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# Distance Learning: Is it for you?

**Janice Blair**

## Abstract

If you are thinking of returning to studying, but are struggling to find a solution that fits around your already committed lifestyle, distance learning may be an option for you. This paper charts my own experience of gaining a Masters qualification using the distance learning method. It may help you make an informed decision as to how to start your study plans, including tips on combining working and studying. It may also help you realise that studying could be an option for you after all.

## What is distance learning?

It is a programme of study that you can follow in the comfort of your own home. Material for the courses can take a variety of forms such as online, print and media-related. You may on some courses be asked to attend day schools or even summer schools. More and more colleges and universities are offering distance learning as a form of study with the internet strongly relied upon as part of the tuition. It is therefore extremely important to ensure that anyone thinking of taking on this form of study has regular access to reliable technologies.

Learning from home also gives everyone the opportunity to learn and develop new skills that previously could not be accessed. Many people are not able to give up full time work or juggle other commitments to take on studying, but by doing it at a distance, the traditional barriers to learning are overcome. Students are able to work at their own pace and develop study timetables that fit in with their own individual circumstances.

“Learning is a life-long activity but if you are juggling a job, family and other commitments you need learning opportunities that fit in with your life style. With online learning students learn at a time that suits, in a place that suits and at a pace that suits.”(1)

## Why did I go for this option?

To continue studying, the priority for me was to find a solution that fitted around my personal circumstances. Working part time did mean that there was an opportunity for me to attend university a couple of days a week; however, having a young family meant looking for childcare whilst I was attending classes. My husband also does shift work, which is a challenge in itself to organise where children will be and who is doing the collecting and taking to various places. I also was determined that my studying would have as little knock-on effect on my family as possible, i.e. I didn’t want my children to have to give up any of their social activities because I was ‘too busy’. The work-life balance is an important consideration for everyone, so ask yourself “what is realistically do-able in my situation?”

Therefore, it would seem that I was a prime candidate to take on the challenge of distance learning. I would be able to work around various commitments without committing myself to set days or times to study. I would not have to worry about making it to class, or sticking to very tight schedules, as there is more scope for coming and going on a distance learning course. However, before embarking on studying it is wise to consider your own drive and determination that you will need to successfully study this way.

“It is also easier if your employer and colleagues support your studies. The major difficulty for most students is finding the time to study”(2). Another consideration, and probably one of the biggest, is finding out what support you will get from you employer. I was very lucky in that respect and my employers were keen for me to continue studying, and would be able to provide additional support, such as some study leave, and immediate access to other colleagues working in similar fields. I also received some financial support from my employer. A percentage of my course fees were paid in return for the agreement to remain within my employment for a year after completing my studies.

## Choosing the course

“Educational qualifications are becoming more and more important in our specialist-skill world” (3). Employers also see that being able to complete a qualification whilst remaining in employment shows

desire, determination, and ambition to achieve goals, which are all welcome qualities to have. Choosing a course that continues your professional development is again very welcomed by employers; it can almost be an easy option for them to ensure skills are up-to-date.

Finding a course where you can complete course work in conjunction with your workload is an ideal option. For example, one of the modules in my chosen course was 'Reflective Practitioner', which involved developing a training course using a variety of learning styles. I was able to develop a training package for the e-Library and test it within my workplace, before submitting for marking. I had been able to develop the practical side in work and do the essay part at home. Could this be seen as creating that work-life balance? The practical side is still being implemented at work now, so I am credited with it twice.

However, to keep yourself interested and not become dissatisfied with your course, you need to do something that will expand your horizons and push yourself outside your immediate work environment. Again, my chosen course allowed me to do this: I have no management experience, but part of the course involved thinking managerially and being the decision maker within a library environment. I found this particularly interesting as I felt like I was working on the other side of the fence.

## Any drawbacks?

One of the main drawbacks is that I never achieved a sense of belonging to the university and very often felt isolated. This is something that is very commonly felt amongst distance learners (4) and a huge amount of effort would need to be made by both students and lecturers to change this. The University at which I completed my Masters started well and encouraged engagement between students using the Blackboard system; however, lecturers needed to take the lead role to maintain use, and this slipped within the first few months. Other than discussion boards, there was not much opportunity to build a sense of community.

So how do you go about finding support? Firstly, choose to communicate with others whom you know to have completed Masters in similar fields as this can be a good motivational tool, as are others working in the same field of your studies with whom you can bounce ideas back and forth. Secondly, it is good to get together with other people within your workplace who are also working towards Masters in different fields. They can help to provide the moral support and encouragement that you regularly need to help you feel better. My main advice is, therefore, to start mixing with people who are or have been in the same boat as you.

## Tips for studying whilst working

- Consider what type of study option could realistically fit within your personal circumstances. Research the various course choices; is there one that would allow you to take advantage of dual achievements? For example, can you work on a new development within your workplace, which you can also submit as part of an assignment?
- Look for others who are studying either by distance or on a course at the same level as you. Having others who understand what you are trying to achieve will allow you to find that much-needed support.
- Stay motivated and focus on your achievable goal.
- Reward yourself when you reach certain milestones and keep reminding yourself that you are another step closer.
- Plan and manage your time, aiming to balance work, study, and life. Give yourself important 'you time', a break from study and work.

## Conclusion

I made it! I now have initials after my name. It was a hard process on the way, but at the end of the day I achieved what I set out to do. Apart from the obvious (the qualification), I proved to myself that if I set my mind to things, then yes it can be done, and in some ways this is the biggest gain.

Would I encourage anyone to go down this path? Definitely, and I'd be more than happy to be your motivator, listener, idea-bounce-off person, and any other form of support that you may need.

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# Mentoring Librarians for Chartership

**Chloe Stewart**

## Abstract

This article summarises the basics of the mentoring concept, how it is now used by CILIP as part of their Framework of Qualifications, and how Chartership candidates can use mentoring to support them. It discusses the processes, experiences and benefits of being a mentor, mainly from a personal perspective.

## What is mentoring?

Mentoring in practice has a long and varied history – the Wikipedia article (1) namechecks Aristotle, Socrates, Freddie Laker, Mel Gibson and Eminem.... However, the 'trusted friend, counsellor or teacher' definition here is less than helpful in its vagueness, though the mention of this person being 'more experienced' than the individual they are supporting gets to the heart of the mentoring relationship. The Wikipedia articles are not recommended as a good guide to the concept, though; there are many articles, books and websites which could be used instead! Mentors are found now in large workplaces, often as part of mandatory programmes for new staff, in schools to support troubled pupils, and as part of academic study programmes. Mentoring is a two-way process, and what the 'mentee' wants to get out of the relationship, and brings to it, is important. The relationship is not normally that of supervisor and worker, lecturer/teacher and student, or other formal authority structure, as usually the aim is to provide confidential and impartial support, advice, and guidance. The mentor will normally have more experience – in a job role, skill or simply of life – than the person being mentored, but is not there to 'tell them what to do'.

## Mentoring and the CILIP Framework of Qualifications

With the (probably few) exceptions of those who work in large organisations with a formal mentoring programme, or who are involved in mentor schemes through non-work activities, most library staff will not hitherto have regarded mentoring as particularly relevant to their work. However, anyone involved with the Chartered Institute of Library and Information Professionals (CILIP), especially those who are thinking of trying to gain Chartered status, needs to be aware of how the concept will affect them. The Framework of Qualifications (2) brings together the existing Fellowship and Chartership qualifications with the new Certification (for those without library degrees) and Revalidation (for those already Chartered) qualifications. The requirements for Chartership in particular have changed, and for many new candidates (including those who always intended to Charter but never quite got round to it) the first worry is that the new regulations mean you have to find a mentor.

## Getting Chartered with the help of a mentor

The CILIP website, while far from perfect, has the paperwork and instructions needed to get you started (2). The first thing is to make sure that you are a current CILIP member (a number of would-be candidates let their membership slip), and have completed your degree (if e.g. you are still writing up a dissertation but have a diploma you do not have to wait to finish that part). After registering with CILIP as a Chartership candidate you have 6 months to submit a personal professional development plan (PPDP) and the signed 'contract' with your mentor. Many, however, find it more helpful to contact a mentor before or very soon after registering. The ultimate aim is to submit a portfolio to CILIP (including a CV and covering statement) to show 12 month's work of professional development and learning – the sooner you get sorted out with a mentor the sooner they can help you with this.

CILIP's registered mentors are on the website as well. If you do have a formal mentoring scheme in your workplace a mentor from there could be used, *but* they will need to register on the CILIP scheme (although they do not need to take on anyone outside their workplace in future) and to be clear about the requirements of the Chartership qualification. The mentor list should enable you to choose one person at a time to approach. The information on the site regarding mentors, unfortunately, is not as full as it should be so be prepared to discuss and negotiate regarding how far the mentor will travel, if they are comfortable dealing with workers in sectors unfamiliar to them, and what you are expecting of them.

Before making contact it is important to read the Chartership Handbook and the information on the website relating to the Mentor Scheme to be clear what you can expect to get out of the relationship, and to give some thought on what you will need from the mentor. Importantly, mentors are *not* supervisors or trainers as the older Chartership Scheme utilised. A candidate who has not checked even the basics of what they are supposed to be doing is not an encouraging prospect! It is possible to engage in the mentoring relationship without regular face-to-face meetings but most people prefer at least some personal contact over the year. Have a think therefore about where and when you could meet (will your manager allow you time off work or would it have to be out of work time? Are you willing to travel to the mentor's workplace, or do you expect them to come to you?). Again, it is more helpful to the mentor when a candidate has given some thought to practicalities.

Have some idea in advance as to what help you think the mentor could provide. Do you need ideas for analysing your development needs? Do you need help identifying activities that could meet your training needs? Do you need support in challenges at work? Mentors do not need to have the same work background as you, but remember that if they have absolutely *no* experience of your particular job role they may find it hard to suggest development needs or activities if you cannot think of any yourself! One way to approach this is to think of anything you would like to do or learn over the next 12 months that would be of use in your current job role, to your organisation, for possible jobs in the future, or for any CILIP or other professional groups or networks you are part of or interested in (remember that you may well be doing or about to do many things that count here – starting a homework club, producing a new current awareness bulletin, delivering user education, developing a website). The CILIP Body of Professional Knowledge (3) is worth a look as it covers (if rather abstractly) the areas an information professional would be expected to operate in and if you feel that any of these (e.g. legal issues) will *definitely* not come up 'naturally' in your job it is worth planning to do some reading, formal training or discussion with a colleague over the year to get a bit of insight into them.

Don't be put off if you get a 'no' from the first mentor you approach, especially if they have too many people to take more. Don't be offended, either, if they give you feedback – e.g. asking you to do first some of the things suggested above. If you know someone whom you think might be a good mentor, even if they are not on CILIP's list you can ask them if they would be willing to register. However, immediate managers or close friends are not usually recommended. There are various formal and informal networks of CILIP mentors in Scotland and if you are having problems or are uncomfortable about approaching people out of the blue, get in touch with me.

After the initial agreement has been signed and you have agreed how often you will meet/make substantial contact, and discussed anything else either of you considers important (e.g. rules on mentioning personal problems or contacting your mentor outside work hours) you need to send in the PPDP and then get on with gathering evidence of your professional development! The mentor will not write you a training programme and you should not expect to be told what to do at every step. It is reasonable though to ask their advice on meeting an identified need (e.g. suggestions on how you could learn web design skills without an expensive course), to discuss worries and ideas, and to be gently reminded if you are not completing agreed parts of your PPDP or other activities. It is best to get into the habit of keeping a diary to record all courses, projects, key 'learning experiences' (including unpleasant ones) and reading, and to make notes on all meetings and conversations with your mentor. It's much easier at the end of the 12 months to pick through this and choose material for the portfolio than to try to remember what happened months ago. You may have changed jobs or plans within the year and not covered the activities you expected, but none of this matters providing you can demonstrate your development and meet the criteria used in assessing the portfolios – these also are on the CILIP website and should be examined when compiling the portfolio, if not before (4).

The mentoring relationship is very individual and CILIP expects it to be reviewed after 3-6 months. If you are not happy with any aspect of the mentoring process you should say so to try to resolve things, and it is quite possible to change to another mentor. CILIP Qualifications staff randomly assess mentoring relationships (both parties are asked to send in reports on the process) and if you have any serious complaints you should alert the staff to your concerns.

You do not have to show your eventual submission to your mentor, although most people like to have them read at least parts to give suggestions. It's important to remember that they are not examining

you and that you can get advice and ideas from the CILIP website's resources, formal Chartership courses, mailing lists, other candidates' submissions, and colleagues – you don't have to follow the mentor's advice if it does not seem to work for you!

## Being a mentor

Many mentors currently operating were Route A supervisors under the old Chartership system. However, registering as a mentor is open to anyone who is a Chartered member of CILIP and in current membership. Some training is required first, whether from a programme you have already undergone (e.g. at work) or through CILIP. Support and additional training are also provided by the Personnel, Training and Education Group within CILIP. It is fair to say that initial experiences with some training have been mixed, partly due to mismatches of expectation, but problems seem now to be resolved.

Mentors under the CILIP scheme can be asked to support people through the processes of Certification, Revalidation, and Fellowship as well. My experience to date, however, is only with Chartership and, as this is the only qualification where a mentor is compulsory, this is probably true for most mentors at the moment. The 'official' qualities and benefits of being a mentor (or having one) are available in CILIP's literature and in the many publications on mentoring – this article is very much from a personal perspective.

I became a mentor by accident (story of my life). My assistant librarian had asked me to help him achieve Chartership and I had, therefore, registered as a Route A Supervisor and was getting him through the required programme, in a slight spirit of experiment. I enjoyed this and, as there was no other formal Chartership programme in my organisation, I planned to offer variations on this programme to any colleagues who requested this in future. But then the Framework of Qualifications came along and the programme was filed away (though my assistant successfully got his Charter first). It seemed the obvious thing then to register as a mentor. I was soon approached by a former colleague to mentor her and now have 3 'mentees' at various stages of their Chartership work.

There is no straightforward job description for a mentor, though a few things help. I Chartered in 1999, although my formal professional involvement has been hit and miss at times. I would not recommend registering as a mentor without a reasonable amount of job experience (not necessarily all in libraries), and I have found that a varied workplace experience assists in dealing with mentees in unfamiliar organisations, and in giving the necessary sense of proportion and detachment about workplace and professional issues. It helps to be reasonably aware (and able to direct people to relevant information) about topical professional issues (copyright, changes in public sector organisation, new technologies), and to be willing to find out more as necessary.

Somewhat controversially, I am not sure that lots of experience in formal staff training is always an advantage as the mentor is not meant to be delivering a training programme but supporting a fellow professional to devise their own. CILIP, I feel, are not entirely consistent in their advice and resources here. Some large libraries deliver a Chartership 'package' when they have a number of Chartership candidates and aspects of these can be useful to look at for ideas, but it is a mistake for mentor or candidate to become anxious that they are not doing the same.

You need to be able to listen and not automatically proffer 'solutions', and you do need time. The same issues apply here as for the candidates – can you get away from work in working hours, can you take a candidate to a private workspace to talk? Again, perhaps controversially, I recommend only dealing with candidates as individuals as needs and communication styles can vary so much. If you do meet as a group be very careful that quieter individuals are offered private talk space if they need it.

Why do it? I've found it very satisfying to feel you are helping colleagues, especially those without a formal workplace structure for their development, or who are feeling professionally isolated. It's made me look properly at my own development and realise that for various reasons I have been drifting here, not properly recording or reflecting upon development activities and learning for a number of years – hence I have applied for Revalidation and, while I don't think it will pass this time, I'm going to start looking after my career better. The formal and informal networks developing around CILIP mentoring in Scotland improve contacts with other sectors and provide more people with whom to discuss work and development issues. I think the new Chartership scheme can be particularly beneficial to both 'sides'

when working in geographical or professional isolation, broadening experience and helping to put personal experiences into perspective. The 'contract' is only until the Chartership or other qualification is achieved, but it is up to the pairing if they wish to continue, to provide further career advice for example.

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# Becoming a Digital Librarian

**Vicky Plaine**


## Abstract

Libraries are moving from legacy based systems to high end digital storage interfaces with crucial interoperability to key business areas. Librarians are developing their skills to adapt to this new environment and are integral in the design and roll out of replacements for hard working legacy systems. This article looks at one technical solution being designed and rolled out in a large media organisation in the UK. The solution is part of a large cultural and technological change process, with the library and archives the heart of the workflow of the business.


## Introduction

I've been a librarian working in a large media organisation for ten years now. For the past year and a half I've been involved in a property and technology transformation for the Scottish headquarters. It was decided to make the vision for the HQ a state-of-the-art technology refit and put Scotland at the forefront of media technologies from the creation of content to its archiving for long term retention. This was a huge leap for the library and archive. Other areas of the business were already using advanced digital technologies. The library was using a DOS-based legacy system with a makeshift web interface, created in an attempt to make the database easier to access. The challenge to me as a librarian has been twofold: firstly, to create a new digital system to replace the reliable but often cumbersome and dated legacy system that I knew inside out, and secondly, to deal with the myriad of project managers, system integrators, suppliers, and other organisational strategic shifts over the few years of the project. These were not the skills I was used to deploying on a day-to-day basis over the years as a cataloguer, researcher, line manager, and deputy archivist.

## Background

The Archive has always had a dual purpose, to provide material for reuse within the organisation and to keep a record of the content for historical purposes. As most librarians will testify, this can often be a contradictory way of working. The business of the library is often in providing a lending facility for colleagues and customers. The Archive's purpose is to maintain material in pristine condition for longevity. With physical content like books, journals, and, in media, tapes and CD's, these formats degrade, get damaged, and often get lost when loaned. They can also be in demand, with only one or two copies to loan and a huge reservation list. Storage is always an issue. Another element with media is the descriptive cataloguing. Legacy databases lack the visibility of the content. Describing in many words what is seen is never as useful as viewing it and keywording with one or two words.

## Project

The vision of our Digital Library project was to:

- Make programme material available to all in a digital format
- Create an integrated end-to-end digital workflow from content providers, archive and the broadcast system
- Create an effective reporting tool for recording use of the archive
- Provide a basis for replacing the legacy system across the business, beyond Scotland
- Integrate the new Digital Library with the existing archive legacy system still in use elsewhere in the business
- Create a Rich Media Search across content production systems and other internal systems.

Initial stages of planning started with a requirements document, gathering a project team from operational areas of the business, and procuring a supplier. This area of work is new to a lot of suppliers, combining a media archive repository with retention policies and traditional library requirements of cataloguing, indexing, and a sophisticated search requirement. Substantial system integration would also be required. After a rigorous selection process, we narrowed our search down to a couple of products on the market at the time. Some smaller media organisations had implemented similar products, but none had such sophisticated requirements as our own.

Although we were unable to achieve all the elements of the mix, we chose a supplier that agreed to work with us to develop the areas they were unable to provide in the standard package, with the idea of building into their core product in the future. The nature of our relationship with them has also included a team of consultants from our technology partners and another team from their technology partners. We have hoops to jump in order to speak with anyone directly!

## Reality bites

The reality of replacing legacy systems and current working practices with a new way of working has proved to be harder than anticipated. As an experienced librarian working with a legacy system I was immediately struck by how hard it was to describe to non-librarians what you wanted from a new and improved system. On the whole our legacy system worked smoothly after 25 years of tweaking. Some areas were stronger than others, but it had an experienced user base that could interrogate it thoroughly. It holds a highly complex taxonomy, a vast catalogue of TV and radio programmes and commercial discs, and was the stock management system. However, it was reaching the end of its life. Production areas in our organisation are using digital content production systems and were at a loss as to why they still needed to deposit material in a physical format and frustrated as to why we could not provide our research digitally. They were digital, why weren't we?

Compensating for the weaknesses of our legacy system whilst maintaining its positive elements and integrating them with our supplier's core product has stretched my current experiences. Like many other librarians who went through the Information and Library Studies postgraduate course a decade ago, system design was not on the course outline. The Information Management course dealt with system development. I became experienced in the areas I knew and the system I understood. I'm sure our digital library suppliers often had days of desperate frustration when we struggled to overcome the way we work now and describe how we would want a new and improved system to work. It is easy to get stuck in the mindset of what we currently know. Their frustration was often met with our own in the Library team of conveying the concepts involved in taxonomy and retention. Why, they would ask, do you not have a perfect taxonomy tree even though no content would reside against it? Why would you need to move content around storage tiers – surely it is just a big bucket for digital files? Why would you keep one programme for five years only to delete it if it hadn't been used and keep another programme forever? Librarianship was a new concept to the consultants and system integrators working on the project as much as system design was new to us.

What we have managed to develop is a shared language of understanding. We have shared taxonomies and cataloguing and retention policies and educated the technical folks. They have taught us about how systems talk to each other, how digital storage works, what extra levels of technical knowledge we need to keep material in a digital format. It has not been an easy education on either side and has often been painful, but whereas once we talked about cataloguing and movable stacks, we adapted and now talk about metadata tagging, key frames, bit rates, and storage tiers.

Our knowledge in these areas and ability to adapt our library training to metadata, organising information, folder structures, and an understanding of how users interact with material meant we have been in high demand to contribute to other areas of the project outside of the Library work itself. The integrated vision has meant we have to ensure we get what we need in our environment and our visibility in this work has prompted demands for help in the earlier stages of the process. We provide advice on best practice for media management, developing folder structures and adding metadata to content to enable search and retrieval in other digital production systems in the chain. Our skills are no longer exclusive to the Library. Library staff will continue to sit in Production areas to manage their material and process it before it even touches the Digital Library.

## The new world

As we are nearing the final phase of the project I have appreciated the skills I have picked up over my time on the project. Many of our challenges as librarians will remain the same. We will still struggle with justifying the service and adapting to business needs, managing storage, preserving content, and anticipating the needs of customers. The challenge that we hope we will have met is making the content more accessible to customers, more user-friendly, and more integrated with the tools they use on a day-to-day basis. As a librarian moving into the digital environment, I hope we have provided the

means to be more integrated with the business we provide for and have reinforced our essential position in the workflow. Technology is only one part of this process and a massive cultural change runs hand-in-hand with our technology refit. The challenges involved in that process would be the subject of a whole different article!

The next phase of the project is to rigorously test the deliveries of all our requirements, complete training courses, and write policies and procedures for the way we want the system to be used. This will all take place amongst the growing surge of initiatives within the organisation to replicate and adapt similar ways of working. Hopefully our project will provide groundwork to do this. It will continue to be a challenging time to be a librarian in our new environment, educating others about our work when we are more visible in the workplace as well as the very newness of what we have created. I'm sure we will need to adapt and tweak our new system as much as our old system. I do hope the experiences of being involved in the transformation have given our skill set a boost and we are professionally well-equipped to deal with these future challenges.

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**Further reading**

http://www.broadcast-technology.com/projects/svt/
http://www.fiatifta.org/projects/information/fiat/digital_survey/

## SPOTLIGHT

# Juggling all the balls

**Can using time management techniques help your work-life balance?**

**Joanna Ptolomey and Janice Blair**

## Synopsis

The spotlight article this month is a complementary article to Janice Blair's article. The article emphasised the highs and lows of undertaking a distance learning course, with one of the key messages being how to balance the requirements of your working life and personal living. But what tools can help you balance your work and life more effectively?

So, the spotlight this month considers how time management and common sense approaches have helped the authors provide some balance in their working and personal life.

## Work-life balance

The thing about work-life balance is that it is a constantly shifting commodity over time. Your professional career and personal life are driven by different aspirations and constraints at different stages of your life. There are times when there is more time available (or you have the energy) for career development, but other times personal commitments seem more important. Using the techniques to help manage your work/life is not always about achieving more. Sometimes managing less and finding your comfort zone can be just as tricky.

Most of us at some point in our working lives may have felt that we have been carried along by the sheer force of events happening around about us and it can seem that there is very little we can do to help us feel in more control of our own destiny. Or sometimes we are just stuck in a rut feeling like we are on autopilot. But the authors believe that even the smallest changes in the management of your time can help you prioritise tasks and goals and show you how to achieve what is important to you at whatever stage you are at.

## Tips

Consider the following tips. They are not exhaustive, but try some of them over the next few weeks and see whether you notice any differences in your work and personal life.

## Use closed lists

Most of us like lists. But are they effective and do they help us achieve our tasks at the end of the day? From our own experience we are just as likely to add more tasks than to actually cross off completed tasks. Mark Foster's book (1) calls for the end of "the list" and proposes the "closed list system". For this system to work you can only itemise activities and events daily which can be realistically achieved in that day. Any unplanned items that arise must be added to the following day's workload unless they are a real emergency. The principle is that you should always be able to complete your daily list, as it is a realistic estimate of what can be achieved. You can also allocate time for any backlog work you may have, e.g. build in 15-30 minutes per day to deal with backlogs.

## Blank spaces in diaries

When you look at your diary do you see lots of blank spaces with no work? So why do we fill up our diary with meetings and events? Use the closed list system to schedule actual work and other events. By going to meetings and events you are actually sacrificing work that needs to be done. We all need to go to meetings and events sometimes, so plan for this in your daily closed list.

## Have a "not to do list"

We are all tempted to do things that are time-consuming and generally affect our ability to get things done. Here are some of our "not to do's":

- Check emails every time I see one popping into the box.
- Reprioritise time spent on a project for a less important task.
- Answer the phone (especially the mobile): we almost always have an answering service.
- Read every text as it arrives.
- Grab sugar rushes such as a biscuit or chocolate whilst still working. A scheduled break may be better for your energy levels and you will taste more of the chocolate.

We all know our weaknesses, so work out your "not to do" list and see whether it has some surprising effects.

## Random factors

By its nature we can't eliminate randomness, but we can take control of our day a little more by reducing some random events. Just because a colleague needs 30 minutes to speak to you about interlibrary loans now, you don't have to. Prioritise requests and schedule accordingly using the closed list system. Also ask yourself, "am I the random event"?

## Committed or just interested?

We all have goals but sometimes are we just interested? Commitment involves elements of planning to the exclusion of other things. So if you are committed to getting a qualification, getting a new job, or downsizing your work life, then start making plans and deciding what other things will have to be sacrificed. If you are just interested then that's fine, but don't expect to gain the same results achievable from being committed.

## Plan for non-work stuff

Why not use the same systems for your personal life? Plan holidays and breaks whether you are going away or not. If it's not in the diary, then it's not happening. We would all agree that we feel better and work more effectively when we have a break or an event to look forward to.

## Poor workspace situation?

Most of us have little funds for having a purpose-built working environment. We may wish for fabulous equipment, great décor, and the best views from the window, but who has funds for "Colin and Justin" or the "Time Team" (choose the most appropriate for you) to come in and clear the decks?

The good news is that we can make an immediate impact on our workspace by clearing clutter. It can be distracting and worrying to constantly look at stacks of "stuff" waiting for action. Using the closed list system, allocate time each day to managing aspects of poor workspace environment. Even 15 minutes a day can help to clear files and scrap paper, organise storage, etc.

## Better management of projects and learning

You may want to complete a master's degree, become Chartered, or improve specific skills. Get a plan complete with clear objectives, outcomes, milestones, and targets. Identify any resources you may need; they are not always financial, but can be people offering support. Monitor your progress, remind yourself that mistakes will be made, and learn from mistakes. Most importantly, use the plan to get you back on track. Remember, focusing on frustrations is most likely to lead to failures, so look for the positives in all you are doing.

## Conclusions

There are plenty of time management books out there in the market place and perhaps you have heard some of our tips before, but we have used these techniques and have seen results. Last year Janice completed her MSc degree and Joanna increased her annual turnover by 35%, while both were

working part-time and managing households with young children. We both continue to make our work-life balance work for our ever-changing personal situations, which can be challenging sometimes. Work-life balance is not a question of keeping all the balls in the air at the one time. It's a question of what are the important balls and at what point do they need to go into the air. We would like to know what worked for you.

## References

1. Foster, M. Do it tomorrow. Hodder and Stoughton: 2006.

## Further reading

Here is a small selection of what is available. Check out any bookshop or online portal for the plethora of books available on this topic.

- Buzan, T. Mind maps at work: how to be the best at your job, but still have time to play. Thorsons: 2004.
- Caunt, J. Organise yourself. Kogan Page: 2002.
- Flemming, I. Time management pocketbook. Management Pocketbook: 2003.
- Foster, M. Do it tomorrow. Hodder and Stoughton: 2006.
- Gleeson, K. The personal efficiency program. Wiley: 2003.
- Righton, C. The life audit. Hodder and Stoughton: 2006.
- Walter, D. The great office detox. Penguin: 2007.

## Book Reviews

| | |
|---|---|
| **Title of Book** | A Handbook of Ethical Practice |
| **Author** | David McMenemy, Alan Poulter and Paul F. Burton |
| **ISBN** | 1843342308 |
| **Publisher** | Chandos Publishing |
| **Publisher Website** | www.chandospublishing.com |
| **Reviewer Name** | Clare Thompson |
| **Title** | Librarian |
| **Contact Details** | Learning Centre<br>The State Hospital<br>Carstairs<br>ML11 8RP |
| **Email** | clare.thompson@tsh.scot.nhs.uk |

**Review**

*The next time anyone suggests to the reader that being a librarian is not really a profession, remind them of the historic freedoms they enjoy and just how important librarians…are to possessing those freedoms.* (1)

The authors of this book are all staff members on the Information and Library Studies MSc at the University of Strathclyde, so I am glad my dissertation has been marked and passed! Their combined 50 years of professional and teaching experience boded well for the reader approaching this sticky topic for the first time. I chose this book for professional reasons: the restrictive environment in which I deliver my own service means that I sometimes have to make ethical decisions that are more difficult than they might be in a public or academic library. The authors wished to produce a practical work which brings together many ethical issues which affect librarians, and could be used either in a professional environment, or by teachers of the information professionals of the future.

The book is divided into 8 chapters and covers: a general introduction; the library professional and ethics; ethical codes; information supply; intellectual property; freedom of access, privacy and acceptable use; ethical management of the self; and a conclusion. It is written in an accessible style and in a pleasingly organised manner. Let me say that it is easy to tell that it is written by three information professionals! A case study format is used throughout, which quotes a particular ethical dilemma, and suggests four different responses that the ethically perplexed librarian could choose.

The introduction enforces the difference between ethics and law – that "ethics are enforced by the conscience of the individual while laws are ultimately enforced by the physical power of governmental organisations" (1). The reader is also reminded of the current climate of terror and surveillance, which is rarely off the radar culturally and politically. This political climate is not one which escapes our profession: as mediators between information and those who seek it, we have some control over the information which is passed on to our users, and we have a responsibility to make ethical decisions about its provision. Should we indeed be the "gatekeepers" of information, with all of the images of barriers and entry point that this engenders?

The book contains a number of good examples of times in the recent past when the ethics of librarians have been challenged, and reminds us that perhaps we are not as far removed from the US government's PATRIOT Act as we might think. The authors also emphasise the importance of separating personal ethics from professional ones, the former of which should not affect the delivery of a professional service.

The section on ethical codes is illuminating, and draws on information from four continents: US & Canada, Asia, Europe and Australasia. Ethical codes help librarians to work in an ethical fashion and show the wider world where the profession of librarianship stands on ethical issues. It is interesting to note that many of the codes are similar; however, some of the codes are affected by the political situation in the country, as well as its predominant religion.

We are then led by the authors through issues of information supply: both electronic and non-electronic;

cataloguing and classification. The fact of the unreliability of the internet and the "Googleisation of society" (1) highlights the importance of information literacy training being delivered to users, and the librarian's role in this.

We are then led through a discussion of barriers to access, both physical and virtual: a passage about shortened opening hours proves pertinent given the current environment. A section on privacy and security of information includes a discussion about terrorists' use of libraries: in fact, the book is "respectfully dedicated" (1) to the John Doe librarians challenged under the PATRIOT Act in the USA.

Something we will all understand is the importance of personal development and continuous professional development (CPD), which, according to the authors, is a necessity, not an option. Last, but not least, is a discussion of management skills, which we learn, in brief, at library school these days, but rarely have a chance to practice until we are thrown in at the deep end.

All of the case studies are very relevant to librarianship today, and deal with particular ethical dilemmas in a systematic way, providing four possible solutions which the reader could use alone or in combination with each other. The authors pass the responsibility for decision-making over to the reader. The conclusions at the end of each chapter are concise – a hasty reader could glean a great deal of information from the conclusions alone! Finally, the authors provide an extensive list of further reading for the ethics enthusiast. One suggestion for the 2nd edition is to add one or two case studies about censorship – many librarians working in secure environments have more restrictions on their stock selection than other institutions, and some guidance about this sector would be welcome.

Overall: a comprehensive handbook, with an innovative approach to practical decision making.

1. McMenemy D, Poulter A, Burton P. A handbook of ethical practice. Oxford: Chandos; 2006.

| | |
|---|---|
| **Title of Book** | Essential law for information professionals, 2nd ed. |
| **Author** | Paul Pedley |
| **ISBN** | 1856045528 |
| **Publisher** | Facet Publishing |
| **Publisher Website** | http://www.facetpublishing.co.uk/ |
| **Reviewer Name** | Michele Hilton Boon |
| **Title** | Information Officer |
| **Contact Details** | Scottish Intercollegiate Guidelines Network<br>28 Thistle Street, Edinburgh EH2 1EN |
| **Email** | michele.hiltonboon@nhs.net |

**Review**

If ever a book did what it says on the tin, this is the book. As such, it does not lend itself to a great deal of colour commentary; however, like a good medical dictionary or the BNF, it is something you want on your shelf and will come to rely on.

In 14 chapters and 278 pages, this textbook covers the core topics you would expect, namely copyright, data protection, and FOI, plus a great many more that add value to the book and make the scope wider than expected. Topics range from defamation and professional liability to computer crime, disability discrimination, and human rights, always with a focus on what is useful and necessary knowledge for library and information professionals. The book is logically organised and accessible to those with no legal background. The opening chapter introduces the legal system and sources of law, including (very helpfully) the EU, and basic legal concepts and terms. Approximately half the book is occupied with copyright, data protection, FOI, and related topics, such as the Information Commissioner. All chapters end with a summary, and most point to sources of further information. The book is consistent in identifying and describing differences between English and Scottish law where these occur, such as the areas of freedom of information and defamation.

Although he is not a lawyer, Pedley is an authority in the area of law and library/information work. He

teaches courses in this field, has written two other books (on copyright and digital rights management), and is a Visiting Professor at London Metropolitan. The first edition of this book was very well received, and the second expands and improves upon the first.

I wanted to read this book primarily as part of my Chartership work. Because I trained as a librarian in Canada, this text was, indeed, essential in filling a gap in my knowledge. However, I also wanted to read it because the law is a fascinating subject, attempting as it must to strike a fair balance between society's interests and the individual's, and between individuals where conflict arises; and to do so, must rope language, with its innate arbitrariness and ambiguity, into the service of reason and logic. These intrinsic tensions come to life in the dramas of case law. Cases are the stories that bring to light the tensions, uncertainties, and human decisions that give the law its vitality. Most of the chapters are embellished with brief discussions of relevant cases, but I felt that the opportunity to add more interest to the book in this way was missed, particularly in the core chapters on the 'big three' topics. Partly for this reason, partly also for the differences in scope and degree of detail, I wouldn't say that Essential Law can replace more detailed books on copyright such as those by Sandy Norman or Graham Cornish. That said, I don't know where else you could go to find such a cogent discussion of so many legal topics made so relevant to the daily work of the information profession.

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|---|---|
| **Title of Book** | The future of the book in the digital age |
| **Author** | Bill Cope and Angus Phillips (editors) |
| **ISBN** | 1843342405 |
| **Publisher** | Chandos Publishing |
| **Publisher Website** | www.chandospublishing.com |
| **Reviewer Name** | Janice Grant |
| **Title** | MKN editor |
| **Email** | janicelib@fsmail.net |
| **Review** | |

This is a fascinating book, both stimulating and challenging for librarians as we anticipate our rapidly changing role in the face of revolutionary changes in the way information is delivered. Many of the papers were presented at the Third International Conference of the Book, held in Oxford in 2005. The key themes are:

Do the new media offer a threat or an opportunity?
What is the book's future as a conduit for human creativity?

We often hear gloomy statements that the book is dead: that people read their newspapers online; students obtain information for their coursework exclusively from the Internet; e-books and e-journals are increasingly being recommended to students by academic staff. So is the demise of the book imminent?

The conference ranged widely in its examination of the future of the book, and consequently the chapters cover a variety of issues including publishing, bookselling, authorship, readership, and librarianship. All are interesting, and no overall conclusion is reached, but several authors raised points very relevant to the academic librarian. The digital media have arrived, and their influence is growing fast. In a world overflowing with information, what is the librarian's role in assisting users to assess and evaluate the vast range of data available?

The academic library is no longer the focal point for the dissemination of information. Over the past few years, we librarians have experienced 'convergence' in our work situations. As information is delivered digitally, so are barriers between the information professions being broken down. Many of us are now under joint management with IM&T, or Knowledge Management. Our staff and students no longer need to come to the library for their research. We've all watched our users totally ignore the books and go straight to the computers. Users have become accustomed to using search engines rather than library catalogues, and many institutions now provide password-protected subscription resources for their own community. Consequently, staff and students have far less need of the library to read journals or use databases. Increasingly, primary as well as secondary material is provided online by institutions, a further reason for the library to be bypassed.

Our challenge is to grasp the opportunites offered by digital resources, ensuring that our skills continue to be in demand to assist users to find their way through the deluge of information. One possibility would be to take on a role more on the lines of network manager, an important and essential role which, if not taken on by us, will be taken up by other information professionals, thus marginalising the librarian even more.

The conclusion of the book's editors is optimistic, and positive as far as the librarian is concerned. However, a cautionary note is sounded when discussing the economics of digital publishing. Journals are now typically purchased and paid for in a way different from the past, when each library bought its own paper copy. Electronic journals are now increasingly purchased as packages across campus, between a group of institutions, or nationally as with the NHS Scotland e-library. In time this may result in some small institutions being excluded from the research community if subscriptions cease to be affordable.

The editors in their introduction suggest that, while the digital revolution will prove to be as important in changing how information is delivered as the invention of printing, the information product is not all that different. Gutenberg's printing press certainly allowed books to be mass produced, and digital publishing allows mass production of materials on an unimaginable scale. However, the book existed before printing, and an online resource still generally follows the structure of the book, with chapters, contents list, and index. Certainly hypertext allows cross-referencing at unprecedented speed, but the principle is broadly the same.

If we grasp the concept that digital media follow the same principles as books, then we realise that our skills are transferable to helping our users to find the information they need. In fact, the librarian should be in even greater demand, since information seems to grow exponentially.

The book's proposition is that the book will thrive, rather than be eclipsed as a cultural and commercial artefact. Bookshops may not need to carry huge stocks any longer, and it will be economically viable for small publishers to produce very small print runs. Print on demand will become the norm, and libraries and institutions will be able to publish their own material. Booksellers, publishers, and libraries will have to grasp the exciting opportunities or be left behind.

| | |
|---|---|
| **Title of Book** | Ethics, Accountability and Recordkeeping in a Dangerous World |
| **Author** | Cox, Richard J |
| **ISBN** | 185604596X |
| **Publisher** | Facet |
| **Publisher Website** | http://www.facetpublishing.co.uk/index.shtml |
| **Reviewer Name** | Anne Donnelly |
| **Title** | Librarian |
| **Contact Details** | Royal Hospital for Sick Children, Edinburgh |
| **Email** | anne.donnelly@ed.ac.uk |

**Review**

Richard Cox, Professor of Archival Studies at the School of Information Science, University of Pittsburgh, presents a collection of his own essays from 2000-2005 which explore a range of issues and challenges affecting the work of the archivist in the 21st century and, indeed, the very nature of archives themselves. There is, however, much of general relevance to those of us who work in the field of library and information service provision. These include Cox's acknowledgement, for example, of the essential tension between the conflicting demands of data protection legislation and the need for freedom of information, and the necessity for a resolution which achieves the correct balance for all concerned. Similarly, many of us will have experienced the demands placed upon us as individuals and as a profession by the issues of censorship and rapid technological development. One recognises, too, the contemporary "non-discerning, vacuous faith in the collection and dissemination of information as a route to social progress" for which Cox has helpfully coined the term 'informationism'. (1)

This is a densely-packed but well-indexed book, focusing on issues too varied and complex adequately to be covered here; its ten chapters present a content which explores the nuances of the practical, ethical, political and philosophical aspects of the contemporary world of archives and record keeping. From the outset the reader is made very aware of Professor Cox's approach and where, to use that ubiquitous contemporary phrase, 'he is coming from'. Going no further than the Preface, liberally festooned with Biblical references, he gives the impression of a man with a mission to evangelise fellow archivists and "raise their consciousness about the ethical dimensions of their disciplines" (2). Subsequent chapters cover a range of issues, discussed in terms which range from the prosaic to the apocalyptic.

Cox admits at the outset that his observations and reflections relate very much to the North American scene, being what he knows best, while expressing a confidence that those working in other parts of the world should still be able to relate to it. His discussion of some of the specifics of record keeping, and the technology which is employed in this area, proved a little too dry for this reviewer. Also, being substantially unfamiliar with the prevailing discourse in this sphere of activity, I came to this book lacking knowledge of the debate to which Cox's essays contribute. His lengthy accounts, too, of the history of the United States' own national archives similarly failed to engage me.

Other chapters, however, in which Cox reflects more generally on the implications for the record keeper of the current 'age of terror', touch on themes which have an altogether more general appeal. It is his assertion, for example, that records professionals, who often work in government/government-funded institutions which could be tempting targets for terrorists, need to give some thought to the types of situation which the current political situation could engender and consider making appropriate changes to their professional practice. Existing ethics codes, he concludes, are inadequate to the challenges which lie ahead and a major re-think, combined with a review of the overall mission of the records professional, is now required. In addition to the threat to their personal security posed by working within possible terrorist targets, Cox foresees a situation where, for example, those with privileged access to information which might counter government anti-terrorist policy could well turn the professional from record keeper to whistleblower. He recognises, too, the degree to which the secrecy which generally attends a real or perceived wartime situation is in conflict with the democratic ideals of civil liberties in general and freedom of information in particular. The uses and abuses of information technology touch many aspects of our lives and it is an easy matter to extrapolate from Cox's specific observations about his own profession to conclusions about how his 'dangerous world' impacts on our own lives in general.

Given this book's wide-ranging and complex content, the above review has been necessarily selective and unavoidably reductive. Cox is very much an academic and his extensive list of references offers the interested reader many further lines of enquiry to pursue. However, the fact that this is a collection of essays written over a period of several years also made it somewhat disjointed. I felt, too, that its US-bias, although understandable, might diminish its appeal somewhat. On the other hand, I liked its self-contained chapters, each with its own collection of manageable sub-sections and conclusion. Despite its specific focus on the world of the professional archivist, it nevertheless touches on many issues which affect human society at large. Given that this is not intended as a textbook on the topic or, I would suggest, a book which necessarily requires reading in its entirety, it is one which can easily be dipped into according to the specific interests of the reader.

1. Cox, Richard J. Ethics, accountability and recordkeeping in a dangerous world. London: Facet; 2006. p.137.
2. Ibid. p.xx.

## Meeting Reports

### Digest-Able: Creating Information Products to Combat Overload

Training day attended at NES on the 1st of February 2007 delivered by Andrew Booth of the School of Health and Related Research (ScHARR) and Alison Winning of NHS Quality Improvement Scotland

**Paul Herbert**

Before attending this event I was intrigued as to what exactly creating an 'Information Digest' involved. I had the idea that it was an extension of the good old Current Awareness Bulletins we all produce, containing a bit more detail in the form of a summary to go with the references. I was wrong in thinking this, as Digests are a unique information product and are a good example of the type of 'value-added' information services which can be provided by today's information professionals.

An Information Digest or Briefing provides users with a summary of evidence on a particular topic using a structured format. They are intended to be well-researched, using a number of resources ranging from databases, journals, government documents, and literature from relevant bodies. A digest should be able to give the reader a set of key messages which help answer the topical question as well as pointing to further sources of information and examples of good practice. The format it is presented in is almost as vital as the methodology used in its creation. It needs to be presented in a way which is easy for the reader to follow and can therefore make optimum use of the information.

The day began with a presentation from Andrew on the need for digests and briefings. As is often the case, a shortage of time for healthcare staff to locate information and appraise it effectively is a major external driver for the creation of digests. For the librarian, a digest is a good way of promoting the service by creating this time-saving product and extending the role of information and library staff. I found this interesting and began to think of hot topics I cover in my current awareness bulletins and how I could apply the methodology to produce a digest of my own.

The next presentation was by Alison and covered desirable features and principles to have in mind when creating a digest. This was a good presentation and made clear that a digest was a summary of the evidence rather than a systematic review. The creator is not required to interpret the evidence but to convey the messages contained within it. The need for it to be reader-friendly through the 1:3:25 approach was a major point. For those of you unfamiliar with this concept I will attempt to explain it. The 1 stands for the key message of the digest to be conveyed in one line. The 3 stands for three sentences which can summarise why the issue or topic is important, what the research indicates, and what action can be taken. The 25 lines are used to go into greater detail providing resource information, examples of good practice, and contact details etc.

We then looked at the different formats of digests with examples of some created for areas such as clinical effectiveness, management and social care. It was interesting to see the variety of approaches which can be taken while still adhering to the practice of making them as relevant and reader-friendly as possible.

In the final section of the day it was our turn to try and create our own small digest in a practical group work exercise. We split into four small groups having voted for which digest we would like to work on. I chose to be in the management group creating a digest on diversity and equality in the workplace. We were given raw materials in the form of paper copies of documents obtained through a literature search. It was a bit daunting at first trying to sift through the materials and decide what was most relevant to our topic but things became clearer and it helped having an example of a management digest to refer to in terms of what format and structure it was to take. I found it very useful to have some hands-on, practical work and the positive feedback we had from Andrew and Alison was rewarding.

The day was an interesting and worthwhile experience and has now made me want to try out creating my very own information digest….hmm….which topic should I tackle first?

## Further reading

1. Booth, A. (2005) Satisfy managers' information needs: become a knowledge broker! Inform 16(1): 6-8.

2. Bouchier, H. and Booth, A. (2004) Briefing encounters: developing information products in social care. Inform 15(1): 1-4.

3. Carroll, C., Cooke, J., Booth, A. and Beverley, C. (2006) Bridging the gap: the development of knowledge briefings at the health and social care interface. Health and Social Care in the Community 14(6): 491-498.

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## Marketing Libraries: Is it good for your health?

SHINe Study Day held on the 28th of February 2007 at the Abbey Business Centre, Glasgow

**Edith Mackenzie**

On the 28th of February, I attended a SHINe Study day at Abbey Business Centre on marketing for libraries. The day aimed to educate people working within health libraries about some basic marketing principles, and showed how marketing can be put into practice in a variety of contexts, for example in public libraries, academic libraries, and within the NHS. The title of the study day posed the question: 'marketing for health libraries, is it good for your health?', and with my inexperience of marketing giving me a distinctly unhealthy feeling, my initial response was 'no!' However, I was keen to be proven wrong by the various speakers at the day's event.

The first speaker was Professor Alan Wilson from the University of Strathclyde business school. Alan gave an extremely interesting talk on 'marketing for health libraries', and explained how to develop services for a particular market, how to identify and target key user groups, how to communicate and promote a service, and how to deliver a user-oriented service. He stressed the importance of seeing the library service through the eyes of the user and broke the user experience into the following stages to help you do this:

- Requesting the service
- Delivery of the service
- Packaging/presentation of the service
- Providing feedback

The second speaker was Jane Milne, Team Leader of Sighthill and Ratho Libraries, and she talked about 'Marketing to reluctant users and raising your profile'. Jane discussed the award-winning success of the Sighthill and Ratho Libraries team in turning the library service around by engaging reluctant users. She talked about how they encouraged reluctant users to feel a sense of ownership of the library by involving them in choices about the library service and finding out what services and resources they actually wanted. This has benefited the library by increasing the number of people who appropriately use the library and it has also benefited the community as antisocial behaviour has declined and the number of young people seeking employment and education has increased. Jane's talk was really inspiring as it showed that it is possible to reach the most reluctant of reluctant users, and demonstrated how libraries can positively impact upon the lives of their users.

Gillian Anderson, Librarian for the UHI Millennium Institute, spoke next about 'Marketing library services the UHI way'. Gillian gave some background information about the challenges faced by the Institute, which offers access to higher education courses to people scattered throughout the Highlands and Islands of Scotland, ranging from Inverness to Shetland. Gillian stressed the importance of marketing the Library service to users, and how marketing can be an opportunity to 'reach users, be relevant, raise profile, prove value'.

Finally, Annalena Winslow from the GGCHB Communications team focused upon 'corporate identity' in her talk. Annalena discussed how a service or company could market itself within a wider corporate identity. She also emphasised the importance of consistency in the brand when producing marketing materials, and the importance of targeting the right people with the right materials. She highlighted the opportunities of online branding and of reaching out to non-clinical staff within the NHS.

Overall, I really enjoyed this study day. I was impressed by the interesting insights and experiences of the speakers, and feel better equipped and much more positive about marketing a library service in the future. So, is marketing within health libraries good for your health? Well, it won't cure a cold or reduce those fine lines, but it will give you a healthy glow to know you have reached out to target users, and it will ensure that your library service thrives.

**Edith Mackenzie**
**Assistant Librarian, Glasgow Royal Infirmary/ Western Infirmary**
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## Hazel Williamson Bursary

SHINe would once again like to invite applications for this year's Hazel Williamson Bursary. The Bursary is awarded annually in memory of Hazel Williamson, an active and enthusiastic member of the SHINe/ASHSL Committee for many years. The award is made to support fees associated with a professional development activity, up to a maximum of £500. You may wish to attend a Conference or Study Day that will benefit you and your SHINe colleagues. It is expected that you will write a report of your activities for SHINe Journal.

Further information about the Hazel Williamson Bursary and previous recipients of the award can be found on the SHINe website: http://www.shinelib.org.uk

If you wish to be considered for this year's Bursary, please complete the form below (copy and paste to a Word document) and return it by email to Helen Marlborough, SHINe Committee Secretary, at h.marlborough@lib.gla.ac.uk by 18/04/07 at the latest. The recipient of this year's award will be announced at the SHINe AGM on May 10th 2007.

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| Your Name: |
| Job Title: |
| SHINE Code: |
| Work Address: |
| Work Phone Number: |
| Work Email: |

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|---|
| Conference/Course Title: |
| Conference/Course Date: |
| Conference/Course Cost: |
| Estimated Cost of Travel to Conference/Course: |
| Total amount applied for (up to £500): |

| |
|---|
| Please state in no more than 500 words why you wish to attend this conference/course, stating the skills and knowledge you wish to acquire and how this will relate to your professional practice. |

## Contact Details

If you have an article you wish to publish or a piece of news you'd like to share please contact the editor:

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## Next Issue

The next issue will be available in June 2007.