CONTINUING

PROFESSIONAL

DEVELOPMENT &

WORKPLACE LEARNING

UPDATE

CPDWL

*Newsletter of the **Continuing Professional Development & Workplace Learning** Section #43 of the International Federation of Library Associations and Institutions*

Standing Committee, Officers & Corresponding Members

Responsibilities

CPDWL Standing Committee, Office Bearers & Corresponding Members (revised 01/09/09)

NAME	ADDRESS & CONTACT NUMBERS	TERM	RESPONSIBILITIES
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Ulrike Lang Co-Chair	Head of Education + Training Department State and University Library Von Melle Park 3 D-20146 HAMBURG Germany Tel. +(49)(40)428385696 Fax +(49)40)4285532 Email: lang@sub.uni-hamburg.de	1st term 2007-11	Oversee strategic direction and revision of Strategic Plan. Section representative at Coordinating Board meetings. Translate CPDWL guidelines into German
Monica Ertel Secretary	Director, Global Information Services Bain & Company 66 Oakdale Avenue SAN RAFAEL, CA 94901 United States Tel. +(1)(415)4828104 Email: monicaertel@yahoo.com	1st term 2007-11	Organise committee meetings and manage agenda/minutes.
Jana Varlejs Treasurer	Associate Professor Rutgers School of Communication, Information and Library Studies (SCILS) 4 Huntington Street, New Brunswick, NJ 08901-1071 Tel. +(1)(732)9327500 x8225 Fax +(1)(732)9322644 Email: varlejs@scils.rutgers.edu	Special assignment	Manage section budget, accounts and project accounts Newsletter editorial group Library Management Journal Satellite – Editor of proceedings Guidelines for international presentations
Sylvia Piggott Information Coordinator	Global Information Solutions Group 3835 Northcliffe MONTREAL, H4A 3K9, Canada Tel. +1-514-860305 spiggott@sympatico.ca / sylviapiggott@hotmail.com	2nd term 2009-13	Manage website. Provide information to IFLA website coordinator. Newsletter editorial group Guidelines for international presentations Library management journal
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Graham Walton E-list Moderator	Service Development Manager University Library Loughborough University Loughborough, LE11 3TU, United Kingdom Tel: +44-1509-22-2355 graham.walton@lboro.ac.uk	2009-11	Moderator for CPDWL e-discussion list
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Eileen Breen SectionPublisher	Emerald Group Publishing Limited Howard House Wagon Lane Bingley Bradford BD16 1WA, UK Tel: +44 1274 777700 Fax: +44 1274 785244 E-mail: ebreen@emeraldinsight.com	2009-11	Corresponding member IFLA CPDWL
Lamyaa Belmekki	School of Information Sciences Morocco E-mal lambelmekki@yahoo.fr		

Join CPDWL !
http://www.ifla.org/en/cpdwl

Letter from the co-Chairs

Susan Schnuer

Ulrike Lang

Dear CPDWL members and friends,

We are writing this letter from Europe where we are both stranded due to the volcanic ash cloud, Ulrike is in France and Susan is in Finland. It will be great to get home but in the meantime we are both enjoying stays in lovely countries. We are starting to look forward the 2010 WLC and CPDWL committee members have been active and getting ready for events in Gothenburg, Sweden.

Looking back to the Satellite Meeting in 2009 in Bologna

CPDWL has had a number of successful satellite meetings over the years and the meeting in Bologna in 2009 was outstanding. The excitement and creativity of the meeting generated by that satellite continues to grow as reflected by the two articles in this newsletter and a project that emerged from discussions at the meeting.

We hope to have a lively discussion in Gothenburg about the 2012 satellite meeting in Helsinki. Join us and be part of the next CPDWL group to organize a satellite meeting.

CPDWL Meetings in Gothenburg

The first CPDWL meeting is scheduled for Tuesday, August 10 from 11:30 – 14:20. We will be discussing current CPDWL activities including a proposed project idea, topic for the 2012 satellite meeting, and plans for 2011 in Puerto Rico. The second meeting is scheduled for Friday, August 13 from 15.00-16.30.

CPDWL has been contacted by Catharina Isberg of the Swedish Royal Library Expert Committee on Skills Management. They would like to meet with CPDWL members to talk about their work and plans for the future. CPDWL committee member, Arne Gunderson, is coordinating the meeting and most likely we will invite them to join us at our second meeting.

CPDWL Programs in Gothenburg

The main CPDWL program is *Retention and Job Satisfaction: Can professional development make a difference?* The program is scheduled for Saturday, August 19 from 9:30 – 11:30 am. The session is coordinated by Ulrike Lang, there is more information about the speakers and their sessions later in the newsletter.

CPDWL is also co-sponsoring a session with the Knowledge Management Section entitled *Global Learning Platforms.* The session is scheduled for Friday, August 13 from 9:30 – 12:45.

Sylvia Piggott is working with the Knowledge Management Section to solicit presenters for the session.

CPDWL is a supporter of the E-Learning Special Interest Group. There is a session on *Understanding the value of ePortfolios to reflect on and present learning and professional development.* This session is scheduled for Sunday, August 15 from 13:45-15:45.

CPDWL Membership Update

We are pleased to note that the economic crisis has not had a huge impact on the membership of CPDWL. We have lost some members however the section continues to attract interest. After our satellite meeting in Bologna, Italy several librarians attended our meeting in Milan and have continued to stay involved.

Satellite Meeting – 2012 in Finland

Susan Schnuer met with CPDWL committee members Irma Pasanen and Anne Lehto to start the preliminary planning for the 2012. More about this later in the newsletter.

Opportunities to be involved

Interested in CPDWL activities? Would you like to be involved? Contact Ulrike Lang or Susan Schnuer for more information.
Looking forward to seeing everyone in Gothenburg in August!

Ulrike Lang lang@sub.uni-hamburg.de

Susan Schnuer schnuer@illinois.edu

CPDWL listserv

This is a discussion list for information professionals who are interested in issues to do with *continuing professional development & workplace learning in the library and information professions*. The object of the List is to facilitate discussion and exchange on any aspect of this topic. All information professionals, and any interested others, are welcome to join the list, start a discussion, and or participate in discussions.

The CPDWL List has attracted 600 subscribers to date. Messages intended for distribution to the list should be sent to: cpdwl@infoserv.inist.fr

Sylvia Piggott, Information Officer

CPDWL Membership Statistics

Categories	2005	2006	2008	2009	2010 *
Personal Affiliates	14	16	16	15	12
Associations	13	11	19	24	23
Institutions	18	28	39	44	43
Student Affiliates					1
Total	**45**	**55**	**74**	**83**	**79**

* to June 1, 2010

International exchange of librarians: proposal for guidelines

Matilde Fontanin

The international dimension of the library profession is reflected in everyday practice, starting from cataloguing standards and becoming even more patent in the continuous exchange of information through the Internet.

Nevertheless, accessing online resources and communicating through the web is only one side of the coin: international experience means striving to blend in with other cultures, to overcome cultural barriers and to understand different points of view. Different visions are originated from different cultural systems, and the spark of new ideas and mutual enrichment scatters from contact between different sides.

This is probably one of the reasons why the Bologna pre-conference, organised by the CPDWL SC together with the New Professionals SIG in August 2009, was so full of enthusiasm and new ideas: librarians from all over the world did surely have different experiences to compare and discuss, and ideas were originated by debate. Yet another reason for its vivacity was probably the age difference: more experienced librarians met a younger generation of motivated, qualified and enthusiastic librarians, eager to grow up professionally and to make new experiences so as to improve their career and professional competence.

Unfortunately New Professionals do not always have the financial resources to travel abroad, as they are generally busy trying to secure a job – this issue emerged from some of the experiences they related during the conference. On the other hand, there are many libraries which would like to host foreign librarians, but also these would-be host institutions do not always have the funds to cover the experience.

New professionals may be ready to take off, but they generally lack the funds: who is going to support their desire to travel abroad and enrich their curriculum with new experiences? Their home organizations, where their jobs are sometimes unsteady or part-time? Or the public administrations, which are facing all over the world a financial crisis and have other issues on their agenda? And these problems also touch more experienced professionals.

An exchange experience benefits librarians both professionally and personally (Mood, 1985) as well as their organization (Guidelines on Library Twinning) and the practice has even been proposed as a solution to alleviate professional immobility –though not internationally, but in a single country (Nkereuwem, 1997).

UNESCO "Guidelines on library twinning", in the chapter on Staff development, report as follows:

> *"An important result of international exchange. . .has been the personal growth of the participant. . . Faced with new perspectives, the exchange participant develops a greater ability to appreciate and criticize, gains a sharpened facility*

to sort out truth from confusion, and learns to analyze observations and experiences. The jolts of studying abroad often lead to growth in tolerance, knowledge, and cosmopolitan attitudes." [...]
The library organisation gains as well. Not only does it gain a more culturally aware and informed staff member, the exchange of ideas with the visiting librarian broadens the views of all those with whom the visiting librarian works. The visiting librarians frequently provide fresh perspectives on problems and also confirm traditional thinking. "The heightened sensitivity to other cultures fostered by significant international experience [may] eventually lead to a new breed of administrators who might completely evaluate their culturally-biased premises."" (p. 18)

CPDWL SC, implicitly recognizing such experiences as part of Professional development, decided during the meeting of 25th August in Milan to start evaluating a project to write guidelines on exchanges for New Professionals.

Lamyaa Belmekki, Lihung Huang and Matilde Fontanin were assigned the task to start thinking about the guidelines. They set to work, using a space on *Googledocs* to work collaboratively on the documents being created: probably because Belmekki and Huang had had some experience of how difficult it could be to organize an international exchange when the project goes outside the library doors and passes through visas and customs restrictions, the idea was to start collecting some concrete examples. Thus a database containing a collection of useful information about international exchanges was set up, along with guidelines roughly defining international exchanges and giving instructions on how to compile the above-mentioned database.

This could give practical suggestions to those looking for opportunities, but it is not intended as a project at the moment, simply as a tool which has been used during work to give examples and the possibility of putting up such a database needs to be discussed with the CPDWL SC first. Such projects of international databases are expensive and, even when funded, might fail to bring the desired results –as was the case of the Twinning project (Connolly, 2000)- yet international exchanges might need an internationally-based tool.

The guidelines the group gave itself for the compilation of the database begin with a statement on the importance of exchange experiences as opportunity for personal and professional development. This should also be the beginning of the "Guidelines for International Exchanges", and it would be invaluable for those determined librarians who are trying to overcome all the practical, legal and professional problems they need to solve before they can start their exchange experience.

Many library organizations deal with this issue: ALA IRRT International Exchanges Committee maintains a page with guidelines, a bibliography, a checklist, personal stories and other material useful when considering an international exchange program, with a focus on the USA
(http://www.ala.org/ala/mgrps/rts/irrt/irrtcommittees/irrtintlexc/preparinginternational.cfm);
CILIP maintains an exchange database as well, and other opportunities are available. Yet apparently issues such as funding, lodging, professional recognition of the time

spent abroad seem to be left to the individual participants' ability to deal with their organisations.

The CPDWL SC role could be in the present that of making a statement on the usefulness of the activity for professional and personal development, so as to give individual librarians more strength when proposing their projects: it would also be advisable in the future to ask IFLA to endorse the recommendation and following guidelines, stressing the point of the gain for the organisation whose staff is involved in an International exchange experience.

Appendix

Draft of the guidelines for the compilation of the database on International exchanges

Statement
The possibility to share international experience and get in contact with working environments from different countries and cultures constitutes an important learning and self-development opportunity for LIS professionals. The CPDWL SC seeks to collect information that could be useful to foster such experiences.

Aim
The present database is a work-in-progress trying to collect information about international job exchanges, stages and visits across countries.

CPDWL SC is not in the position to organize an international agreement, but can try and cooperate with individual librarians and National library associations in fostering international mobility as a means for professional development.

Type of material
The records added to the database will contain information about:
-individual exchanges/projects
-opportunities offered by international organizations
-opportunities offered by single institutions
-guidelines, individual accounts and useful tips to plan a personal experience

References:

Connolly, P. (2000), "Is there a need for a library twinning focal point? The IFLA twinning project and beyond", *66th IFLA Council and General Conference, Jerusalem, Israel, 13-18 August*, available at: http://archive.ifla.org/IV/ifla66/papers/163-168e.htm (accessed 14th May 2010).

Doyle, R.P. and Scarry, P. (1984) *Guidelines on library Twinning,* UNESCO, available at: http://unesdoc.unesco.org/images/0009/000973/097322eo.pdf (accessed 14th May 2010).

Mood, T.A. (1985), "An exchange in England", *Reference Services Review*, Vol. 13, No. 3, pp. 9-12.

Nkereuwem, E.E. (1997), "Alleviating professional immobility among librarians in Nigerian universities", *Librarian Career Development*, Vol. 5, No. 2, pp. 67-71.

Peer Coaching in the Post-Departmental Library
John Lubans Jr.

Recently, I went to Italy to take part in an International Federation of Library Associations (IFLA) satellite conference in Bologna. It was my first trip there. One of my in-flight readings was Luigi Pirandello's absurdist *Six Characters in Search of an Author*. [1] Apropos of Mr. Pirandello's tragicomedy, my column has four questions in search of an answer:

1. What is post-departmental?
2. Why peer coaching?
3. How is the Orpheus Chamber Orchestra relevant?
4. How is the Peer Coaching Institute relevant? [2]

My conference presentation touched on the nebulous notion of a post-departmental library. I asked participants to draw, with crayons and paper, a representation of an ideal organization, something to symbolize *their* ideal workplace.

Most of the pictures were circular in shape. Likewise, when I ask library school students to do this type of drawing, they often come up with circles. Their representations, like those of the IFLA participants, are idealistic, fluid, often team-based, inclusive, and highly egalitarian—dense with communication channels. To be sure, some students keep the hierarchy and the boss—they are the Darwinists among us—but most want something with a bigger slice of the responsibility pie, something that involves and includes them in decision making *and* doing the job. They want to feel good while on the job—radiant smiles and beams of sunshine almost always appear in their drawings—and, they want to be part of something productive; they want results!

Before I give the impression that changing a rectangle into a circle is all it takes for a corporate transformation , it's worth a mention: the shape of an organization means little unless there's a corresponding culture of working with each other. Think of which came first: the hierarchy or the boss–worker hierarchical culture? Think of all there organized libraries that continue their ways unchanged regardless of the revised organizational chart.

The Post-Departmental Library
More than two decades ago, I envisioned scrapping a library's hierarchy, literally tossing out the old ways of working. This epiphany—my colleagues saw it more as *derangement*— dawned on me while I was helping implement self-managing teams in a research library. We flipped departments into teams; we went from boxes to circles. What we came up with was a new, post-departmental organization—at least on paper. Why did we go with circles? Because of the circle's implied inclusiveness, just like what the Bologna participants drew. We hoped to tap into the creative resourcefulness of each and every staff member. Our thinking was that we had an intelligent staff and they should be part of our decision making—the circles symbolized for us, as they still do for library science students, a two-way inclusion.

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[1] Reprinted with permission. Originally published in *Library Leadership & Management* 24, no. 1 Winter 2010 33-37

In the technical services circle where I spent most of my time, and where the people were the most amenable to change, we reached high productivity goals; goals thought impossible in previous change initiatives. And, having gained the mountaintop, with the staff leading the way, we looked for higher mountains to scale. Organization-wide, we glimpsed the mother lode of what was possible, but we barely made a dent in the hierarchy. Entrenched resistance came from multiple fronts: the top-down parent organization in which we were regarded (after a new president was installed) as an insurrectionary island; the unclear department head/team leader job descriptions; and the inherently inflexible reward and promotion systems.

Lately, I've seen some movement in more than a few U.S. libraries toward less hierarchy and more self management. Even at my former workplace where we once gave full rein to self-managing teams, democratic principles linger. Managers, who might prefer telling others what to do, bite their tongues and promote participatory decision making, with roles for librarians and support staff. To inhibit participation—even the most top-down traditionalist realizes—would be foolhardy and would lead to poorer decisions. As well, a heavy-handed approach would go against the now ingrained expectations of a liberated staff. The departments are still there, but the organization behaves in post departmental ways.

This greater workplace flexibility—in and out of libraries—has evolved for various reasons—including heaps of positive evidence that greater productivity, innovation, and excellent service come not through hierarchy but through teamwork, especially when teams are *highly effective*. Another influential cause is that many new professionals (librarians included) increasingly demand or expect to have a say in how to do their work. If not, they leave! They prefer leaders to be more hands-off than hovering.

I believe the hoped-for organizational change—the post-departmental library—finally may be underway. But the change is not the wholesale replacement model I'd envisioned. Rather, it appears to be evolving *parallel* to the existing hierarchy—one larger, the other smaller. My research on the conductor-less Orpheus Chamber Orchestra and teams at Southwest Airlines indicates that there is a *business* side and there is a *performance* side to this "new" organization with managers and practitioners behaving in different ways, at the interstices and in their own spheres.

Why Peer Coaching for New Librarians?
The liberation movement at the team or departmental level benefits the new professional. But, freedom has its own requirements of the beneficiaries. Post-departmentalism responds to what they want—a loose-knit arrangement that gives them a still supportive work environment in

which to thrive. However, new skills are required to find one's way in this unfamiliar terrain and to bring others along. If a boss is less important, then who makes decisions and how are these decisions made? Who does the "vision thing?"Who empowers the group? Who accounts for group performance?

New librarians may not have acquired essential collaboration skills in their library science education. What are those specific skills and how do new librarians learn them? Without those skills, the new structure will not work at peak performance; teams will not be highly effective. We may espouse collaboration and teamwork, talk the talk, but if we don't practice those skills, we may wind up with a superficially desirable structure. Members presumably feel better about each other, but get no more—or less—done than in the hierarchy.

Orpheus and Peer Coaching

At first glance an orchestra may be an unlikely source for ideas on how to work in the new organization. After all, is not the symphony orchestra prototypically top-down—a boss with a pointed stick telling workers what to do? Is not the conductor the one and only decision maker? Well, not always, and seemingly less so with a new generation of musicians who are less content with being told what to do. Orpheus is the thirty-five-year-old poster child for post departmentalism: No conductor! To spread its philosophy, Orpheus is working with student orchestras at the Juilliard and the Manhattan schools of music in adopting Orpheus' seemingly leaderless way of making great music, of making great decisions. The group becomes the decision maker. They pick the music, decide on the interpretation, and they present it. There is no boss; there are twenty-five bosses.

Orpheus musicians coach players in student orchestras as they pursue a semester-long project to produce a conductor-less performance. With Orpheus coaching, the students develop specific self-management and peer coaching skills that help the student orchestra achieve its performance goal. At the end, it is the student orchestra alone on the stage in front of a discriminating audience.

What Orpheus does in coaching new musicians for self-management is applicable to the new librarians in the "new library." Few new librarians have acquired the essential team skills needed for participation in highly effective teams. In my teaching experience students are averse to and disdainful about working on team projects. They tell me they've had nothing but negative experiences in small group work.

The music students are no different. Many are and want to be soloists, but realistically very few can make it *solo*. They know they will have to choose between laboring in Dilbert's cubicle-land or playing in an orchestra. So, these musicians are motivated to put aside their disdain for collaboration in order to find a voice and musical career for themselves. As students learn and practice team and decision making skills guided by Orpheus coaches, they begin to apply these skills when working with their peers :

- collective listening
- time management
- delegation of responsibility
- being prepared
- being proactive
- communication—talking and giving feedback

Collective Listening

While listening actively is not a foreign concept to any professional, it is especially relevant to a musical group that strives to produce a particular sound. At an Orpheus rehearsal at Carnegie Hall, I saw several musicians take turns sitting some thirty rows back to hear the music the

way the audience would later that night. Then they'd give feedback to the entire orchestra on how to fine tune the sound. And, while playing, they listen in their own instrumental groups to the sound the other groups make; they seek to balance the overall sound, not just fine-tune their own sound. I observed the Orpheus coaches encouraging the student orchestras in the same way, to step away and to listen, then report back.

Through collective listening, many students gain more confidence in their orchestra role. They may be hearing the complete orchestra for the first time. Imagine that—seeing for the first time the overall purpose of the library not just hearing your section's "music." How does collective listening relate to libraries? Do we librarians have to concern ourselves with "pliant phrasing" as one music critic put it? Perhaps not in the literal sense; what about "pliant phrasing" in a figurative way—the nuances—when we discuss ways to improve?

Well, it's all in the quality of our performance. Do we strive for a "Brava" or a "good enough?" While we may not be on a spotlight lit stage, we still produce something for others to respond to, to learn from, to consume. In my experience, the best library products, the great library performances, come not from happenstance but from an ability among staff to hear the "pliant phrasing" and to design and achieve a superior product, service, or way of working.

When I talk with best practices librarians, I find positive attitudes, an openness toward different approaches, bosses who encourage experimentation, and truly empowered staff who are recognized for their achievement. Nor are staff fearful of punishment for mistakes they may make along the way. In best practices libraries, communication is robust, but proactivity does not wait upon seals of approval from every sector.

Time Management
Absent the boss, it becomes incumbent for the group to manage time. The self-discipline that occurs among musicians on a time budget, with a performance deadline, can be of great value to new librarians. This discipline adds focus with a trade-off: the individual may have to settle for less than what he or she wants, but at least you will have a product and probably a very good one. And, you will learn to be succinct.

Delegation of Responsibility
Student musicians learn to assign people to keep track of time, to schedule rehearsals, to consider tempo, dynamics, and to track achievement and progress toward the performance date, the deadline. None of these details can be left to chance for a musical presentation, any more so than when a library team develops a new service plan. One music student complained to me: "No one's in charge."That's the same criticism I heard about so called leaderless teams in libraries. But there is someone in charge—the students, the team members. Once this concept is realized—and integrated in the corporate culture—ad hoc leaders emerge.

Being Prepared, Taking Responsibility
Self-management doesn't work if group members are not prepared. The first rehearsals at both schools of music are usually painful. If the musicians have not prepared thoroughly, the process goes slowly—with a lot of red faces—and everyone knows. The same happens in my classes when several teams present their library budget proposals. The contrast between the teams that have worked hard and well and the teams that have failed to address team problems ranges from faint-hued blushes to finger-pointing blame. Richard Rood, a cellist and Orpheus coach, tells the students ahead of time to come prepared: "Talk and tryout suggestions. Come up with some ideas, some opinions, some convictions."3 He says to them: "The more everyone knows about it, that's the beauty, the influence, the group effort." He advises them to read reviews, listen to CDs, even to read the score—the entire score.

And, lack of preparation inhibits being proactive. If you are unprepared, you will (unless delusional) not have anything intelligent to say. You can't halt the rehearsal unless you have a better alternative to offer. Obviously, communication—talking and giving feedback—is quintessential. Negotiation might be another way to describe what goes on in an Orpheus rehearsal.

Expressing a contrarian view without offending, is an acquired skill. Most of us have to work at finding words—the *bon mots*—that will have the intended effect. We rarely want people resenting our words and not hearing our suggestion. You only become fluent in disagreeing agreeably with practice, like learning a new language. This is particularly relevant in libraries where we may think too much alike, we have the same mind-set—we may even border at times on groupthink. Given our similarities, it may be more difficult for us to be the contrarian, to go against the tradition, the tacit assumptions, unless we have the skills to defuse the negative response. We may need to assign the contrarian role to assure our assumptions do not go unquestioned.

Southwest's cofounder Herb Kelleher stresses the importance of a culture aligned with coaching:

> In order to make coaching successful, you first have to have the kind of culture that is receptive to it, where people don't feel that they're being criticized. Feedback can be, in the wrong atmosphere, a code for a performance problem. In other words, you're calling it coaching, but what it really is criticism. And good coaches don't coach that way.[4]

The Library Peer Coaching Institute (See Appendix)

Because my talk was to IFLAs Continuing Professional Development and Workplace Learning Section and the New Professionals Discussion Group, I proposed a way to make concrete some of the ideas discussed in this paper: a Peer Coaching Institute. My initial idea emulates Orpheus. Unlike Orpheus, we do not have a corps of librarians who have refined their coaching skills to the point that they can coach consistently and compellingly. Nor do we have an Orpheus way of working, one that would fit neatly in with the post-departmental library. While some good efforts exist, there isn't one I could actually point to and say, "Follow them!" How do we get this cadre of library coaches, a nucleus like that of Orpheus? How do we demonstrate post-departmental ways of working?

I think an opportunity exists in schools of library and information sciences to inculcate good coaching skills. I propose we establish a peer-coaching institute, where, for a semester, a group of twelve to fifteen students are coached about the how of working together so they can be peer coaches—all the while working on an atypically significant group project. The institute would follow the Orpheus immersion model as used at the Juilliard and Manhattan Schools of Music. For librarians this comes down to designing an assignment, a culture, as equally meaningful for library science students as a conductor-less musical concert is for a student orchestra.

References and Notes

1. Luigi Pirandello, *Six Characters in Search of an Author and Other Plays* (Twentieth Century Classics), trans. Mark Musa   (New York: Penguin Classics, 1996).
2. This essay is based on my talk at the IFLA satellite conference "Moving In, Moving Up and Moving On: Strategies for Regenerating the LIS Profession" CPDWL/New Professionals Discussion Group, Aug. 19, 2009 at the University of Bologna in its ex-Convento di Santa Cristina. In the conference proceedings, article cited as: Lubans, John. "Peer Coaching for the New Library" in *Strategies for Regenerating the Library and Information Profession* ed. Jana Varlejs and Graham Walton (Munich: K.G. Saur, 2009): 126–36
3. I observed Richard Rood's coaching at the Manhattan School of Music on April 2, 2008, and on at least two other occasions. Quotations come from those observations.

4. Herb Kelleher, *The Art of Coaching in Business*, DVD (Baltimore, Md.: Greylock Associates, no date).

Appendix: The Who, What, Where, When and How of a Peer Coaching Institute

Who? A dozen to fifteen library science students work with a sponsoring faculty member (possibly the one who normally teaches the required library management course) and a practitioner librarian coach to select a research project topic for study and presentation of outcomes. The practitioner coach is a librarian trained and certified in coaching techniques. An outside part-time project manager will oversee and facilitate the project, including its evaluation.

What? A semester long self-directed team project—about areal problem or question—conducted by a team (twelve to fifteen members) of library science students with an end-of semester deadline. The research outcome will be presented to peers, faculty, and others at a public forum. While the topic is chosen by the self-managing team, here are some to give the reader an idea of potential scope and content:

- A new way of doing something. A process revised.
- Recruitment of new librarians.
- Achieving a post-departmental work place culture.
- Leading the new library.

Where? Based at one or more participating library schools, the institute uses existing space and resources—classroom, meeting rooms, media equipment, library staff, and resources.

When? The peer coaching project spans the semester, starting with an organizational meeting of interested students, a faculty sponsor, and the practitioner coach. The latter will work with the team of students regularly throughout the semester until the conclusion of the project—the public presentation.

How? With guidance from the sponsoring faculty member and the practitioner coach, the student team will first go through a multi-day workshop on group dynamics, communication, team building, leadership, and conflict resolution. An experiential component might include outdoor teambuilding activities. Following this introduction, the students will establish the research topic and what will need to be done to bring it to completion.

Budget items. Compensation for the faculty sponsor, the practitioner coach, and the project manager.l

- Travel and accommodation for the coach and the manager.
- Team budget, including facilitator costs for introductory workshops, meals, and lodging.
- A travel and food allocation for use by the team, as necessary, throughout the semester

Pictures
The street sign for the Via Urbana set high into the ancient wall of the *Collegio di Spagna* in Bologna, Italy, suggests an enduring past (since 1488) and an accommodation of the modern. Taken by John Lubans Jr., midday, August 22, 2009.

The Biblioteca Sala Borsa. Bologna's spectacular, newly restored and renovated public library sits on history, literally. The first floor's clear glass tiles reveal Roman ruins beneath. More recently, the building was a corn exchange and a basketball court! Now, it is a heavily used and highly fluid library. I took this photo at around 10 a.m., with droves of people waiting for the service desks to open. Taken by John Lubans Jr., midday, August 18, 2009.

FADIS-ESI: the Moroccan e-learning platform of information sciences

Lamyaa BELMEKKI; *part-time lecturer in the School of information sciences – Morocco*

The School of Information Sciences (ESI) in Rabat (Morocco) is the only institution that trains specialists in information in Morocco. Recognizing the challenges of the knowledge society, the need to train information specialists and the importance of generalizing the science background information, ESI pays particular attention to the promotion of e-learning and training remotely. Recently, ESI has launched a continuing-training project that has led to the development of a platform called "FADIS-ESI, in the context of the FORCIIR-ESI project.

This platform offers distance learning continuing education in information sciences. It consists of courses in management information services, records management, information technology and communication and other related disciplines.

The platform provides training to both information specialists (computer, archivists, librarians, records managers and archivists), seeking to upgrade their knowledge and professionals in other fields who wish to acquire skills in areas related to information sciences.

FADIS-ESI is a national online continuing education in the field of information science, developed and maintained by a team of quality teachers with extensive experience in education and science expertise information. This team is assisted by administrative and technical staff involved in the management of the platform and ensures the smooth running of training.

Training provided by the platform is based on the online educational content in HTML, interactive exercises for formative evaluation, a specific discussion forum to each course, a glossary, 'frequently asked questions' and a list of useful websites and relevant sources accessible via the Web.

The platform has been developed under the software "Learning Space": The ESI is a partner of Lotus (IBM) who was willing to provide its platform free of charge. Learning Space is a robust product that will provide education on the Internet as a library of modules which delivers all types of multimedia documents (handouts and texts, slide shows, images and sounds), a forum (Virtual Classroom) , email (between teachers and students) and a module for self-assessment as online exam. It is also suitable for solving learning problems and QCM (multiple choices questionnaire).

FADIS-ESI is currently being redesigned to better serve its customers, whose needs for distance education continues to diversify.

The context of the FORCIIR project

- October 2003: launch of an e-learning program for continuing education in information sciences, within the framework of the project "Continuing Education in Networked Computerized Information (Formation Continue en Information Informatisée en Réseau) FORCIIR.
- FORCIIR is part of the Program for Development Cooperation in New Technologies of Information and Communication of the French Ministry of Foreign Affairs.
  FORCIIR is based at the School of Librarians, Archivists and Documentation of Dakar (EBAD), within the University Cheikh Anta Diop (UCAD).
- FORCIIR's goal: development of the teaching of new information technologies and communication in schools of information science in Africa.
- FORCIIR offered to ESI 2 million Dirhams for its project of e-learning, which includes the development of the FADIS- ESI platform.

2010 program in Gothenburg , Sweden

Ulrike Lang

Retention and Job Satisfaction:
Can continuing professional development make a difference?

Session 128. Saturday 14 August 2010, 9.30 – 11.30 Room: F 4-6.

This session will be conducted a bit differently than many IFLA sessions. The emphasis will be on discussion and interactivity with the participants. The selected presenters will have a short time to present some of the main ideas of their paper before engaging in discussion with audience members. The presenters will be prepared to respond to questions and also be ready to ask questions of the audience participants.

Please join us and be prepared to present goals and experiences of your library!

- *All change: job rotations as workplace learning in the Flinders University Library Graduate Trainee Program*
  LIZ WALKLEY HALL (Flinders University, Flinders, Australia)

Abstract:

This paper examines the place of job rotations as a workplace learning tool in the Graduate Trainee Librarian Program at Flinders University Library, Australia.

Specifically, it asks two questions: whether job rotation is an effective workplace learning tool for new librarians; and, whether the trainee experience contributed to the retention in the Library and career progression of those in the program.

These questions are examined using Kirkpatrick's Evaluation Framework. The findings indicate that while participants rate the trainee program very positively overall, their satisfaction with workplace learning in their placements was lower.

The majority of former trainees have remained with the Library and have progressed in their careers.

- *Mandatory CPD and professional re-validation schemes and their role in motivating and re-energising information professionals: the UK and New Zealand experiences*
  JUDITH BROADY-PRESTON (Aberystwyth University, Aberystwyth, United Kingdom) and AMANDA COSSHAM (The Open Polytechnic, Wellington, New Zealand)

Abstract:

This paper explores issues in relation to the contribution and importance of mandatory continuing professional development (CPD) in re-energising and motivating the information profession.

Set within the context of developing our understanding of the concept of 'professionalism' for the contemporary information profession, the mandatory schemes offered by professional associations in the UK and New Zealand are compared and contrasted, and an assessment made of their pros and cons in this regard.

- *What motivates LIS professionals in the institutions of higher learning: a case of Pakistan*
NOSHEEN FATIMA WARRAICH and KANWAL AMEEN. (University of the Punjab, Lahore, Pakistan)

Abstract:

This paper analyzes the opinion of LIS professionals about their motivational preferences on work place in Pakistani Universities.

Questionnaire survey was used as data gathering instrument. The main objective of study is to explore the preferred motivators of LIS professionals and the relevancy of Herzberg Hygiene-Motivational theory to Pakistani context.

The findings reveal that the respondents most preferred motivators are: opportunity to learn new skills and groom, opportunity for career development, having authority and responsibility, sense of fulfillment and communication.

The least preferred motivators for LIS professionals are: culture of innovation and creativity, job security, participative management, employee welfare policies and fringe benefits. Its findings also support the Herzberg theory that learning opportunities and career development are more important to motivate them than job security and fringe benefits.

This is the ever first empirical study to investigate the preferred motivators of LIS professionals and applicability of Hertzberg's findings in Pakistani context. Being the first study the findings will be helpful for university higher authorities and HEC to enhance job satisfaction among LIS professionals and improve the overall performance through strategic planning.

- *Bringing out the best of everyone: a systematic approach to the workplace coaching and learning at the Kuopio University Library, Finland*
JARMO SAARTI and ARJA JUNTUNEN (University of Eastern Finland Library, Kuopio, Finland)

Abstract:

From the beginning of this millennium, there has been going on a radical restructuring of the Finnish higher education.

At the same time the digital revolution of scientific information dissemination has changed the ways libraries provide services to academics and students as well as it has generated generation gaps between aging library staff and borndigital student generation.

To answer the rapid changes in the University's working environment the Library started to develop a systematic approach to its human resource management. In this development process several different tools have been used: e.g. the creation of a quality management system, where the use of a participant management style was used.

Also the evaluation of each individual's fields of know-how has been carried out and it has been used in tailoring personal training programs. The tacit knowledge has been disseminated between colleagues inside the library with lectures given by staff members to colleagues, as well as, by using the so-called social web-technologies in communicating inside and outside the library.

Finally, a program for active networking – both national and international – has been taken into use. The success of these actions has been measured annually and there already is some evidence
of skills improvement as well as of a better motivation towards the work on the Library.

- *Personnel development programmes at the National Library of the Netherlands (KB)*
  ELS VAN EIJCK VAN HESLINGA and DICK LANGBROEK (Koninklijke Bibliotheek (KB), National Library of the Netherlands, The Hague, Netherlands)

Abstract:

Talent development and international cooperation are key terms for future success in our sector.

The greatest threat we face is not competition from Google or others, but the expected shortage of talented staff. Ageing and shortages in the labour market will create problems for us unless we anticipate these developments in time, in other words, now.

Investing in attracting and developing staff is the way the KB tries to anticipate to this problems.

Both the creation and implementation of trainee programmes as well as investing more than previously in training and development of current (older) staff have therefore been spearheads of personnel management policy within the KB since 2007.

In this way we think that it is possible to successfully invest in young talent and in the development of current staff, and this leads to the necessary rejuvenation of personnel.

More news about section projects

2012 CPDWL satellite meeting
Report from Anne Lehto

In April in Helsinki, Finland, the section chair Susan Schnuer met with two local members of the standing committee: Irma Pasanen from Aalto University Library and Anne Lehto from Tampere University Library.

Initial ideas concerning the possibility of having a 2012 CPDWL satellite meeting were discussed.

It was decided that Anne will explore the prospects of organizing the satellite meeting in Tampere, a city close to Helsinki, with several universities and libraries. Anne promised to report back to the CPDWL standing committee in Gothenburg about progress made with local partners regarding these preliminary plans.

Other News

Eileen Breen reports the following

Emerald's parent company has acquired Aslib, The Association for Information Management

The Emerald-sponsored IFLA International Marketing Award winner has been chosen for this year.

Both of these items are at
http://info.emeraldinsight.com/about/news/index.htm?PHPSESSID=b98lbji3kpjh7mnivf2d0jdka2&

The Emerald book series 'Advances in Librarianship' is seeking proposals. See
http://info.emeraldinsight.com/products/books/news_story.htm?id=2152

So is the authorship "place to start, 'Library Hi tech News'. It is analogous to a "poster session in print" See http://info.emeraldinsight.com/products/journals/call_for_papers.htm?id=1533

And finally, IFLA and Emerald have made their 'special partnership' official. A press release will be coming out for this over the next few days.