessions in order to provide staff with a concrete meter of library progress and goals. The library will also institute anonymous monthly morale surveys in order to keep a measure of employee satisfaction and to be able to adjust policies as needed.

Goal 4: *Complete the remodel of the library facilities.*

Objective 4.1: *Finish remodel of the library building.*

Action Plan: The community of Forest, having resolved the litigation regarding the old contractor for the remodel of the library, has employed a new architect as of 2014. Currently the remodel is in the design phase, with the borough currently evaluating eight different designs. The architect plans to finish remodeling and updating the original building the library was housed in, correct the flaws and problems caused by the original contractor, and improve the overall flow and design of the building so that the library facilities better serve the community. Problems to correct include: the dim lighting, redesigning the lobby to cut down on heating and cooling issues, and installing proper ventilation in the library restrooms. The architect will also take steps to ensure the building meets fire and safety codes. The original building will be used as the main space for the adult collection, while the new addition will provide an area for the children's and teen collections and rooms, a local history section, and dedicated meeting spaces. The borough would like to assemble a community focus group to assist in the planning, but the library plans to begin construction on the original building within six months. Once that project is completed and that section can be opened, the contractors can begin to renovate the addition.

Assessment: Further efforts to improve the library facilities need to be undertaken with strict planning and attention to fixing the current problems, not adding to them. Funding is an issue as well, as the estimated cost of repairing and improving the building is around \$2 million and there is only \$500,000 available for the project. Additional funding will need to be found, and the library will need to focus on ways to supplement the funds available. By starting with the renovation of the original structure, the library aims to impress the town with highly visible results. Construction will begin in 2015, to be completed within six months, and then renovation

on the addition will begin, also to be completed within six months. Renovation efforts may be delayed as the library intends to continue providing uninterrupted service.

Objective 4.2: *Reorganize and improve layout of the library.*

Action Plan: After completing the renovations, the library will be able to be reorganized to better serve patron needs. A number of issues need to be addressed to improve the layout of the collections and recreational spaces for patrons. The adult and teen collection will need to be moved out of the basement and into more spacious and better lit areas. The teen collection should have its own dedicated area where the teen and youth services librarian on duty will be able to easily assist them. This area should include enough space to serve the large afterschool group that routinely uses the library, with seating, tables, and other furniture as needed. It should be placed at a reasonable distance from the areas where programs are held for younger children. The layout of the children's collection should be changed to allow both librarians and parents to have an easy line of sight to where the children are so that they can be adequately supervised at all times, and also so that children can easily find their way to the area. Once renovations are completed and the layout of the library is changed, dedicated meeting rooms should be available for patron use. Once changes are made, bright signage and maps should be put in place to alert patrons of the changes and help guide them to the areas they are seeking.

Assessment: Changes in the layout and organization of the library, unfortunately, will also need a sizeable amount of funding. Reorganization may need to come in stages as funding is made available, or require special funding through donations, a grant, or be subsidized by a special contribution from the community or state. Library staff will observe to see if the new layout is followed by an increase in patron use and satisfaction, and adjust as needed. Staff will

also keep track of meeting room bookings, and take further steps to popularize the spaces if they are not seeing improved usage.

Goal 5: Provide modern library services for the community.

Objective 5.1: *Ensure library is providing the most modern and up-to-date services available.*

Action Plan: In addition to providing and promoting more e-materials for use by patrons, the library needs to ensure its equipment and services are in keeping with current patron needs, and on par with other public libraries. This may mean regular attendance of library and information science conferences to further librarians' knowledge of recent practices and further their own professional development. Librarians should be encouraged to keep abreast of information sciences literature and keep track of new trends in library services. Each staff member must create a professional development plan annually in coordination with his or her supervisor. Part of the annual performance evaluation will include an assessment of each staff member's education and development. Plans may include attending conferences, participating in webinars, taking technology classes, engaging in self-directed learning and research, or developing partnerships with skilled community members or peers.

Assessment: Sending librarians to conferences will enable them to stay on top of current developments in libraries, and also further strengthen their professional networks. Attending professional conferences should be a choice, however, and the library may further incentivize attendance by subsidizing part of the cost of such trips. This would require additional funds that the library may not have. Alternative methods may be needed. Each department is expected to report on its staff members' professional development in monthly reports that are shared with the

board. Staff members who do not complete adequate professional development will have it noted in their evaluations.

Objective 5.2: *Offer more advanced technology and computer skills classes for adults and teens.*

Action Plan: Libraries offer more than just books; they also offer a place for patrons to access technology and the world wide web. One of the valuable services a library can offer is classes on how to use computers. Currently the library offers basic classes, but more advanced courses might also be offered to attract patrons. Beginner and intermediate digital literacy classes covering everything from basic computer and e-mail use, to more advanced topics like navigating social media and Office Suite skills, may help both young and old patrons alike. Creative programs using technology to make music, art, blogs, or webpages can also be offered.

Assessment: Staff will assess the need for more classes by surveying library patrons on their interest levels in the various skills they would be capable of teaching. Classes would be formed largely according to patron interest, but additional classes can also be made based on what staff think may be helpful or desired. Further information will be gathered to quantify actual attendance, and classes will be adjusted in what, how often, and when they are offered based on that information.

Conclusion

Forest Public Library plans to increase use and better serve the community by embracing change and modernizing both our facility and our services. Through comprehensive outreach and marketing, we will inform the public of both the traditional and new functions that we can provide. We also plan to continuously update our service model based on positive trends among

local libraries and feedback we receive from the community. In order to provide the best possible service, we plan to minimize internal conflict and foster feelings of stewardship and pride among library staff. By bringing staff members together with an enthusiastic and innovative vision for our library, we can combine our skills and strengths to create the best possible library for our community.

Annotated Bibliography

Abifarin, A. (1997). Motivating staff in Nigerian university libraries. *Library*

Management, 18, 124-128. doi:10.1108/0143512971016643

Abimbola Abifarin is currently a senior librarian at the University of Agriculture, Abeokuta, Nigeria. He has published many articles relating to libraries in Nigeria, with topics that include: acquisitions, external users, and rural libraries. This article is published in a scholarly journal and is intended for an audience that is familiar with motivations that can affect library staff, specifically in Nigerian libraries. This article contains research conducted from a survey of thirty university libraries in Nigeria. The purpose of this article is to determine what motivates staff in Nigerian libraries, and the article finds that 82% of people surveyed had negative views of their work environment as well as inadequate communication between university librarians and staff. The survey also discovered that many people in Nigerian libraries had never taken a sabbatical and had inadequate training outside of their own library. As with most other articles on the subject of staff motivation, Abifarin used a questionnaire to determine what librarians in these libraries felt was missing or was adequate. Abifarin also looked at six main areas of motivation such as: training opportunities, frequency of deployment, sabbatical leave, promotion, work environment, and communication and style of management. The article, though well-rounded in its discussion of the six areas of motivation mentioned above, only focuses on staff in university libraries in Nigeria. It does not look at staff motivation on a global scale. It would be nice to see a perspective from another country/region/sector to see if these motivational issues are exclusive to university libraries in Nigeria or if these motivations are true of many libraries.

Arif, M., & Mahmood, K. (2012). The changing role of librarians in the digital world: Adoption

of Web 2.0 technologies by Pakistani librarians. *The Electronic Library, 30*, 469 – 479.

doi:10.1108/02640471211252184

Muhammad Arif is currently an Assistant Professor of Library Science at Allama Iqbal Open University in Pakistan and has published a number of articles on library and information science topics such as: information ethics, information seeking behavior of users of Pakistani libraries, and digital libraries. Khalid Mahmood is currently a Professor of Library Science at the University of the Punjab and has authored over 100 research papers in many national and international scholarly journals, as well as contributed to seven books on the subject of library science. This article is scholarly in nature as it is meant for an audience that is familiar with libraries but may not be as familiar with the topic of Web 2.0. It includes a lot of research data on the use of Web 2.0 in libraries in both developed countries and undeveloped countries,

specifically in Pakistan. The purpose of the article is to discuss Web 2.0 and its effect on the libraries of Pakistan. Data were collected through a survey of academic and special libraries in Pakistan. As with other articles on Web 2.0, the authors spend some time defining what Web 2.0 is and how it can affect or has affected staff and users in the library. The article gives a good overview of Web 2.0 in both developed and undeveloped countries. As this is the first study conducted on the use of Web 2.0 in Pakistani libraries, it is a bit limited in its findings. The study gives good insight into academic and special libraries, but it would also benefit from an analysis of public libraries. In addition, it would be interesting to see if there is any difference in which genders use Web 2.0 technology.

Edwards, C., & Walton, G. (2000). Change and conflict in the academic library.

Library Management, 21, 34-41. doi:10.1108/0143512001030561

At the time of publication, Catherine Edwards was a Research Associate in the Department of Information and Library Management, and Graham Walton was the Principal Officer of Sites in Information Services, both at the University of Northumbria at Newcastle in the United Kingdom. In this scholarly, peer-reviewed journal article, Edwards and Walton examine staff conflict in academic libraries against the backdrop of the rapid structural and technological changes taking place in the library profession. Between 1996 and 1998, a project called the eLib IMPEL2 (Impact on People of Electronic Libraries) was established to monitor how conflict was affecting the academic library sector within the context of these changes. Performed through hundreds of interviews, surveys, and by examining documentation, the study identifies a number of sources of conflict, with a difference in perspective being the most prevalent found across multiple libraries. The researchers concluded that conflicts have the potential of demoralizing personnel, reducing performance efficiency, and impoverishing services. They also note that a possible reason for the negative influence of conflict may be due to the non-confrontational culture of libraries, which lead staff to choose to resolve any conflicts largely through collaboration. By relying on a single method, some conflicts are not as well or as easily managed as they could be. One clear drawback of this article is its age. Libraries have changed a great deal in the past fifteen years, and it is possible the culture has changed as well. With many libraries having to cut staff, many organizations have been restructured or streamlined, which may change both the types of conflict as well as how they are being dealt with. While this article's emphasis on ensuring that conflict is handled in a competent manner remains relevant, so does its call for deeper study.

Farrow, J. (1997). Management of change: technological developments and human resource issues in the information sector. *Journal of Managerial Psychology*, 12(5), 319-324.

Retrieved from <http://www.emeraldinsight.com/journal/jmp>

Janet Farrow is a faculty member at the Liverpool Business School at John Moores University in Liverpool. This scholarly, peer-reviewed journal article discusses the challenges, concerns, and uncertainties being faced by libraries and librarians as a result of the rapid technological changes going on worldwide. With the influx of developing technologies and the information explosion comes increased pressure on librarians to change their traditional way of providing service in order to satisfy user demands and meet global standards. Farrow discusses how some librarians assumed that the tremendous amount of information provided by the internet, and the “virtual” library concept, would enable users to access and meet all of their information needs without any assistance from information professionals. These information professionals feared that they would no longer be needed and would end up losing their jobs. The author suggests different ways of dealing with human resource issues arising from the rapid technological changes. Farrow suggests that library managers exploit the challenges and opportunities the internet is offering and make the necessary changes needed to motivate staff who are resistant to the changes, largely through more communication and training. The author stresses the importance of acquiring skills needed to move from being retrievers of information to facilitators and mediators. While this article is from 1998 and other, more updated articles may be more relevant, the need for training continues as technology still advances at a rapid pace and more patrons want to have access to more technologies. Furthermore, library staff still have anxieties and issues keeping up with the changing face of library services. An exploration of ways to anticipate and get ahead of this change to minimize the fears and conflicts in the library would have been a welcome addition to this article.

Hannabuss, S. (1998). Bullying at work. *Library Management*, 19(5), 304-310.

doi:10.1108/01435129810218483

Stuart Hannabuss, a Lecturer in Management and Communication Studies at the University of Aberdeen in the United Kingdom, wrote this scholarly, peer-reviewed article about the increasingly common problem of workplace bullying. He defines the term “bullying” as behavior used to cover up inadequacies through aggression, manipulation, exploitation, and coercive managerial styles and practice. While on the surface, bullying can appear to be caused by personality conflicts or stereotypes, bullies are “socially dysfunctional, compulsive, self-centered and insouciant,” and many are serial bullies who continually look for victims. Bullying causes victims anxiety, sickness, low morale, low self-esteem, tension, distrust, and stress, and often costs them their jobs. Hannabuss reiterated that employers need to address bullying from a personnel and managerial level by documenting bullying behavior. Training about aggression and violence in the workplace, conflict resolution and assertiveness courses, and a comprehensive and well-known policy against harassment can empower victims to advocate for themselves. Even though this article was written more than sixteen years ago and Hannabuss focuses on corporate workplaces in the United Kingdom, it is still a relevant resource for understanding bullying in American public libraries today since the basic psychology of bullies and their victims remains unchanged. Small public libraries such as Forest Public Library do not

normally have dedicated personnel departments or the time and resources to provide comprehensive training on bullying. Unions and civil service laws further restrict how public libraries can address this issue. Due to the unique challenges public libraries face, updated research that focuses on precedents and techniques for addressing bullying in this context would be particularly valuable.

Hudson, M. P. (1999). Conflict and stress in times of change. *Library Management, 20*, 35-38.

doi:10.1108/01435129910248669

In this scholarly, peer-reviewed journal article, Mary Pelzer Hudson, Head of Technical Services at the Case Western Reserve University Law Library in Cleveland, Ohio discusses how technological changes occurring in libraries in the late 1990s contributed to an increase in conflict and stress among library staff. Hudson points out that library managers need to understand that transitioning from older systems to newer, more sophisticated automation systems affected staff in a very significant way. Therefore, management should assist staff in coping with challenges that arise from the changes by helping staff to learn how to use new software, creating a work environment with mutual trust and respect, encouraging teamwork, improving communication techniques, and finding ways of managing stress. While newer technologies have replaced the technologies studied in this article, conflict and stress associated with learning and utilizing new technologies in the workplace still persist today. As technology rapidly develops, even computer savvy librarians need to continually adapt, and those who resist technology do not have the skills to succeed in contemporary libraries. Library managers can still use Hudson's insights to inform their efforts to help staff embrace change. However, updated studies that relate to contemporary technological changes would provide more specific insights into today's challenges.

Janes, J. (2002). Digital reference: Reference librarians' experiences and attitudes.

Journal of the American Society for Information Science and Technology, 53(7),

549-566. Retrieved from <https://www.asis.org/jasist.html>

Joseph Janes is affiliated with the Information School at the University of Seattle, Washington. In this scholarly, peer-reviewed journal article, Janes investigated the experiences with, and opinions and attitudes toward, the use of digital, networked technologies and resources among 648 reference librarians in the United States of America. Respondents were sampled from both public and academic libraries using surveys. The author also assessed demographic information about the surveyed librarians such as professional training and positions held. In spite of the possible weaknesses of the cluster sampling used by the study due to the uncertainty of reaching actual reference librarians with MLS degrees, the results of this study reveal a strong association between librarians' recent experiences with digital referencing and their positive attitude towards it. This study is now thirteen years old, and a more updated study would reveal if the findings

still hold true today. Also there was no consideration of the age of the participants and their level of knowledge of computer technology; age may have an impact on attitudes toward the use of digital, networked technologies given that younger librarians may have more knowledge of them.

Jannetta, C. (2006). Handling gatecrashers: Conflict management and resolution. *Legal*

Information Management, 6, 28-30 doi:10.1017/S1472669606000077

Candy Jannetta is the founder of Essential Training and Coaching, and has worked with several institutions including The Faculty of Advocates, British and Irish Association of Law Librarians (BIALL). This scholarly, peer-reviewed journal article was adapted from a paper delivered at the 36th BIALL Annual Study Conference in Harrogate, United Kingdom. It examines how conflict affects legal information professionals, how to recognize sources of conflict, what causes it, and how to prevent and manage it. The author reiterates the need to try to avoid conflict if necessary by being alert to some of the behaviors like “blame bingeing,” which can potentially create an unhealthy work environment. Managers are admonished to coach their employees to seek ways to prevent problems from occurring instead of blaming others when they happen. Other causes of conflict identified are different working styles of individuals working within teams, and confusion over job roles, which can lead to competition and jealousy. Legal information professionals face conflict with clients and suppliers who make unreasonable demands as well as lack knowledge and understanding of the services provided. Setting boundaries and using effective communication are suggested to help deal with these kinds of conflict. Ways to prevent conflict include: getting regular feedback from colleagues and clients, and being transparent as a manager by admitting to your mistakes. To resolve conflicts when they occur, Jannetta recommends active listening, building rapport, and identifying one’s own needs and other’s needs and meeting those needs. The article narrowly focuses on conflicts facing legal information professionals, yet it useful for information professionals as a whole because conflict can occur in any organization. The article’s discussion of ways to prevent or resolve conflicts make it a useful resource for addressing conflict management in our literature review paper.

Johnson, C. F. (2002). Union staff and customer service: do they collide? *Public Libraries*,

41(3), 136-137. Retrieved from <http://www.ala.org/pla/publications/publiclibraries>

Johnson is Director of the Cedar Falls and Waterloo Public Libraries in Iowa. In this trade magazine article, she contends that, although there are positives to collective bargaining, having unionized staff can negatively affect customer service in public libraries. Johnson argues that being tied to a written contract can inhibit a union library’s flexibility and ability to change direction quickly during times of tremendous societal and technological change. Additionally, it can encourage an adversarial relationship between management and staff which can prevent the formation of a more empowered organization. Johnson also contends that the concept of “seniority” can lead to bad personnel decisions because persisting at a job for a certain period of

time does not make an employee the most qualified to receive a promotion, more hours, et cetera. The concept of “seniority” can also lead to mediocrity on the part of some employees who may not feel like participating in staff development opportunities that may enhance their value to the organization beyond their “time on the job.” All of these negative effects lead to substandard programs and services for customers, Johnson argues. Johnson concludes by urging libraries to develop an environment of trust whether they be unionized or not. This article is biased in that it expresses the opinions of Johnson, views based on her own personal experiences directing union and non-union libraries. This article was useful in our project in that it allowed us to better process the reasons behind the staff stagnation observed at the unionized Forest Public Library.

Melchionda, M. G. (2007). Librarians in the age of the internet: their attitudes and roles. *New Library World*, 108(3/4), 123-140. Retrieved from [http://www.emeraldinsight.com/](http://www.emeraldinsight.com/loi/nlw)

[loi/nlw](http://www.emeraldinsight.com/loi/nlw)

Melchionda is from the Faculty of Law at the University of Padova in Padova, Italy. In this scholarly, peer-reviewed journal article, Melchionda reviews the professional literature on the attitudes of librarians toward the internet. She examined themes emerging from journal articles, books, and internet resources. One big theme emerging from the literature was librarians’ perception of the internet as a threat, which could be broken down into the following concerns: fear of change; sense of menace; unsure scenarios; technostress; lack of standardization; lack of quality; and competition from search engines and commercial tools. Another big theme emerging from the literature was librarians’ perceptions of the internet as an opportunity, which could be broken down into the following sub-themes: the internet as a new paradigm, the internet as a revolution, the internet as a great opportunity, the internet as a challenge for the profession, the future is digital, the Internet as the ‘ultimate reference tool’, and user culture is changing. Regarding the changing roles of information professionals, Melchionda found that many authors speculated on whether the library profession would survive the digital revolution and, if so, what the new roles of information professionals would be. Many authors were positive that librarians would survive into the future, but only by becoming more flexible, adaptable to changing technologies, and user-centered in their roles. The new roles of information professionals would be that of teacher and trainer, mediator, and designers and producers of web pages and digital libraries. Melchionda concludes by arguing that library professionals need to come to terms with their patrons’ new information habits and with a working environment that is much more dematerialized than in the past. She contends that the librarians’ role has changed to that of educator, facilitator, and collaborator. Librarians need to become more flexible in dealing with a changing profession and in working out solutions to users’ daily information needs. Librarians must embrace and become knowledgeable about emerging technologies if they are to remain vital and important to helping users in the information age. One of the major strengths of Melchionda’s analysis is that she examined such a wide breadth of the professional literature, from journal articles to books to internet resources, ensuring a solid grasp on the major themes. A weakness, however, is that Melchionda studied themes in the professional literature from the

years 1995-2005, making the most recent items she looked at a decade old. Given the amount of technological change in the last ten years, a review of more recent literature on the attitudes of librarians toward the internet, as well as other information technologies, would be helpful.

Morris, M. G., & Venkatesh, V. (2000). Age differences in technology adoption decisions:

implications for a changing workforce. *Personnel Psychology*, 53(2), 375-403. Retrieved from [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1744-6570](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1744-6570)

In this scholarly, peer-reviewed journal article, Morris and Venkatesh, professors at the Air Force Institute of Technology, and the University of Maryland, respectively, investigate age differences in the individual adoption and sustained usage of technology in the workplace using the theory of planned behavior. Attitudes and technology usage behavior were observed over five months among a sample of 118 workers who were introduced to a new software system. Morris and Venkatesh found that younger workers' technology usage behavior was influenced by attitudes toward using the technology, or whether they perceived the technology to be useful in their work. In contrast, older workers' technology usage behavior was more influenced by subjective norms, or the pressure from co-workers and supervisors to use the technology, and by perceived behavioral control, or their perception of the ease or difficulty of using the technology. Thus, age did have a significant effect on technology adoption behavior. This finding is similar to that in Ramzan & Singh (2010) which found that age had a significant impact on librarians' attitudes toward information technology. The setting for Morris and Venkatesh's study was a financial accounting firm in a large midwestern city, so it is unclear if the results from this study can be generalized to workers in other occupational settings, including libraries. Similarly, the small sample size limits the generalizability of the findings. This study is also fifteen years old, so current studies on technology adoption behaviors among information professionals is needed.

Ramzan, M. (2004). Effects of IT utilization and knowledge on librarians' IT attitudes.

The Electronic Library, 22, 440 – 447. doi:10.1108/02640470410561974

In this peer-reviewed journal article, Ramzan, Chief Librarian at the Lahore University of Management Sciences in Lahore, Pakistan, studied the extent of IT utilization, the level of knowledge of IT, and attitudes toward IT among librarians working in libraries in Pakistan. Data were gathered through a questionnaire survey of 244 librarians. Findings indicate a low level of IT utilization and IT knowledge among the participants; however, attitudes toward IT utilization in libraries were positive overall. Findings also indicate that level of IT utilization and level of IT knowledge were good predictors of the librarians' attitudes toward increasing the use of IT in their libraries. Ramzan argues that positive attitudes toward and utilization of IT in libraries could be increased through staff training in IT, participation in workshops and seminars, and the encouragement of staff to read, research, and publish regarding IT. At over a decade old, the article is dated; a more current study would reveal whether the level of IT utilization has

increased among this population, and whether the correlations between IT utilization, knowledge, and attitudes still hold today. The sample size was also small which may limit the generalizability of the study's findings.

Ramzan, M., & Singh, D. (2010). Factors affecting librarians' attitudes toward IT application in libraries. *The Electronic Library*, 28, 334 – 344. doi:10.1108/02640471011033675

Ramzan is affiliated with the Lahore University of Management Sciences in Pakistan, and Singh, with the Faculty of Computer Science and Information Technology at the University of Malaya in Kuala Lumpur, Malaysia. In this scholarly journal article, they report on their study of factors affecting attitudes toward IT utilization among librarians working in libraries in Pakistan. Their sample consisted of 219 head librarians working in libraries throughout the country, and data were obtained through a questionnaire survey. Findings were that the intensity of librarians' fears in using information technology, their ability to cope with the pace of changes in information innovations, and their level of knowledge of information technology were predictors of their attitudes toward information technology. Also, having an age above 54 negatively impacted their attitudes toward information technology. Among the study authors' suggestions is that librarians receive regular, updated, and formal information technology education. This study provides a sort of update to Ramzan's 2004 study on librarians' attitudes toward IT which also found that IT knowledge significantly impacted librarians' attitudes toward IT utilization in their libraries. That this result held six years later indicates the robustness of knowledge as a factor in attitudes toward IT. The sample size for the current study was small which may limit the generalizability of their findings to librarians as a whole.

Ross, C. S., & Nilsen, K. (2000). Has the internet changed anything in reference? The library visit study, phase 2. *Reference & User Services Quarterly*, 40, 147-155. Retrieved from <http://journals.ala.org/rusq>

Ross is Professor and Acting Dean, and Nilsen is Assistant Professor, in the Faculty of Media and Information Studies at the University of Western Ontario. The authors report on phase 2 of a study that examined what happened when 161 users asked a reference question in a public or academic library of their choice between fall 1998 and spring 2000. The overall success rate in finding an answer to their question increased from 60 percent during the phase 1 study, conducted in the early 1990s, to 69 percent in the current phase. Problems identified in the unsuccessful cases included the librarians' failure to conduct a reference interview, making an unmonitored referral, and failure to ask a follow-up question. Phase 2 also looked at whether the internet was used as a reference tool by librarians to answer the users' reference questions. Findings were that the use of the internet to answer users' questions was low and that when the internet was mentioned, it was as a source the user could consult on the library's public access workstations or at home. Librarians saw the internet as an external resource and not a tool that

they should assist users in navigating to find answers to their reference questions. When librarians did use the internet, they simply plugged in the keywords of the user's query and then reported the answers they found to the user. The study authors urge librarians to conduct effective reference interviews when assisting users. They also implore librarians to see the internet as a full-fledged reference tool, and to help users search and evaluate the Internet for answers to their questions. The utility of this study is not only in its revelation of whether the internet was being used as a reference tool by librarians, but also in *how* it was being used. This study is now fifteen years old, so a more current study on the use of the internet in reference is needed. Also, if such low use persists today, studies on *why* librarians perceive the internet differently from other reference tools would help in formulating remedies to this issue.

Rowley, J. (1996). Motivation of staff in libraries. *Library Management*, 17, 31-35.

doi:10.1108/01435129610119610

Rowley is the Head of School in the School of Management and Social Sciences at Edge Hill University College in the United Kingdom. In this refereed journal article, she identifies some of the issues that affect the motivation of staff in libraries, and then presents possible strategies for motivating staff. Four established models of motivation include the rational-economic, the social, the self-actualization, and the complex model. Rowley prefers the latter, in which people are recognized as individuals having varying needs and motivations according to the different circumstances they face, their life experiences, expectations, and age. Managers should be sensitive to people's differing circumstances and cultural backgrounds, and take this diversity into account in the strategies they use to motivate staff, she contends. Aspects of the environment which affect the motivation of library staff include financial rewards, the culture of service in libraries, and the diversity of staff experience and roles, all of which may serve as positive or negative motivators and to varying degrees, depending on the particular staff member's background and circumstances. Managers can motivate staff through various strategies including appraisal and development schemes, such as offering opportunities for personal development; eliminating or reducing dissatisfiers, usually achieved through negotiation and allocation of resources; offering performance related pay and promotion, if allowable within the organization and if under the manager's control; and ensuring staff that they are accepted as part of the team or social group and that their skills are still valued in an ever-changing environment. Although based on prior research, this article is biased in that it presents the opinion of Rowley on the best ways to motivate staff. Nevertheless, this article helped us to understand that a "one size fits all" approach to motivating staff may not be effective.

Spacey, R., Goulding, A., & Murray, I. (2004). Exploring the attitudes of public library staff to

the internet using the TAM. *Journal of Documentation*, 60, 550-561. Retrieved from

<http://www.emeraldinsight.com/journal/jd>

In this scholarly, peer-reviewed journal article, the authors, all affiliated with the Department of Information Science at Loughborough University in the UK, report on a study of the attitudes of public library staff in the UK toward the internet. Results were obtained through a questionnaire survey, with a final sample size of 964. The authors found that staff generally had positive attitudes toward the use of the internet in public libraries; however, a small proportion had mixed or negative attitudes toward internet use. Attitudes toward the use of the internet were strongly related to perceived usefulness of the internet, intention to use the internet, and actual usage of the internet. Subjective norm was also found to be related to usefulness, attitude, and intention, suggesting that the messages communicated by managers, as well the views of colleagues and superiors, exert some influence on respondents' perceptions of the internet. A major strength of this study is its rather large sample size. However, this study is dated as it is over a decade old now, so it is unclear whether the results found would still hold true today. For example, some of the respondents expressed negative attitudes toward the internet due to slow connection speeds. However, connection speeds are generally much faster today than when the study was done, so connection speeds may no longer play a role in staff attitudes toward the internet. The study also narrowly focuses on the internet and not on other kinds of information technology, so its utility may be limited in this regard, especially considering all of the other information technology being used in libraries today.