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# Sources

## Professional Materials

Karen Antell, Editor

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***Build a Great Team: One Year to Success.*** By Catherine Hakala-Ausperk. Chicago: ALA, 2013. 286 p. Paper \$52 (ISBN: 978-0-8389-1170-9).

A library is more than books, electronic databases, and DVD collections. It is the library employees, the human capital of libraries, who make the library what it is as an institution—a place for all people to learn, to grow, and to succeed. Employees are the human face of the library, making it less of an institution and more of a personable, warm, and caring place to learn and to spend time. But how do you select the best employees to run your library? How do you cultivate your staff once you have chosen them? And how do you allow your employees to grow on the job to ensure that your library provides the best possible service to your users and patrons?

Catherine Hakala-Ausperk, the executive director of the Northeast Ohio Regional Library System, provides the answers in *Build a Great Team: One Year to Success*. Focusing on most types of libraries, this book contains timely, well-written advice as well as thorough exercises and techniques for recruiting, interviewing, and nurturing top-notch library staff. What is distinctive about this how-to workbook is that each chapter is intended to be implemented over the course of a month, allowing ample time for library managers to plan effectively for each activity. Also distinctive and useful are the copious notes at the end of the book, which include many valuable and helpful web links and other references.

For library managers who need to build a skilled library staff from scratch or who want to learn how to create effective teamwork plans for current employees, this manual is an ideal resource to help them make good hiring decisions and to develop a successful library staff. Highly recommended for all libraries.—Larry Cooperman, *Adjunct Faculty Librarian, University of Central Florida Libraries, Orlando, Florida*

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***Handbook of Academic Writing for Librarians.*** By Christopher V. Hollister. Chicago: ALA, 2013. 264 p. Paper \$56 (ISBN: 0-8389-8648-X).

Not many scholarly writing guides have been published recently for academic librarians, so ALA hits the target here. Unfortunately, the author's aim isn't as successful.

On first perusal, this book looks good. Written by an academic librarian and for academic librarians, it is a step-by-step guide to writing and publishing articles in peer-reviewed journals. The coverage is appropriate for a reference work on this topic, covering topics such as how to write well, how to structure an academic paper, and how to select an appropriate journal, among others. Each section contains helpful and sometimes crucial information. But overall, this work suffers from a lack of editorial development and a problematic tone.

Many of the errors are not the author's fault but instead point to a lackadaisical editorial effort on the part of the publisher. For example, the author explains that some style manuals allow for "first person narration (e.g., he, she, we)," but first person narration employs "I" and "we," not "he" and

RUSQ considers for review reference books and professional materials of interest to reference and user services librarians. Serials and subscription titles normally are not reviewed unless a major change in purpose, scope, format, or audience has occurred. Reviews usually are three hundred to five hundred words in length. Views expressed are those of the reviewers and do not necessarily represent those of ALA. Please refer to standard directories for publishers' addresses.

Correspondence concerning these reviews should be addressed to "Professional Materials" editor, Karen Antell, Head of Outreach and Strategic Initiatives, Bizzell Memorial Library, University of Oklahoma, 401 West Brooks St., Room 146, Norman, OK 73019; e-mail: kantell@ou.edu.

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“she,” which are third person (29). In a paragraph warning librarians to avoid the passive voice, three of the four sentences employ passive voice. The work is, in fact, dominated by passive voice. Finally, the author warns against explaining the obvious and then goes on to do just that (e.g., he defines peer-reviewed journals). All of these errors suggest sloppy copy-editing.

The book's tone can be quite condescending. This may come from the author's decision to write the work in the journalese he is teaching. This means third person instead of first person, avoidance of contractions, elevated diction, and so forth: language appropriate for professional journal articles but not advisable for teaching colleagues. The conversational voice of a friendly guide would be more appropriate here and might provide a point of contrast to illustrate what must be done when presenting one's literature review. Sentences like this are also difficult to endure: “Readers of this text are reminded that clarity and precision are essential for effective academic writing” (46). Really? Maybe this reviewer is not giving the author the benefit of the doubt. Perhaps this reviewer focuses too much on the writing sections of this book. But he would politely suggest that clarity and precision are essential in such works, and unfortunately they are not always present here.

*Writing and Publishing: The Librarian's Handbook* by Carol Smallwood may serve librarians better, but a subsequent edition of *Handbook of Academic Writing for Librarians*—with some tender loving editorial care and a friendlier voice—would definitely warrant a spot on my bookshelf.—*Paul Stenis, Librarian for Instructional Design, Outreach, and Training, Pepperdine University, Malibu, California*

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***Library Services for Children and Young Adults: Challenges and Opportunities in the Digital Age.*** Ed. by Carolyn Rankin and Avril Brock. London: Facet, 2012. 248 p. Paper \$110 (ISBN: 978-1-85604-712-8).

This book focuses on services for children and young adults in the digital age. It is made up of four sections addressing “policy, people, and partnerships”; “connecting and engaging”; buildings, design, and spaces”; and “issues for professional practice.” Each of the first three parts begins with an introductory essay by the editors and ends with a case study. The fourth section contains two essays: one on program evaluation and the other on patron rights. Many of the authors are professionals in the United Kingdom, so their experiences focus on that part of the globe.

This book covers many different topics, including the reading process, literacy, library space, and collaboration, among others. Although the text is divided into different sections, the coverage of the various topics is disorganized; the information is scattered, and topics do not fall neatly into the section in which one would expect them to appear. Adding to the disorganization is the fact that the book's content does not quite match its title. Judging by the title, a reader would naturally expect to find information about library services,

not an explanation of how a child learns to read. The subtitle also leads one to expect that this book would include more information about digital programming and resources.

However, the section about library design is thorough and would be helpful for those involved in creating or redesigning a space. But overall, although the book contains some interesting information, the subject choice of the essays seems random. For libraries considering acquiring a book about library services for children and young adults, this text would not be an essential purchase.—*Melanie Wachsmann, Reference/Teen Librarian, Lone Star College-CyFair Branch, Cypress, Texas*

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***The No-Nonsense Guide to Training in Libraries.*** By Barbara Allan. London: Facet, 2013. 224 p. Paper \$95 (ISBN: 978-1-85604-828-6).

Training situations in a library setting can take many different forms—from simple self-directed learning opportunities to comprehensive multi-day workshops taught by experts. To help library managers, training professionals, and others involved in the development and administration of training in libraries, Barbara Allan, Dean of the Westminster Business School in the United Kingdom, has developed a practical guide for understanding how to approach the development, design, and delivery of workplace training in all types of libraries.

The author has divided the book into two main sections—one focusing on the practice of training, and the other on learning in the workplace. The emphasis in section one is on helping the reader understand the importance of planning, designing, and delivering training events in a library setting, while section two offers an introduction to more than 90 ideas for the development of training material to be carried out on the job. The ideas are designed to keep the training professional knowledgeable about the latest approaches in the field of workplace training. To name just a few, these ideas include coaching, delegation, mind mapping, personal development portfolios, self-assessment tools, and work shadowing.

A unique aspect of this book is the author's inclusion of a broad range of example situations, case studies, diagrams, checklists, and resource materials throughout the book to expand the reader's understanding of the concepts addressed. These nuggets of information help readers visualize how the training components can be put into practice in a library setting and, more importantly, how they might work in their own libraries.

This no-nonsense guide is an easy read with a great deal of thought-provoking information to help managers, trainers, and others who are tasked with workplace learning in a library setting. Whether you are a newly appointed trainer or someone with years of training experience, this book offers information and resources to develop or elevate your training repertoire to effectively meet library needs.—*Stacy G. Schrank, Employee Development Coordinator, Metropolitan Library System, Oklahoma City, Oklahoma*