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LARSEN, Gitte
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Preparing for the new and changing roles in research libraries – the need for continuing professional development

Gitte Larsen
Royal School of Library and Information Science
E-mail: gl@db.dk
www.db.dk/kon

Royal School of Library and Information Science

Educational programmes**:**

- Bachelor /Librarian – 3 years full time Undergraduate Programme in Library and Information Science (B.Sc.)
- Master of Library and Information Science – 2 years full time (M.L.I.Sc.) (Danish and English)
- Master of Library and Information Science (part time for LIS professionals – 3-4 years)
- PhD programme in Library and Information Science – 3 years
- Library Technicians programme

Number of students: app. 1000

Further information: www.db.dk

Royal School of Library and Information Science (RSLIS)

Dept. Of Continuing Education and Consultancy

- Conduct 200-250 training courses, workshops and seminars – annually – app. 50 % on-demand from libraries
- Develop 75-80 new training courses - annually
- Have more than 5000 participants - annually

Teaching staff: Academic staff from RSLIS (app. 70 full time staff) – librarians from practice with special subject knowledge – free lance consultants

Target groups: Librarians, information specialists and library technicians in all kind of libraries, public and private organisations, cultural institutions

fdelingen - Microsoft Internet Explorer
Hjælp
Gå
Google

Kursus- og Konsulentafdelingen

- viden og udvikling

- Kursusoversigt efterår 2006
- Skræddersyede kurser
- Temadage
- Medarbejdere
- Konsulentydelser
- Nyttige informationer
- Kontakt os
- In English
- Danmarks Biblioteksskole

Abonnement:

Du kan abonnere på nyheder om kurser m.v. indenfor dine favoritemner.

Indtast email:

Kontaktinformation:

Danmarks Biblioteksskole
Birketinget 6
DK-2300 København S
Tlf +45 32 58 60 66
E-mail : konsulent@db.dk

Aalborgafdelingen:

Det innovative bibliotek - konference den 26.oktober -

Mandag Morgen og Biblioteksstyrelsen arrangerer i samarbejde med Kursus- og konsulentafdelingen, Danmarks Biblioteksskole en konference, der præsenterer rapporten:

Det innovative bibliotek - en strategisk partner i svaret på globaliseringens udfordringer.
Se rapporter her:

Konferencen afholdes i Middelfart Kulturhus.

NB: Program udsendes efter sommerferien

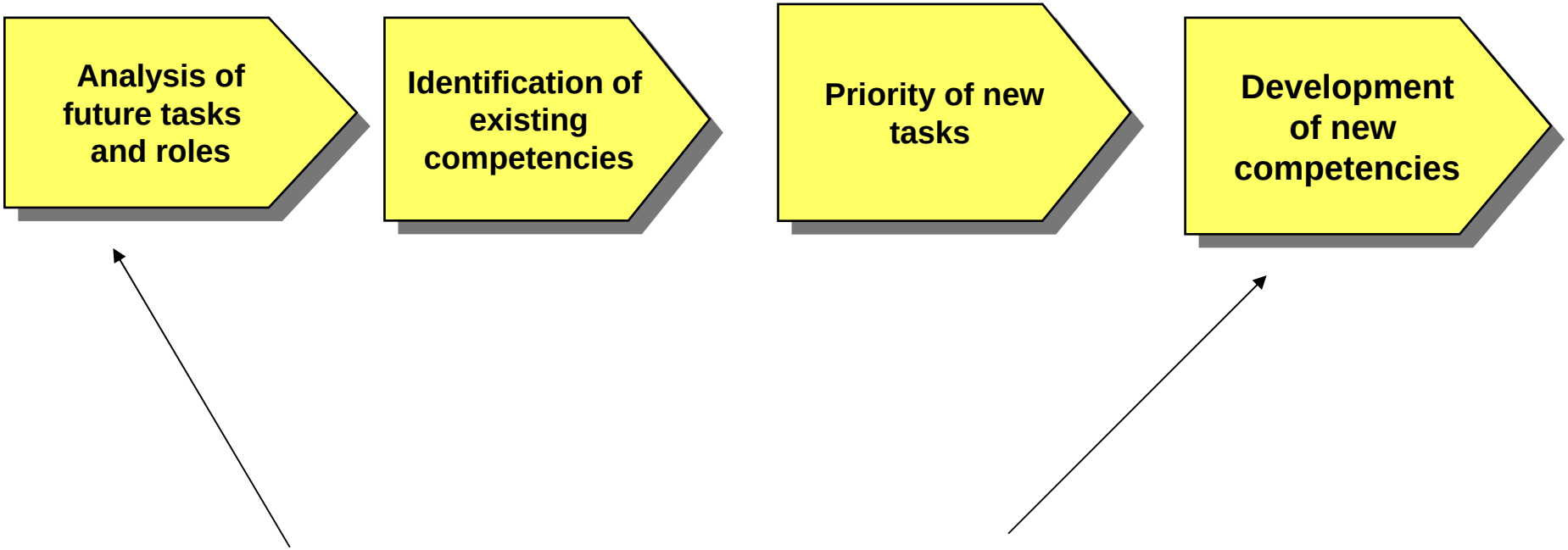
Det nye kursusprogram er på nettet

Det nye kursusprogram for efteråret 2006 er på nettet og der den 29.maj udsendt til alle biblioteker og andre kunder.

Her kan du læse om de mange nye kursustilbud og de mange gode gamle.

Tilmeldingsfristen til efterårets kurser er den 9.august - men pladserne besættes efter 'først til mølle' princippet.

Skills identification, performance planning...



Planning new skills and competencies :
Planning horizon should be 3 years from now

4 types of external impact factors, which influence the development of research libraries

Governmental policies and strategies for higher education, ie. larger (less) educational institutions; merges of universities; globalisation; content and level of curricula; research areas

Demands from the 'Mother' institution (university), the faculties and researchers
- e-publishing
- research evaluation

- budget cuts

Library policy - national plans for strategic developement

Legal issues: copyright, digital rights management

Collaborative projects for library service development

ICT- development
infrastructure
media development

Rediger Vis Foretrukne Funktioner Hjælp
sse http://www.arkitekturbilleder.dk/

Universitetsbiblioteket

af Bretton-Meyer, David, København, 1996-97 (1857-1861)

Beskrivelse: Universitetsbiblioteket blev tegnet af J.D.Herholdt i 1857-61 som landets første større støbejernskonstruktion. Også pladerne i tøndehvælvet er jernplader mens der i køjerne er tale om traditionelle træ- og teglkonstruktioner.

Fotograf: Per Munkgaard Thorsen

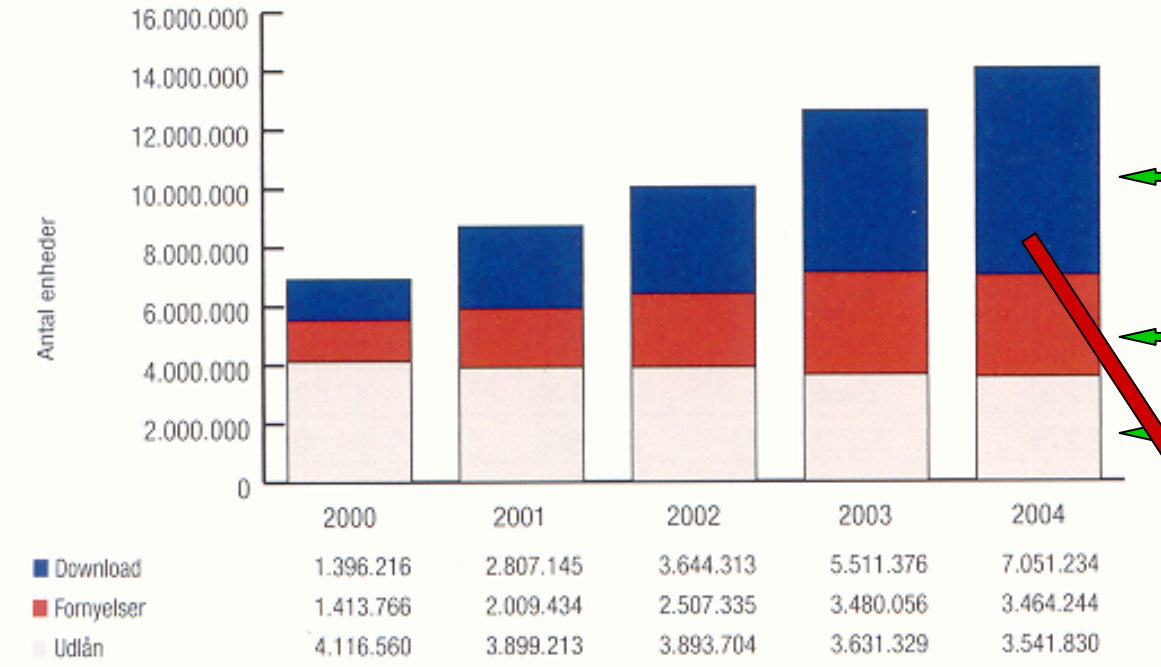
The classical library is still important! .... but

Til Universitetsbiblioteket Til søgesiden

Kunstakademiets Arkitektskoles Bibliotek © 2000-2005

Internet

Figur 1 17 forskningsbibliotekers samlede udlån, fornyelser og download 2000-2004



Downloads

Renewals

Loans

66,9% of all loans in 2004 were downloads

17 Danish research libraries loans, renewals, downloads 2000-2004

The Collections:

- Printed materials
- New media
- Electronic materials

Tasks:

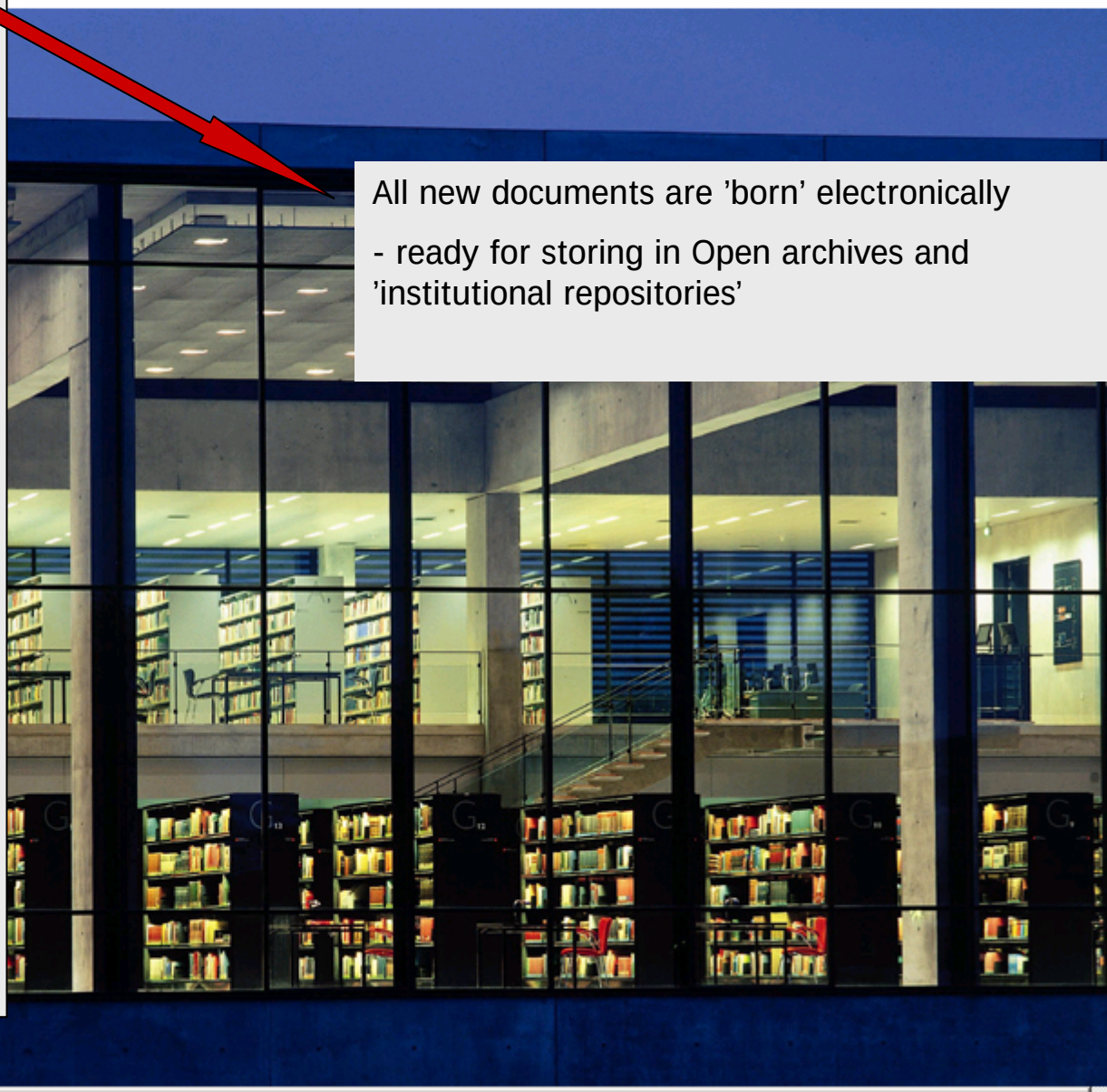
- **Collection development**
  - acquisition
  - cataloging, classification
  - metadata
- **Collection management**
- Collection preservation
- Weeding
- Dissemination of ”content”
- User instruction & teaching targeted all user groups

..... No matter the physical form of the materials

An increasing part of the documents is available in electronic form

All new documents are ’born’ electronically

- ready for storing in Open archives and ’institutional repositories’



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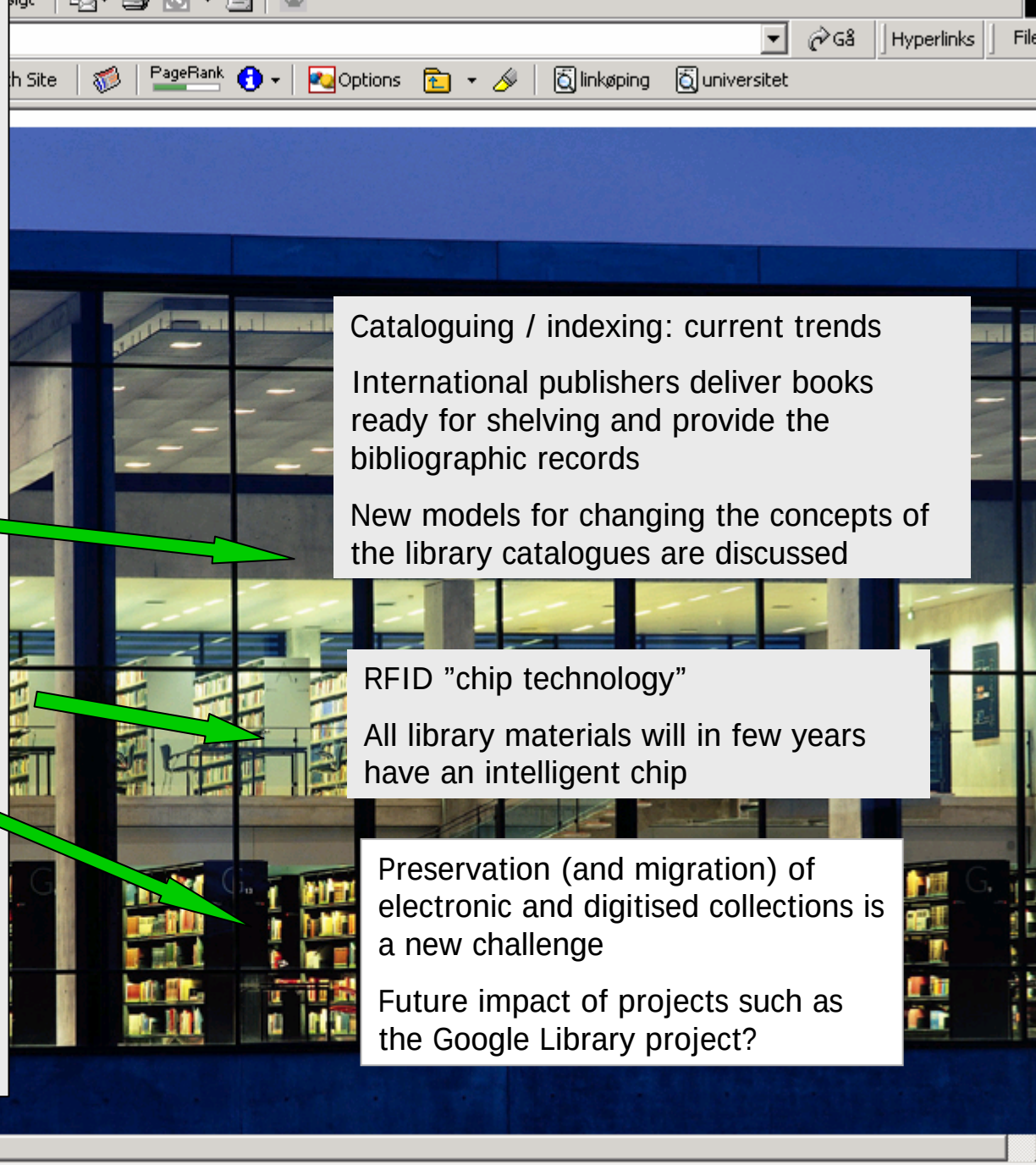

Cataloguing / indexing: current trends

International publishers deliver books ready for shelving and provide the bibliographic records

New models for changing the concepts of the library catalogues are discussed

RFID ”chip technology”

All library materials will in few years have an intelligent chip

Preservation (and migration) of electronic and digitised collections is a new challenge

Future impact of projects such as the Google Library project?

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A problem or a challenge during the next years ?

Far less staff needed
in
- technical departements
- lending departments

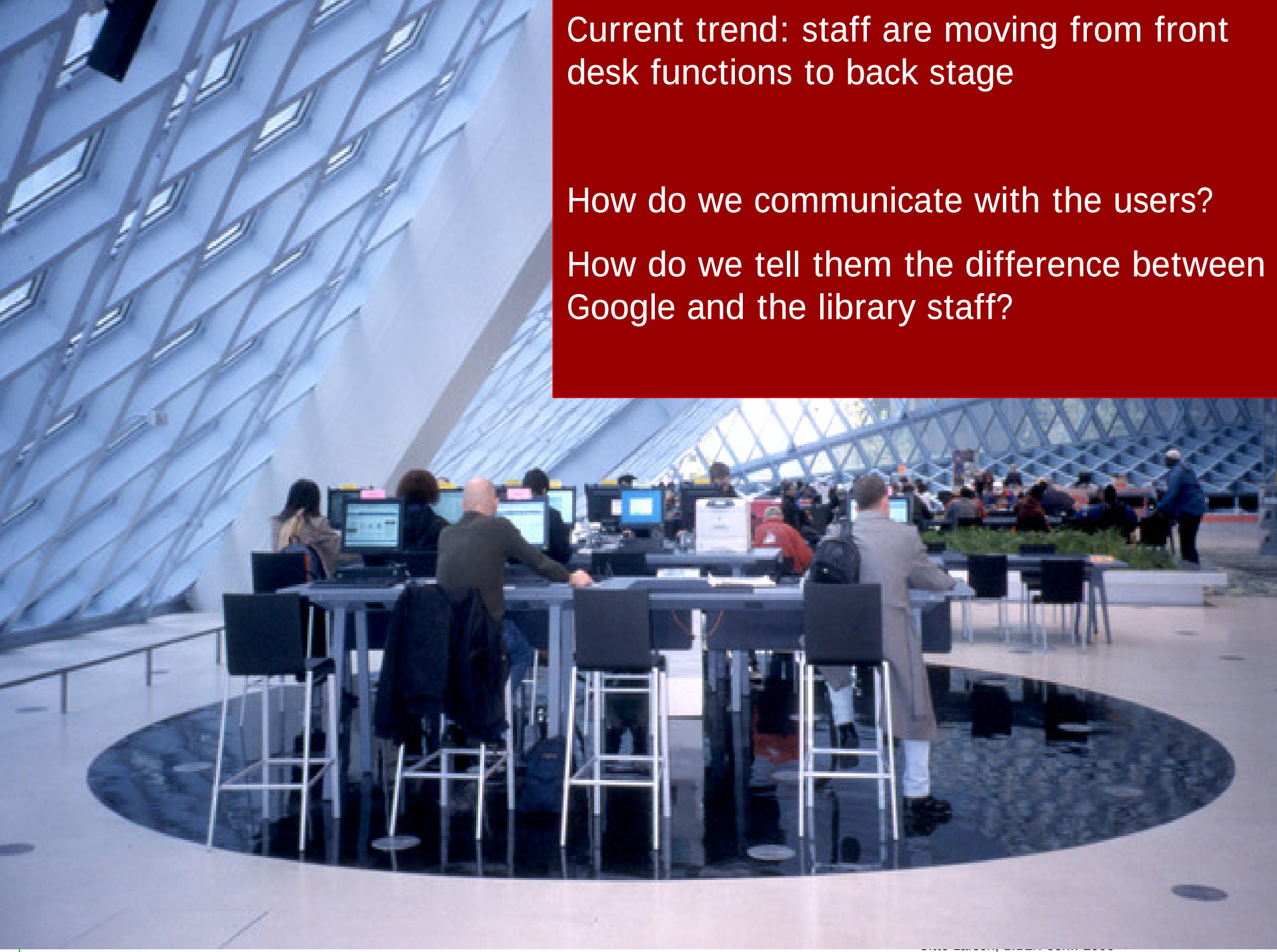
Much more staff resources needed
for

- design of new services and products
- disseminiation and marketing of new library services

- user instruction and advice

- teaching information literacy

Are your staff prepared for the new tasks and roles?



Current trend: staff are moving from front desk functions to back stage

How do we communicate with the users?

How do we tell them the difference between Google and the library staff?

The Physical Library - a Study Place

- wireless connections for own labtop

The challenges of serving the remote user:

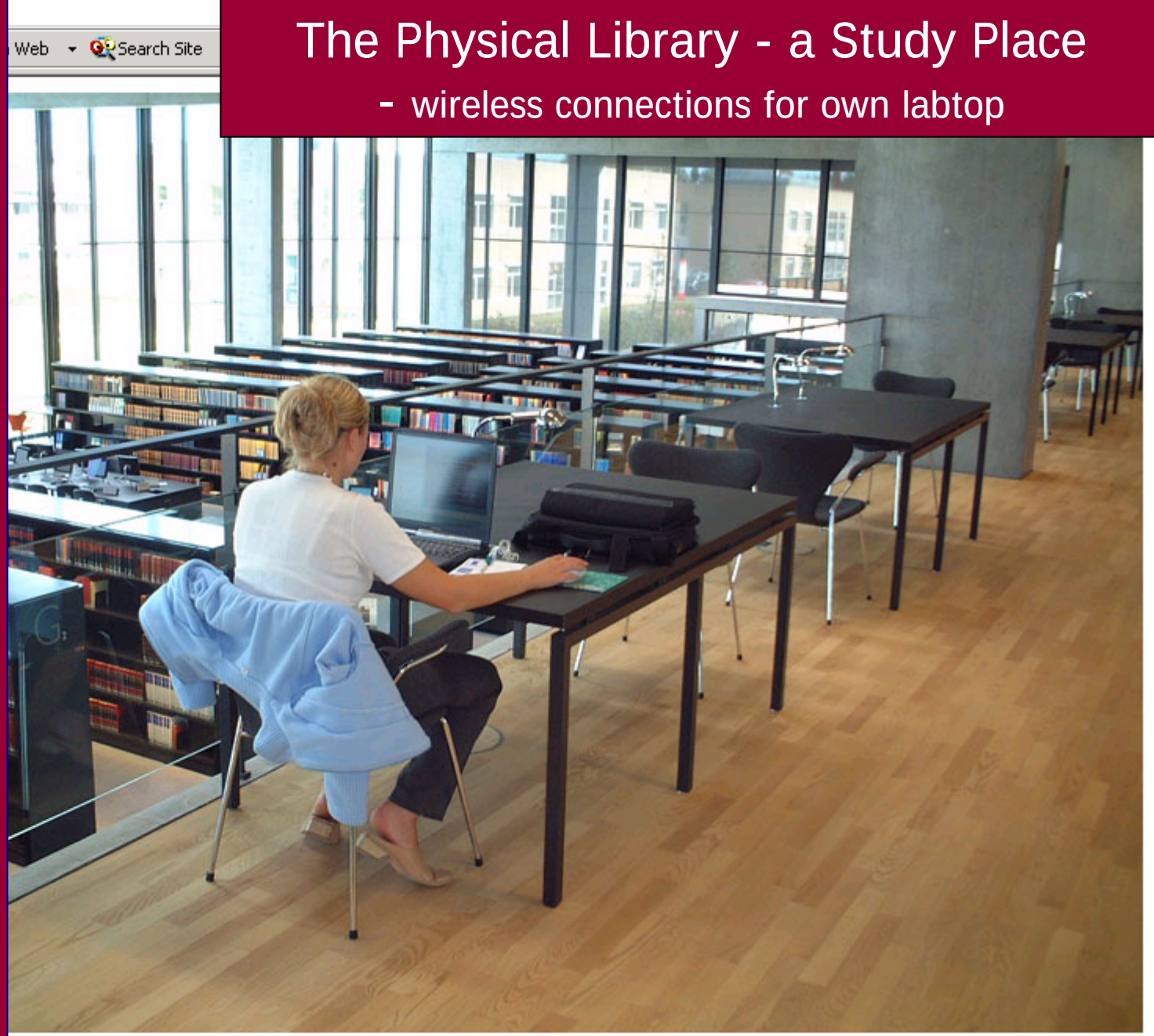
Who are they?

What are they expecting from the library?

What kind of electronic collections would they prefer?

How do we measure if they are satisfied?

If they don't borrow materials or visit us in person, how do we measure the *outcome of the* use instead of *output*?



Serving the web-user / the remote visitor (I) skills are needed for:

Evaluation user needs and services, such as:

- User needs and user satisfaction analysis
- Usability tests and qualitative assessments
- Implementation impact issues
- Audience profiling

Serving the web-user / the remote visitor (II) new skills are needed for:

Marketing of products and services

Communication

- Electronic communication - writing to the Internet
- How do we create a interactive dialogue with the web-user (chat?)
- How do we contact the user? (by SMS, e-mail, by blogs?)

Marketing

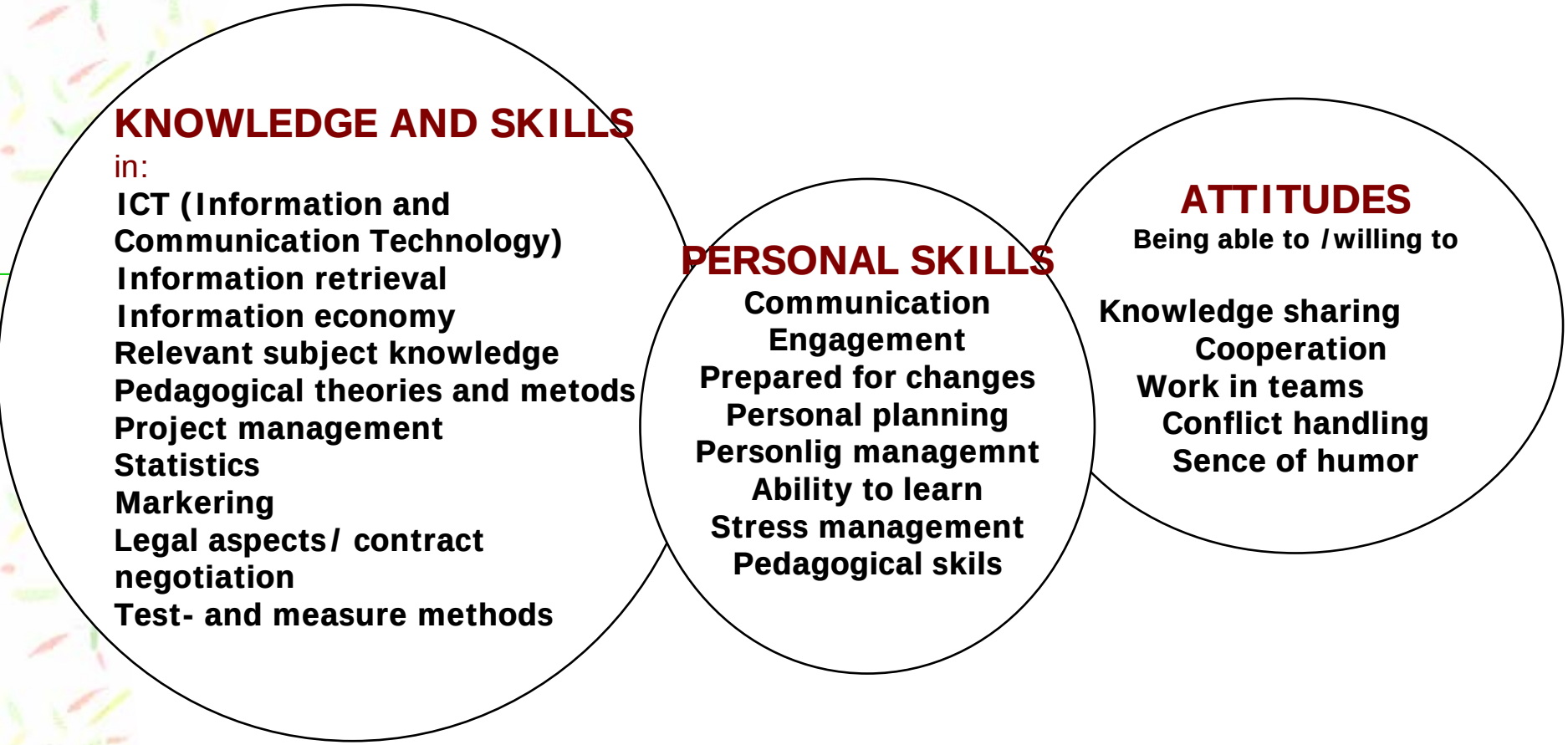
- Electronic marketing – direct marketing
- How do we promote the expertise and competencies of the local staff?

Branding

- Creating brands and visible profiles of our services in the virtual environment?

Knowledge, skills and attitudes – recruitment profile

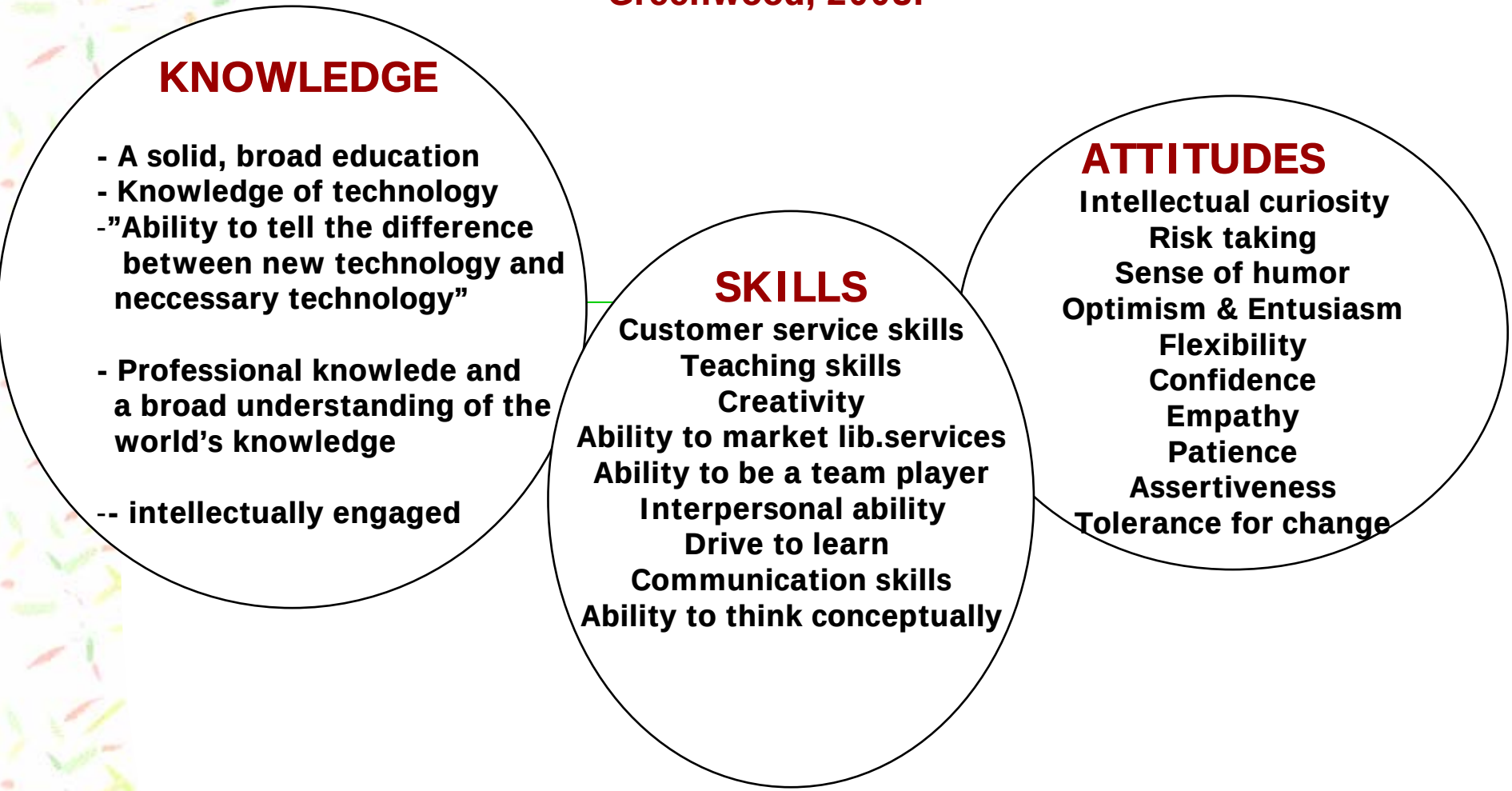
- expressed by directors of Danish Research Libraries 2005 and compiled by Gitte Larsen



Competencies: knowledge – skills –attitudes

expressed by 53 US library directors

source: Expectations of Librarians in the 21st Century. Edited by Karl Bridges. Greenwood, 2003.

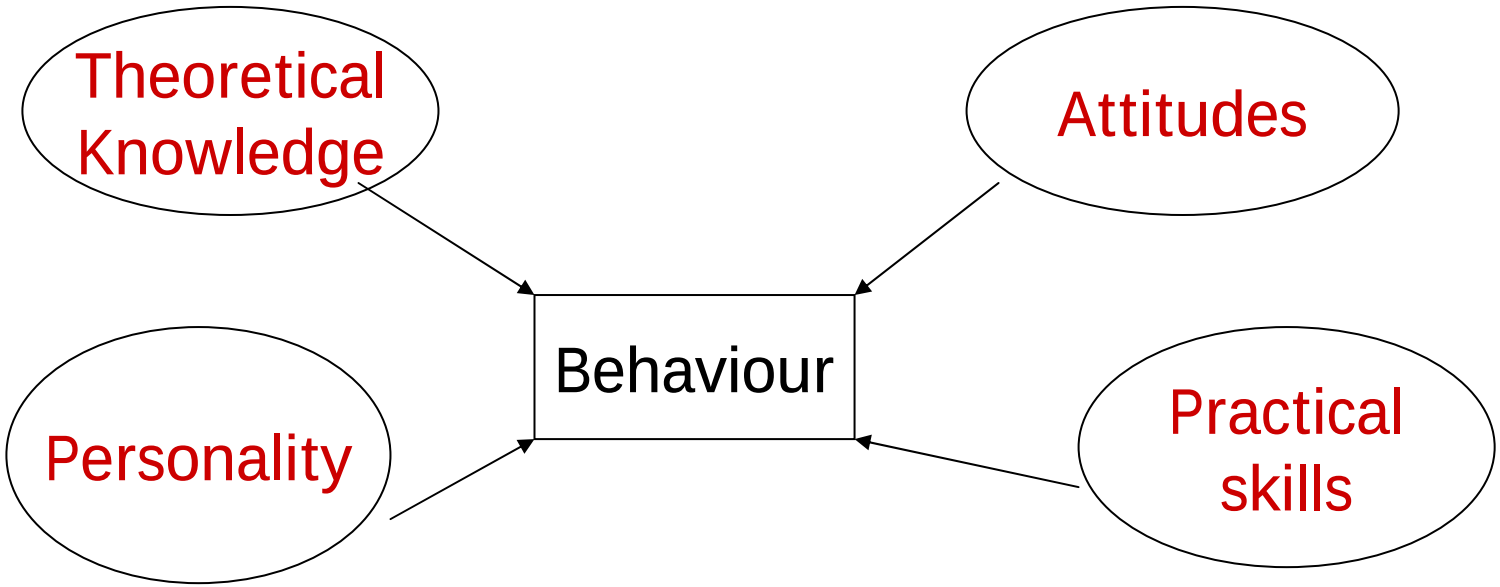


Professional generic skills

CILIP (Chartered Institute for Library and Information Professionals), UK – research 2002

- Project management:
  - management of people
  - research skills
  - bids and proposals
- Critical thinking:
  - analysys; problem solving
- Leadership
  - generic mangement; comunication skills; strategic management; people skills: financial skills

Interaction between skills and behaviour
- a general model



External activities for continuing professional development – some suggestions

- Participation in projects across institutions/ across sectors
- Participation in professional networks /interest groups
- Participation in formal continuing education programmes
- Participation in external training courses (incl. distance education)
- Participation in conferences and seminars
- Study visits
- Job exchange
- Preparing a talk for professional meetings
- Writing papers for publication
- Preparing and teaching a course for library professionals
- Establishment of new formal partnerships

In-house activities for continuing professional development – some suggestions

- In-house training / instruction by colleagues
- Knowledge exchange with colleagues
- Action learning / ”learning by doing”
- Job rotation
- Reading professional literature
- Testing new products / services
- Mentoring programmes
- Supervision - coaching
- Benchmarking
- Trial and errors
- Good management

Resources needed??

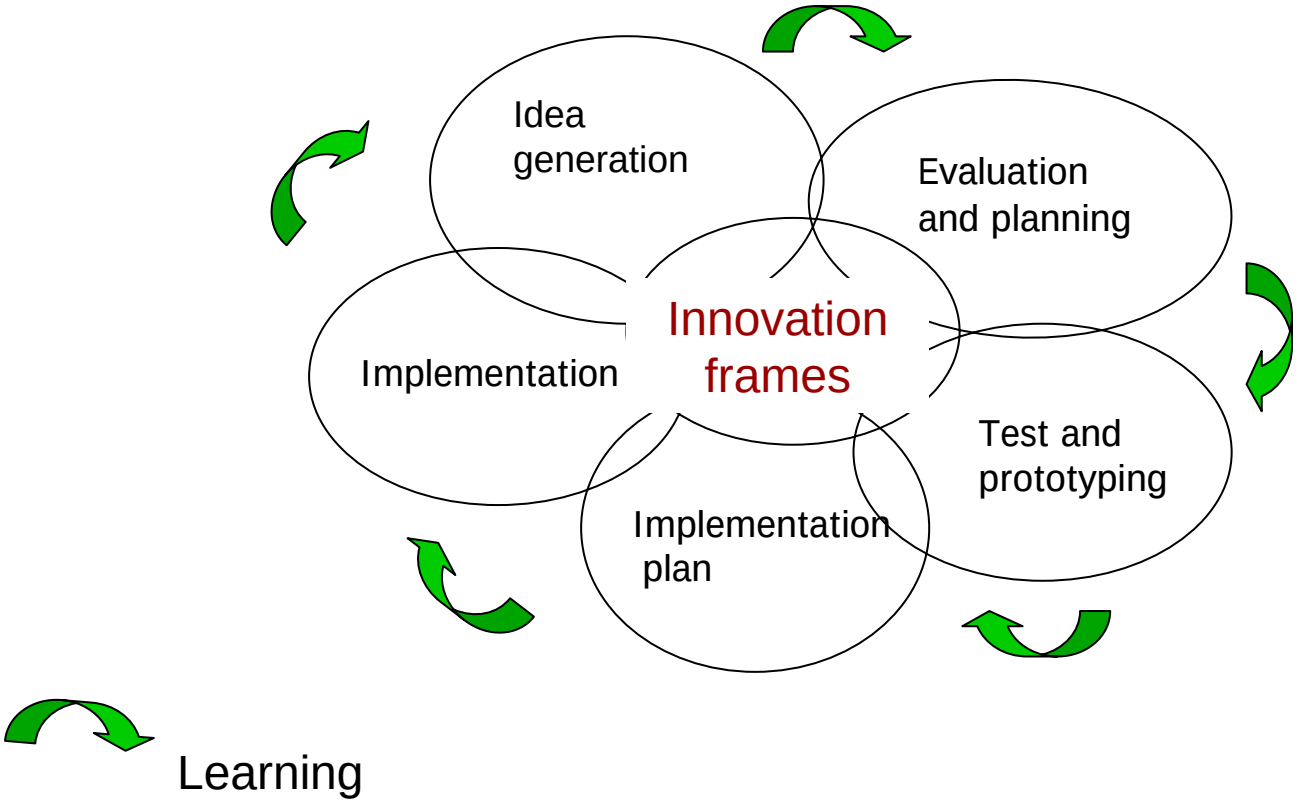
10% of staff's workinghours as a minimum for training and professional development

plus

25-30 % of the global budget as a minimum for development of new services

The seven circles of innovation – An innovation Management Model, 2005

12 Danish Libraries participated in a pilottest, Spring 2006



Successfull innovation – some challenges from the staff's point of view

source: Det innovative bibliotek: en strategisk partner i svaret på globaliseringens udfordringer. Mandag Morgen og Bibliotkesstyrelsen, juni 2006

- Project work – lack of clear structure and systematic approach
- Other staff members not being involved in projects
- Usage of professional knowledge and skills in a new context
- Marketing of innovative products
- A project is loosing interest in the organisation after implementation – lack of follow-up initiatives

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32 Tips to Inspire Innovation for You and Your Library: Part 1

by Stephen Abram, M.L.S., Sirsi vice president of Innovation

There's nothing like your 25th anniversary since graduating from library school to cause you to reflect. I recently attended a 25th anniversary reunion at the Faculty of Information Studies at the University of Toronto, my alma mater. Reconnecting with old friends and colleagues was great and stirred up many memories of a fairly young, newly married, and very green librarian heading out into the big world.

What have I learned in those over 25 years, and is any of it useful? Each of these points below has at least one story underpinning the learning – and usually many. As I wrote this column, I was surprised by how many little rules and insights drive my perceptions of innovation and product development. Hence, this column mushroomed into a three-parter. And, as I find to always be the case, there was some pain and some gain associated with learning these insights. I can't guarantee that each philosophy will work as well for you as they do for me (or as the kids say YMMV – Your Mileage May Vary) or in every situation. Also, when I look them over I see that some are attitudes more than aptitudes. That's interesting to me. Attitude is everything. When you're positive, positive things happen. Anyway, I have collected this list over a few years and thought that I would share it with you this summer. So here goes:

1. **Iteration is everything.**
In this new Web-enabled (Web-dominated) world of information service and delivery, **we are dealing with a technology that is still in grade school** (less than ten years old), and many of its major players range from pre-school to primary grade age. We just are not going to get it permanently right with a few development cycles. We are in a continuous development state, and this state will likely last for many years. Indeed the invention of the book took many centuries to standardize what we consider an intuitive format today! So, we must focus on continuous iterative development of our interfaces, Web sites, content, and services. And, every once in awhile, we have to be ready for

Thanks for your attention!

Contact Gitte Larsen

gl@db.dk

www.db.dk/kon