

Taking Charge of Your Career: A Guide for Library and Information Professionals. By Joanna Ptolomey. Oxford, United Kingdom: Chandos, 2009. 250p. \$85 (ISBN 978-1-843-34465-0).

Each of us has been in the job market at some point. This book provides a glimpse into some of the issues facing anyone planning a career—recent graduates just starting out as well as experienced librarians moving up, moving out, or moving on in their careers—and provides guidance on how to implement such a plan successfully. The primary issue, of course, is self-discovery—knowing oneself and knowing what one desires in a career.

The book is organized logically into three main parts—self-discovery, tools, and stages—followed by a fourth part, personal strategic planning, which might be more accurately described as a recap or summary. But the depth of coverage in each part is sometimes lacking. Using examples from her own career, this UK-based author first provides food for thought to encourage readers to think about their careers, their “personal constitution” and attitudes, and the library and information industry/landscape as a whole (27). The author then offers tips on personal professional development, time management, and change management. Particularly useful is the section that suggests using a project management process to manage one’s career. This is one of the book’s strengths.

One weakness is the breakdown of the various career stages. The author addresses employment gaps, starting out, moving on to leadership or management, and working as an independent information professional. This is obviously not a comprehensive list of career stages; they are simply the stages that mirror the author’s own path.

Despite an abundance of supplemental materials (checklists, worksheets, questions to stimulate reflection, and further readings within each chapter), many of these resources are overly simplistic or limited, although useful as a starting point. An appendix (with templates for the various project management checklists) and a glossary of project management terms precede the very short index.

This book is rather simplistic and not comprehensive. But, for those who have never before contemplated or explored the concept of career planning, this book will provide an introductory overview based upon the experiences of the author.—*Tom Rink, Instruction Librarian, Northeastern University, Broken Arrow, Oklahoma*

Teaching Generation M: A Handbook for Librarians and Educators. Ed. by Vibiana Bowman Cvetkovic and Robert J. Lackie. New York: Neal-Schuman, 2009. 368p. \$85 (ISBN 978-1-555-70667-8).

Teaching Generation M: A Handbook for Librarians and Educators is well worth reading. The book consists of nineteen chapters (essays) organized into three parts plus a preface, an introduction, and a conclusion. The first part contains five chapters that seek to find the identity of Generation M (Gen M). The seven chapters of the second part examine the ways that technology has become a fundamental part of

the world that Gen M knows and how this differs from the world in which all previous generations were raised. Finally, the authors of the seven chapters of the third part consider pedagogical approaches to educating Gen M students. Although these three parts serve as the organizing principle of this book, a strict separation is not possible. Many chapters cover some material that could fit well into a different section of the book.

In her discussion of the identity of Gen M in part 1, Colleen S. Harris shows that the digital divide exists even among this age group; this is not an equally enabled, homogenous generation. Harris looks at data about race, gender, economic status, age, and differences in urban versus rural access to broadband Internet service to find factors that contribute to the divide. Although her data is aging, Harris found “the continued trend of low numbers of women, African Americans and Hispanics in information technology positions reflects the data on the digital divide. Until efforts are made to lessen the impact of the digital divide, these groups will continue to be not only underrepresented in the growing information technology sector, but also disenfranchised in multiple other areas of life” (28). The way to counteract the digital divide is for educators “to integrate technology effectively into their classes [and] emphasize critical thinking skills in conjunction with technology use” (29).

Part 1 also contains discussions of various literacies, including information literacy, computer literacy, media literacy, and visual literacy. Concerning the process of searching for information, Art Taylor in “Gen M and the Information Search Process” reports that Gen M students “search, gather, and evaluate information using techniques and strategies that are different from those used prior to the World Wide Web” (71). Michele Kathleen D’Angelo takes this further in “Gen M: Whose Kids Are They Anyway?” D’Angelo states that Gen M students “place less value on knowledge for knowledge’s sake and engage in trial and error programming. Students who were raised on game playing, where losing is a catalyst for learning, view trial and error as an appropriate methodology” (100). As for multitasking, D’Angelo states that “an individual’s output and critical thinking abilities dissipate as more tasks are engaged. Technology has not created super students but more like *diluted* students because the human brain cannot handle true multitasking” (104, emphasis in original). Concerning the extent of information literacy on college campuses, Patricia H. Dawson and Diane K. Campbell write in “Driving Fast to Nowhere on the Information Highway: A Look at Shifting Paradigms of Literacy in the Twenty-First Century” that an Educational Testing Service standardized test was reported to have found “approximately 27 percent of college seniors were deemed information literate” (42). Dawson and Campbell continue:

These results confirm the observations noted by faculty and employers that Gen M students may be great with using the newest recreational technology, but they are not competent in managing information or using criti-