Resources on the Net:
Management
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General

American Association of School Librarians. (2004). *Position Statement on the Role of the School Library Media Specialist in Site-Based Management.* Retrieved from the ALA web site on May 19, 2004, from http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslposition statementroleschool.htm

Describes key elements of the site-based management model as it relates to the role of the library media specialist. Looks at how site-based management impacts four key areas of decision making: personnel, curriculum, budget and facilities. Discusses the need for the library media specialist to take a proactive, leadership role in informing their community of users about the value of this model.

Canadian Library Association and the Canadian School Library Association. (2000, Nov.). *Position Statement on Effective School Library Programs in Canada.* **Retrieved from the CLA web site on May 19, 2004, from** http://www.cla.ca/divisions/csla/ **pub_3.htm**

Emphasizes the crucial connection between the school library program and the education of young people. Thus, "the role and responsibility of the school library lies in the development of resource-based programs that will ensure that all the young people in our schools have the opportunity to learn the skills that will enable them to become competent users of information." Provides key factors that are critical for the success of these programs.

Saetre, T.P. & Willars, G. (2002). *IFLA/UNESCO School Library Guidelines.* Retrieved from the IFLA web site on May 18, 2004. from http://www.ifla.org/VII/s11/ssl.htm#3b

Informed by the international library community, Saetre and Willars have compiled these guidelines for school libraries based on the principles outlined in the *IFLA/UNESCO School Library Manifesto: the school library in teaching and learning for all.* "These guidelines have been produced to inform decision makers at national and local levels around the world, and to give support and guidance to the library community, all written to help schools to implement the principles expressed in the manifesto." For a copy of the Manifesto in English, see http://www.ifla.org/ VII/s11/pubs/manifest.htm

Tasmania. Dept. of Education Library and Information Centre. (2003, May 29). *Tasmanian school library guidelines.* Retrieved on May 29, 2004, from: http://www.education.tas.gov.au/ delic/school-lib-guidelines/

Intended primarily for Tasmanian government school libraries, however, a useful source for any school library. Includes chapters on: effective library services, information management and collection development, information services, professional development and disaster management. "The handbook has been compiled using information available in existing handbooks, websites and print publications and has been researched by librarians and by teacher-librarians working for education department libraries." Available in .pdf format.

Human Resources

Abels, E. Jones, R., Latham, J., Magnoni, D., & Gard Marshall, J. (2003, June). *Competencies for Information Professionals of the 21st Century.* [rev. ed.]. Prepared for the Special Libraries Association Board of Directors by the Special Committee on Competencies for Special Librarians. Retrieved from the SLA web site on May 18, 2004, from: http://www.sla.org/content/learn/ comp2003/index.cfm

Provides an extensive list of professional and personal competencies for information professionals.

American Association of School Librarians. (2004). *Position Statement on Appropriate Staffing for School Library Media Centers.* Retrieved from the ALA web site on May 19, 2004, from http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslpositionstatementappropriate.htm

Outlines the major principles of staffing patterns in school library media programs, and suggests that a full complement of professional, and support staff is critical.

Association for Teacher-Librarianship in Canada and the Canadian School Library Association. (1997, Nov.). *Students' Information Literacy Needs in the 21st Century: Competencies for Teacher-Librarians.* Retrieved on May 18, 2004, from the CLA web site from http://www.cla.ca/ divisions/csla/pub_2.htm

Provides a comprehensive list of professional and personal competencies for teacher-librarians.

Gendron, C. (2000). *Competency Profile of Information Management Specialists in Archives, Libraries and Records Management: A Comprehensive Cross-Sectoral Competency Analysis.* Retrieved from the CLA web site on May 19, 2004, from http://www.cla.ca/ resources/competency.htm

Establishes a competency profile for professionals and technicians working as information resources specialists. Suggests the Profile has a number of applications: "It can indicate the range of skills needed to work in this area, thereby allowing for an assessment of the availability of corresponding training. It is important to those who share responsibility for developing, providing and purchasing training. In a similar fashion, the profile can be used by individuals to evaluate their own skills and to determine areas where they should pursue additional training. On an institutional level, this material can be applied in developing individual position descriptions." A condensed version of this document has been published in Vol. 46, No. 3 (2000) of *Feliciter*.

Hisle, W.L. (2002). Top issues facing academic libraries: A report of the Focus on the Future Task Force. *C&RL News,* 63(10). Retrieved on May 2, 2004, from http://www.ala.org/ACRLTemplate.cfm?Section=novmonth&Template=/ContentManagement/ContentDisplay.cfm&ContentID=9716

Presents the results of a task force that consulted with librarians over an 18-month period to "help the association meet the challenge of keeping our focus on the big questions—those questions which have the potential to help academic librarians shape and change their services to further improve learning and research." Includes recruitment and retention of academic librarians within the top ten issues.

Managing Change

Conference Board of Canada. (2003). *Innovation Skills Profile.* Retrieved from the Conference Board of Canada's web site on May 19, 2004, from: http://www.conferenceboard.ca/ education/ learning-tools/isp.htm

"Isolates the unique contribution that an individual's skills, attitudes, and behaviours make to an organization's innovation performance by focusing on creativity and continuous improvement skills, risk taking skills, relationship building skills, and implementation skills." Available in .pdf.

Edwards, E. (1997, Sept.). Change and uncertainty in Academic Libraries. *Ariadne.* Retrieved on May 4, 2004 from http://www.ariadne.ac.uk/issue11/main/

Discusses the increasing importance of the role of managers in a dynamic environment faced by academic libraries. Based on interviews with 80 library and related support staff in a sample of IMPEL2's case study sites, Edwards reviews some of the factors seen to contribute to this environment, especially the use of information technologies and its impact on organizational change and planning.

Edwards, C. & Walton, G. (2000, March 22). *Change and the Academic Library: Understanding, Managing and Coping.* Retrieved on April 27, 2004, from http://online.northumbria.ac.uk/ faculties/art/information_studies/impel/change1.htm

Provides a discussion and some practical steps for managers to help cope with change. Also describes some of the benefits of the "learning organization."

Groen F.K. (1998). *The Change in the University Library: Towards the Twenty-First Century.* Paper presented at New Missions of Academic Libraries In The 21st Century: An International Conference (Peking University, October 25-28, 1998). Retrieved on April 28, 2004, from: http://library.brandeis.edu/Beijing_Conference/

Examines three questions concerning change in the university library in the 21st century: the content of libraries, the staff and leadership of libraries, and the changing external environment. She points out that barriers will be broken down in the traditionally "rigid" organizational structure of academic libraries due to technological change and a new breed of managers. Success will depend on the ability of the entire staff to plan for change.

Siddiqui, M.A. (2003). *Management for change in acquisitions in academic libraries.* **Electronic Library,** *21(4), 352-357. Retrieved on May 18, 2004, from: **http://dois.mimas.ac.uk/DoIS/data/** Articles/julfpcatty:2003:v:21:i:4:p:352-357.html*

"This paper discusses the essential elements of management for change in academic libraries, the ways in which acquisitions managers can exhibit leadership in this environment, and how acquisitions librarians can cope with this change."

Links to Sites

Bertland, L. (n.d.). *Resources for School Librarians.* Retrieved on May 18, 2004, from http://www. sldirectory.com/libsf/resf/evaluate.html#top

Provides links to sites on School Library Standards, Job Descriptions, Evaluation, School Library Mission Statements, Action Plans for Library Improvement, Conducting Action Research, Annual Library Reports and School Library Statistics.

BUBL LINK: Library Management. (2004, March 17). Retrieved on April 30, 2004, from http://bubl.ac.uk/link/l/librarymanagement.htm

Provides a selection of links for topics on library management, including: managing change, employment, services, preservation etc.

Library Management. (n.d.). Retrieved on May 4, 2004, from http://www.electronics-ee.com/ Resources/Library_management.htm

Provides 30 links to documents on library management related topics.

Special Libraries Association. (n.d.). *Library Strategic Plans – Articles.* Retrieved from the SLA web site on May 18, 2004, from: http://www.sla.org/content/resources/infoportals/libstrat.cfm

Provides a bibliography of resources related to strategic planning, not all of which are available online. Requires SLA member ID to access.

Special Libraries Association. (n.d.). *Management: General Library Resources – Articles.* Retrieved from the SLA web site on May 18, 2004, from: http://www.sla.org/content/resources/ infoportals/gentops.cfm

Provides a bibliography of general resources related to management, not all of which are available online. Requires SLA member ID to access.

Compiler's Note: Text that is enclosed within quotations marks has been taken directly from the document.
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