Welcome to CLSIG Journal No. 15!

Taking our theme from CILIP’s Leadership Programme (you can read Katie Treherne’s article reflecting on CLSIG’s contributions to this below) we consider leadership in this edition. Thanks to our regular expert contributors Carole Speirs and Ulla de Stricker for giving us different perspectives on both leadership, and how this might differ from management as a professional discipline.

As always we review recent relevant publications and thanks to Penny Bailey and David Griffiths for their insightful book reviews.

Would you be prepared to write a contribution for the Journal or suggest future topics for articles? Could you review a book for us? Do you face challenging issues at work which you’d like to share with our Agony Aunt? Please contact the Editorial team below.
Article: A Credible Leader is a Combination of Attributes.

Factors such as honesty and integrity can inspire trust both within and outside the workplace.

By Carole Spiers

The root of the word ‘credibility’ is ‘credo’ which means ‘I believe’ in Latin. So, in simple terms, it is the feeling of trust and respect that you inspire in others. Credibility is correlated to success in every sphere of life.

However, no single attribute creates credibility — it is in fact a combination of factors that must be in place for it to be established. I am sure that during your working career, you will have come across credible managers and leaders and not given it a second thought.

But if you think back now as to why they were credible, you might recall how reasoned, approachable, enthusiastic and committed to their work they always were and how, in turn, they encouraged their team to be likewise.

Find out if you are credible by asking yourself the following questions:

Believable: When you say something, do people believe what you say? Do you appear to be sincere and genuine? If you were to insist that black was, in fact, white, would others believe you?
Dependable: If I asked you to carry out an assignment, could I rely upon you to do it and finish it on time? Once you gain a reputation as dependable, everything will become easier for you as people will rely on what you say.

You are only as good as your reputation. If you are always late for meetings, that is for what you will become known and that is not a good place to be as you will be seen as being disrespectful of other people's time. If you continually miss deadlines, that will impact others badly because you are an integral part of a team.

Trustworthy: Would I be able to trust you with confidential information that you would keep strictly to yourself? If you divulge such information to someone else, then your reputation will be damaged and it could be very difficult to retrieve it.

Accountable: Are you accountable for your actions, and/or non-actions? If something goes wrong, do you try to apportion blame elsewhere? “It wasn’t my fault — it was theirs!” People who will not take responsibility for their own actions are hard to work alongside as they will say things like “Well, that’s not my issue”, “It’s not my fault…”, “I was let down,” etc.

Integrity: Do you hold steadfastly to a strict moral and/or ethical code? Do you always speak the truth? Of course, I appreciate that there are times when you may cover up a slight indiscretion but, overall, would you regard yourself as an honest person?

And would others describe you as honest — not forgetting that our own perception of ourselves is not always the same as others.

Effective: Do you respond quickly to communication or do people have to remind you to answer e-mails, return the phone call or write the letter? Acting effectively is to be reliable and responsible. It is about not leaving ‘loose ends’ for someone else to find and sort out.

It means that others in your team can rely on your ability to get things done in an appropriate manner and within time constraints and deadlines.

Consistency: Are you known to always ‘follow through’ or do you often leave a job in the middle? Do you maintain a high standard for all the work that you produce so that others need not worry about the quality of the service that you are paid to provide — and also those other services which you provide but are not necessarily remunerated?

Likeability: We tend to buy from, and to deal with, people we like and likeability is in some ways as important an ability which means that successful people know how to incorporate expertise with likeability — which is a really valuable, feel-good characteristic.

Credibility is something that we acquire over time and which, if we have it, we carry with us throughout our lives and which becomes an integral part of our persona. Because credibility has the power to inspire trust, we should not underestimate the importance of the personal factors of honesty and integrity, both within, and outside of, the workplace.

You will note from the above, that these personality factors overlap and are integral with one another. Taken together,
they inspire trust. And that is the basis of all business transactions.

So, where do you fit in on the credibility scale?

**Carole Spiers**

The author is a BBC Guest-Broadcaster and Motivational Speaker. She is CEO of an international Stress Management consultancy and author of ‘Show Stress Who’s Boss!’. **She is Chair of the International Stress Management Association [UK].** Book her to deliver an inspirational presentation at your next conference. [www.carolespiers.co.uk](http://www.carolespiers.co.uk)

Article originally published: 12:05, August 27, 2013, Gulf News.
Article: What did we learn? CLSIG’s involvement with the CILIP Leadership Programme 2015-16 and the Group Project on Developing Member Networks’ Continuing Professional Development Offer

By Katie Treherne

Background

The CILIP Leadership Programme was piloted for the first time in 2015-2016, and a key part of the programme was a group project on behalf of a member network or CILIP national office. CLSIG was one of the member networks to submit a project proposal in 2015, for a project to identify professional development opportunities using the CILIP Professional Knowledge and Skills Base (PKSB) sector sheets. In the event, the project did not set out to meet the initial project brief submitted by CLSIG, as projects looking at Continuing Professional Development (CPD) proposed by multiple Special Interest Groups were merged into a single ‘umbrella’ project. The Groups involved were Cataloguing & Indexing; Commercial, Legal and Scientific Information Libraries (CLSIG); Government Information (GIG); Health Libraries Group (HLG); and Public & Mobile Libraries (PMLG). The Leadership Programme project team looked for a strategy that addressed the needs of as many stakeholders as possible, and decided to carry out a survey of the CPD needs and barriers of members of all the stakeholder Groups. The survey was carried out in February 2016 – hopefully some readers will have participated. The report was completed in July 2016.

1 http://www.cilip.org.uk/cilip/about/projects-reviews/cilip-leadership-programme
The Project

CLSIG have previously run an annual survey at our AGM to ask members what events they would like to see in the coming year, but the survey run by the Leadership Project team was much more wide-ranging. The Leadership team asked the stakeholder Groups what type of events they already provided and how they communicated with their members as a basis for the survey, asking members which of these events and channels they found most useful. The team then went on to ask respondents what form of CPD they would find most useful and what topics they wanted to see covered. Helpfully for our interest in the PKSB, they also asked respondents to rank different areas of the PKSB\(^2\) for their importance in CPD needs. In order to conduct analysis on a Group-by-Group basis, as well as overall analysis of the results, the team also asked for Group membership, sector and regional details from respondents. As a side benefit this provided an update on the composition of the CLSIG membership. The Leadership project survey garnered approximately twice as many responses as the AGM survey, from over 60 members – 8% of CLSIG members – as well as the responses from non-CLSIG members.

I was the point of communication for the Leadership Project from CLSIG, and our liaison from the project team was Chris Martindale\(^3\). The programme was coordinated for CILIP by Jo Alcock. We had a few communication problems through the course of the project, and if we were involved in future iterations I would recommend that every effort is made by the CLSIG representative to attend some or all of the face-to-face meetings. It would also be important to liaise with CILIP’s Programme lead to know what the programme schedule is. Although the project is intended to be led by those on the Programme (part of developing leadership), it was sometimes necessary to chase updates, which is easier to do if we know the milestones.

The Results

All the project reports will be published on the Leadership Programme webpage shortly, once they have been finalised. In addition to the overall report, CLSIG-specific analysis was carried out and provided to the committee. This analysis provided the events team with a list of topics and PKSB areas in which members are interested, so that we know where to focus our efforts in planning events.

As we might have expected, the PKSB areas around organising and using knowledge and information scored strongly. It was encouraging to see that over 50% of respondents had used the PKSB. This provides a good basis for promoting its use further; our initial proposal focused on the PKSB in order to help members articulate their value clearly and consistently, and I still think it is a useful tool to do so, especially as a lack of recognition from employers was identified as a barrier to undertaking CPD. The suggestion that members need support to persuade employers of the importance of CPD is something that CILIP might be well-placed to work on centrally, but it is a good reminder to the Group to support these efforts wherever possible. The topic suggestions for events provided useful feedback for the events team, as well as some new ideas. Alongside practical and sector-specific skills, respondents also suggested an interest in management, internal advocacy and knowledge management.

\(^2\) [http://www.cilip.org.uk/jobs-careers/professional-knowledge-skills-base](http://www.cilip.org.uk/jobs-careers/professional-knowledge-skills-base)

\(^3\) See ‘Learning leadership lessons’, CILIP Update October 2015
The section of the survey on barriers to members undertaking CPD did not report anything unexpected, but both this section and the section on the method of CPD members preferred strongly highlighted the appetite for online training/e-learning. The committee had not previously been aware of the extent to which online CPD is wanted by members, and we will make additional efforts to provide appropriate events. We have already begun to do so – look out for the webinar ‘The art of getting things done or strategic planning’ led by Penny Bailey at the end of November. It was encouraging to see that CLSIG are already undertaking some of the other suggested actions for helping members, such as providing conference bursaries. Some of the report’s overall recommendations did not recognise the barriers to CLSIG in providing training. I felt this was particularly the case with the suggestion to provide events outside London. For example, we have previously tried to offer regional events, but low turnout means that they are often not viable – some events in Southampton, Cambridge and Oxford have seen 2-3 people attend. However, if any members who would like to see regional events local to them could volunteer to ‘host’ do get in touch with the committee events team. We’re happy to organise and promote events if someone on the spot can help out! It was reassuring to see that members offered constructive suggestions in the free-text comments, notably the request for online training mentioned above.

Conclusion

Combined with findings from other SIGs, the recommendations may be seen as addressing the CPD needs of information professionals across a very broad spectrum of sectors, roles and regions. The survey has provided CLSIG with a mixture of feedback and new ideas to inform our CPD offering to members over the coming months, and hopefully improve members' experience with CLSIG.

Katie Treherne
Book Review: Exploring Discovery: The Front Door to Your Library’s Licensed and Digitized Content

Kenneth J. Varnum, Editor
Price: £64.95, but to CILIP members £51.96
ISBN: 9781783300969

Reviewed by Penny Bailey

I have been very much looking forward to reading and reviewing this book, promising, as it does, to examine the latest technologies used in libraries to help their users discover the library resources. Well reader, it doesn’t disappoint. I learnt a lot and so could you. The book is essential reading for library managers, systems librarians and electronic resources managers.

Definitions

**Discovery**: Discovery is a process that finds resources to meet an information need traditionally through a card catalogue or an online public access catalogue (OPAC).

**Web Scale Discovery (WSD)**: New Web Scale Discovery technologies can range from smaller discovery of hundreds or thousands of items to large scale discovery of billions of items stored in more than one database usually via a central index. The discovery can be achieved by a single search of bibliographic records, meta-data or full text content in distributed local and online collections. Discovery search is sometimes compared to Google because, like Google, a central index is searched. However, here the comparison ends because the algorithms for achieving and presenting results differ from Google.¹

The major commercial WSDs are:
- WorldCat Discovery Service
- Summon
- Primo
- EBSCO Discovery Service

¹ P. 134
**Federated Search Engine:** WSD is not to be confused with a federated search engine which achieves the discovery process in a different way by searching each collection individually and then collating the results. Federated search technologies tend be slow because the system must wait for every response before it can collate the results, and may not be scalable to billions of items. As the title suggests, this book mainly explores discovery systems but some exploration of federated search engine implementations is included in passing.

**Library Services Platform (LSP):** A Library Services Platform goes beyond a traditional library management system (LMS) and may encompass link resolvers, electronic resources management and digital asset management. Thus LSPs handle diverse print and electronic formats in an integrated or unified workflow as opposed to separate and standalone local databases in a disintegrated environment. Library Services Platforms can be decoupled from the discovery interface, so it’s possible to have an LSP from one vendor and a WSD from another.

**The contents**

Each chapter is a case study covering these topics:

- vendor-provided web scale discovery platforms
- using discovery vendors in small and mid-sized libraries
- libraries, archives and museums sharing a single discovery tool
- custom discovery systems built with open-source software including Blacklight
- discovery on a shoestring
- integrating discovery to improve user experience
- different discovery interfaces
- metadata challenges in discovery services
- Open Access and discovery tools
- regional aggregation and discovery of digital collections

Looking at the list of contributors, and the case studies themselves, most are based in North American universities. As university librarians aren’t the normal audience for CLSIG Journal, I have read this book with a view to extrapolate lessons and tools that could be used in commercial and specialist libraries. So I haven’t reviewed each chapter individually but instead summarised and extracted some highlights.

**Advantages and improvements gained by discovery implementation**

- Maximum discovery is achieved across numerous collections.\(^4\)
- Different types of records for different types of materials can be searched together.\(^5\)
- Addresses licensed resource fragmentation, i.e. which collections should the user search and avoids repeated searches across several collections.\(^6\)
- Disparate resources are united in a common service.\(^7\)
- The discovery system can provide a common framework.
- Discovery systems are scalable across large data sets.

\(^4\) P. 231
\(^5\) P. 257
\(^6\) P. 125
\(^7\) P. 153
Some of the problems associated with discovery systems

- Discovery interface is designed primarily for the average user – not librarians.  
  
- Known item searching is a weakness in discovery layers.  
  
- User confusion about which resources they can access and where they are located.  
  
- Links may not always be resolved.  
  
- Data must be exported to the central index and updated on a regular basis which may take up to a week depending on the volume.  
  
- With some discovery systems, data must be in a recognised format like MARC or Dublin Core.  
  
- MARC format was not designed for searching or browsing.  

Practical considerations

- Data may need to be improved or in some cases retrospectively created.  
  
- “Understanding and knowing how to evaluate, manipulate and maintain metadata from a library’s collections in a discovery system’s heterogeneous metadata environment is critical when implementing discovery systems.”

- Be prepared to spend time configuring or designing the user interface – see Part III on Interfaces.  
  
- Open source systems may need substantial development.  

Highlights for commercial or specialist librarians

I am highlighting open source discovery tools because quite often the cost of a vendor Discovery tool is beyond the budgets of all but the larger commercial and specialist libraries.

Recommended reading would be:

Chapter Six: “Discovery on a Shoestring: implementing a full-functioned discovery tool with free software and no extra-charge meta-data sources.” This chapter is a case study on using VuFind, open source software developed at Villanova University. VuFind is quite flexible in terms of the data sources with which it interacts and if the driver or connector to your database doesn’t exist you can create your own. However this may not search all of your licensed content.

Chapter Eight: “Using Blacklight for Archival Discovery.” This chapter is a case study on using Blacklight, another open-source, community driven effort, which can be used to search MARC and non-MARC data. However the authors point out that while the software was open-source, and therefore free of charge, it did require substantial development using custom-built software applications.

I would also recommend reading Part III which explores interfaces, particularly:

- Chapter Ten on the Bento Box Design Pattern

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8 P. 6  
9 P. 7 & P. 192  
10 P. 31  
11 P. 22  
12 P. 260  
13 P. 267  
14 https://vufind.org  
15 P. 65  
16 P. 97
Conclusion

My highlights are in no way a substitute for reading the chapters of this book. There is a wealth of detail in the case studies which share the experience of selecting, implementing and configuring a discovery system. If you are considering acquiring a discovery system I would encourage you to read every word of this book first. Insights are gained into how the vendor systems compare and the contributors are quite candid in sharing their pains and successes encountered on the implementation journey. This is an excellent and illuminating collection of case studies.

Penny Bailey
Managing Director of Bailey Solutions Ltd
I should declare, at the outset, that I am far from an expert in the area of ontologies. My interest in this book arises principally from my involvement, a couple of years ago, in a research project undertaken by my company (BMT Group Ltd) which aimed to develop a new knowledge management system for maritime rules and legislation¹.

I had become involved as the provider of a thesaurus, which was used to ensure that terms were used consistently throughout and across the regulations whose use was the focus of the research. My involvement continued when we decided to develop an ontology, to guide semantic search in and lexical annotation of the legal texts, as well as to define more accurate search criteria for the annotated rules texts.

Although I had been aware of the increasingly frequent occurrence of “ontology” by the information profession, I have to confess that I still believed this was just another term for a taxonomy, but now found myself encountering, for the first time, a much more formal approach to representing “knowledge” about a particular domain, and to the tools such as the Resource Description Framework which have been developed as a standard model for data interchange on the Web.

¹See http://www.e-compliance-project.eu/
My understanding would have been greatly improved had this book been available when we embarked on the project! Having said that, it is of no less value and interest now, for the importance of ontologies as formal representations of knowledge with rich semantic relationships has certainly not diminished, in the context of today’s information overload and data deluge. Many (possibly all) of us are drowning in information and data on a personal and professional level. The difference, for library and information professionals, is that we also have a contribution to make in clearing a path through the information jungle. As this book observes, “Information professionals are key contributors to the development of new, and increasingly useful, ontologies”. That doesn’t mean that some of us, at least, aren’t in need of assistance in understanding the concepts and applications of ontologies, which is where this book comes in.

More data and information are being created than ever before, but the benefits of the unprecedented access to all of this can only be realized, however, if people are able to find and make sense of the right information when it is needed.

Practical ontologies for information professionals aims to assist in this endeavour. It seeks to provide an accessible introduction and exploration of ontologies and to demonstrate their value to information professionals, establishing the role of ontologies as a tool to move from data and information to knowledge and ultimately wisdom.

Having introduced the concept of ontologies and why they are increasingly important to information professionals, the book introduces the role of ontologies in the implementation of semantic web and in linking data (as opposed to documents).

The semantic web has been a key factor in the rise in interest in ontologies and the ontologies that are used in that context are the primary focus of the rest of the book, which looks at existing ontologies, such as RDF, RDFS, SKOS and OWL 2, and then addresses re-using/adopting ontologies, showing how to avoid repetition of work, as well as how to build a simple ontology.

Another chapter looks at interrogating ontologies, either for reuse in another related domain, to extract information from a data set, or to analyse the use being made of an ontology.

Finally, the book takes a look into the future of ontologies and the role of the information professional in their development and use.

With an extensive bibliography, this book is not only a useful practical guide for information professionals working with ontologies on projects such as digitization, cataloguing and classification and information retrieval, but also represents a valuable contribution to the study of ontologies for anyone wishing to delve deeper into this topic.

David Griffiths
Librarian
BMT Group Ltd
Agony Aunt has received the following question:

"Dear Agony Aunt – in my most recent performance review my boss challenged me to act more like a leader than a manager. What is the difference, and how do I achieve the goal?"

Agony Aunt replies:

Anyone with responsibility for a team benefits from thinking about your question. Not surprisingly, the business literature is rich in books on the topic (I’m sure you are already reading). My take on what characterizes a leader focuses on the concept of inspiring others to perform … as opposed to, say, merely telling them what to do. Let me explain:

The difference

Key to understanding what sets leaders apart from managers is appreciating the source of an individual’s ability to make things happen. Managers, by virtue of their position, get to issue directions, set rules, and define expectations. In other words, they have the authority to “call the shots” as to what gets done and how it gets done. Leaders may similarly engage in directing activities, but in addition they are able to motivate team members to think for themselves, apply creativity, support each other, and in many other ways contribute to the success of operations. In short, leaders exhibit an ability to generate enthusiasm in others. That enthusiasm makes things happen without any orders being given.
We might say the following about managers and leaders:

A good manager...

- Possesses knowledge of the team’s operations so as to orchestrate and allocate work appropriately
- Monitors activities in order to make suitable adjustments (e.g. in the case of peak demand)
- Sets up and executes appropriate success criteria and measurements
- Runs an efficient ship and documents activities
- Provides suitable tools and training for team members
- Performs staff assessments on time and with fairness
- Demonstrates impartiality in the case of conflict and contributes to conflict resolution
- In other ways demonstrates business skills

A leader achieves all that and in addition...

- Articulates what success means and how each team member might contribute
- Crafts a vision everyone can get behind
- Demonstrates an interest in the ‘spirit’ of the team
- Recognizes good performance, constructive ideas and solutions, and collegial support
- Sets up mechanisms for team members to share ideas and knowledge
- Welcomes new ideas and suggestions from team members and makes it safe to raise concerns
- Builds ownership by involving team members in decision making
- Keeps an eye out and intervenes quickly if something is awry operationally
- Watches team members and quietly steps in to assist anyone appearing troubled or out of sorts
- Overtly rewards positive behaviours and swoops down on negative behaviours
- Provides opportunities for team members to learn new skills and advance in their careers
- Actively fosters a sense of pride in their work on the part of team members
- Induces a willingness among team members to ‘go the extra mile’ for the others
- Goes to bat for the team in the event of any untoward developments
- Sets an example by acting in a constructive manner to encourage team members to deliver their very best

In sum: A manager delivers on the department’s official goals. A leader has the team members excited and delighted about being a part of it.

How to act like a leader

So, dear inquirer, perhaps it would be useful for you to consider why your boss challenged you. (I will assume your workplace is ‘normal’ in the sense that reasonable people acting professionally work there.) What events, conditions, or behaviours do you suppose led him or her to do so? How do you stack up to the leader image I painted above – in other words, what is missing? You may wish to approach the boss and check whether you have understood the reasons correctly so that your efforts to improve have the best chances of succeeding. At the same time, in your shoes I might ask myself the following:

- Do I believe my team members trust and look up to me? If not, why not?
- Do my team members respect my judgment and decisions? If so, why?
• Is every team member convinced I care about his or her well being and future career?
• When was the last time I personally supported/praised/encouraged X team member?

Answering such questions will point to measures and actions you may take to grow as a leader. The bottom line? As a manager, you have performance targets to meet. As a leader, you inspire the team members to do their utmost to exceed those targets – all the while they love doing it.

I offer you the following tidbits of advice based on my own experience. They center on paying attention.

• Reverse the performance assessment: Have regular one on one talks with each team member on “what do you need from me – right now, and over time?” Focus the discussion on what you could do to enhance the team member’s ability to deliver excellent performance and to derive satisfaction from doing so.

• Walk around and pay attention: Is someone working in a drafty or noisy spot? What about something as simple as an unpleasant glare from windows or light fixtures? Is equipment in need of upgrades or replacement to ease the work of team members? Could inexpensive items make a positive difference in the work environment (an extra printer, headphones)?

• Be on the lookout for uneven work distribution among colleagues: Is a particularly skilled team member left with the task of solving problems other team members would rather not touch? If so, look for ways to share knowledge so that all team members may learn and contribute appropriately. A leader makes sure all team members contribute to the fullest possible extent so that everyone feels part of a team.

• Catch someone in the act of doing something wonderful – and celebrate it publicly. (As in, “Peter’s clever solution made such a positive difference”.)

• To the extent possible, brief sit in the coffee room or make an errand in the stock room. Create opportunities for small talk so that a team member could say “oh, yes, we are in fact making progress on that project and - I was wondering - perhaps you would have time to see me later in your office?” You are not snooping on or striving to be buddies with the team members – they need you to lead – but you want to make it easy for (shy) team members to approach you. Then, take seriously what you hear from team members and demonstrably act on the information. (Appearing to ignore input provided by a team member who came forward puts at risk any trust you may have earned in the past.)

I’m sure you get my drift. Clearly demonstrating to team members that you are alert to their realities is a powerful means of fostering a positive work atmosphere. You may not be able to smooth every bump in the road for the team members, but demonstrating that you care about their comfort and pride at work goes a long way toward generating the upbeat attitudes and sustained energy you want to see among your staff.

I can’t wait to hear how you took on the challenge!

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