

highlighted in the final part of the book.

The challenging effort that it takes to run a library during an addition or renovation demands that the chapter on this topic be located in a more prominent location, while the building maintenance chapter is best left for the library staff responsible for maintenance. Unfortunately, the book does not include a full sample request for proposal to go along with the information in the Appendix. A CD accompanies the book and contains blueprint symbols and samples, a building term glossary, and photos of common construction techniques. All of the chapters give important lessons and great advice, with chapter 11 highlighting the take-away points of the book.

This conversational, easy-to-read manual places a great deal of reference information in one place for those who find themselves working with a library construction or renovation project. It is particularly helpful that, throughout the book, the authors pose questions for readers to consider, focusing on issues such as functionality versus aesthetics. The authors are frank about what is not a librarian's job with regard to building projects (e.g., interpreting code), and they emphasize safety and security as well as flexible planning for future modifications. Although the authors could not fit everything on building and renovating into this handbook, they successfully pull together complex information and present it in such a way to make it a required handbook for all libraries.—*Shelly McCoy, Associate Librarian and Head, Student Multimedia Design Center, University of Delaware Library, Newark, Delaware*

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***Mentoring in the Library: Building for the Future.*** Marta K. Lee. Chicago: ALA, 2011. 136 p. Paper \$50 (ISBN 978-0-8389-3593-4).

Mentoring is an essential component of helping others develop personally and professionally. Reference veteran Lee draws on her professional experience to introduce the reader to the concept of mentoring and provide case studies illustrating the mutual benefit received by both the mentor and mentee. Over the course of nine chapters, Lee demonstrates how veteran professionals can mentor students enrolled in library school or newly hired librarians in the workplace.

Chapters 1 through 4 focus on mentoring the "potential librarian." Library schools help students build a theoretical foundation, but practicing professionals can play an essential role in helping the potential librarian develop the practical knowledge that comes only from on-the-job experience. Lee provides background information and advice for mentoring library school students via help with course assignments or formal internship programs. Each chapter ends with a case study that illustrates how to implement mentoring activities in the workplace.

The remaining chapters present information on mentoring the "new librarian" in the workplace. Lee touches on the importance of mentoring through an orientation process, because each institution has different policies and procedures to learn. She emphasizes the significance of the mentor at this stage and offers sage advice on the need for both positive reinforcement

and constructive criticism during this critical time of development. An introduction to "e-mentoring" through e-mail, Facebook, discussion boards, listservs, and other communication technologies is also provided in this section.

Although this book discusses mentoring through an academic lens, the information presented and examples provided will easily translate to a public, school, or special library setting. Department heads and others who hold a formal mentoring role in their library will find this book useful. However, informal mentoring occurs at all levels; therefore, this book is recommended to all professional librarians interested in developing their mentoring skills.—*Alysia Starkey, PhD, Assistant Dean and Library Director, Kansas State University at Salina, Salina, Kansas*

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***Open Access: What You Need To Know Now.*** Walt Crawford. Chicago: ALA, 2011. 80 p. Paper \$45 (ISBN 978-0-8389-1106-8).

*Open Access: What You Need to Know Now* provides an informative look at what open access (OA) means and why one should care enough about OA to assist in fostering its sustainability. The author answers many questions and gives much detail about the workings of OA in six chapters that deal with the basics of OA, issues and controversies surrounding OA, and steps for fostering OA initiatives.

*Open Access* does not begin with an introduction but instead with a discussion of who should be concerned about OA's survival and how their involvement can make profound differences. According to the author, "Academic librarians and special librarians should care about OA" (5); among the reasons are funding and accessibility to users. Crawford outlines reasons for public librarians to support OA as well. For all types of librarians, moral and pragmatic considerations come into play. On the moral side, OA provides greater access. On the pragmatic side, "OA accelerates the research process and makes researchers and practitioners more productive" (4).

The author provides this initial definition of OA: "Free online access to journal articles" (11). However, the definition expands to read as follows: "Open access literature is available online to be read for free by anyone, anytime, anywhere" (11). In the chapter on understanding OA, Crawford engages in a lengthy discussion about defining OA from three sources—the "Budapest Open Access Initiative," the "Bethesda Statement on Open Access Publishing," and the "Berlin Declaration on Open Access to Knowledge in Science and Humanities."

Naturally, OA provokes certain issues and controversies. Crawford divides the controversial concerns into two groups—those that are legitimate and those that are "pseudo." In the final chapters, the author provides a list of simple ways to take action; among them are understanding the situation, communicating, and keeping up to date. The book also includes a list of sources provided to keep one abreast of OA; the author calls these the "cornerstones: the resources you should check first" (63). This book is a valuable tool for anyone who wants

or needs to learn more about OA.—*Ola Carter Riley, Biomedical Librarian, Prairie View A & M University, Prairie View, Texas*

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**Organizational Storytelling for Librarians: Using Stories for Effective Leadership.** Kate Marek. Chicago: ALA, 2011. 120 p. Paper \$50 (ISBN 978-0-8389-1079-5).

Everyone loves a good story. From childhood onward, we are surrounded by and gradually internalize all sorts of stories: fairy tales, family anecdotes, novels, movies, news articles, and so on. As adults, we develop our own narratives to explain the world around us. Those who work in libraries and information centers are uniquely placed to see the power of stories on a daily basis. Until now, storytelling as a professional practice in libraries has largely been limited to children's story hours and book clubs. However, in *Organizational Storytelling for Librarians: Using Stories for Effective Leadership*, library educator, trainer, and consultant Kate Marek demonstrates that the act of storytelling is not just for the children's department anymore.

Organizational storytelling, although first making its appearance in the business world in the early 1990s, has recently emerged as a popular management technique in works such as Stephen Denning's *The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations* (Butterworth Heinemann, 2000) and Terrence L. Gargiulo's *Stories at Work: Using Stories to Improve Communication and Build Relationships* (Praeger, 2006). Marek is among the first to apply this recent business trend to library management and leadership. As she ably illustrates, storytelling and libraries are a natural fit. Just as cultural and educational norms are transmitted from generation to generation through storytelling, so too can an organization transmit its own meaning among its workers and its customers through the power of narrative.

Stories in the organizational context do not have to be as short as an "elevator pitch," nor do they need to be too personal. Marek offers general techniques on how to develop storytelling skills, as well as useful examples of how stories can build community, communicate an institution's vision and values, and help manage change. Especially interesting is a chapter expanding on the "library as place" idea, describing how a library building's architecture tells its own story of the institution's history, meaning, and goals.

Well-researched and thoughtfully presented with a wealth of useful tips and examples, *Organizational Storytelling for Librarians* belongs on every library manager's bookshelf.—*Jennifer A. Bartlett, Head of Reference Services, University of Kentucky, Lexington, Kentucky*

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**Plagiarism Education and Prevention: A Subject-Driven Case-Based Approach.** Cara Bradley. Oxford: Chandos, 2011. 184 p. Paper \$75 (ISBN 978-1-8433-4584-8).

Plagiarism remains a perennial issue on college campuses, makes for popular fodder in the media, and appears regularly in the scholarly and professional literature. With so much

already said about it, one wonders, not without irony, whether anyone can truly add anything new to the discussion. Bradley does. In keeping with the trend toward teaching information literacy skills in the context of discipline-specific research problems, Bradley gives practical guidance on how to tailor anti-plagiarism education to specific scholarly communities. Expanding on a chapter in Lynn Lampert's *Combating Student Plagiarism: An Academic Librarian's Guide* (Chandos, 2008; reviewed in *RUSQ* 49, no. 3), Bradley complements her theoretical claims with usable examples for stimulating discussion and debate about plagiarism with students in the classroom.

The chapters are organized by subject and focus on discipline-specific issues in the arts and humanities, social sciences, sciences, and professional disciplines. Each section begins with a brief explanation of the discipline's citation practices and its attitude toward plagiarism. This overview is then followed by an actual case study that illustrates the complexities and nuances of the issue as they relate to that particular community. Sharing these examples with students will help them understand that plagiarism has real consequences (outside of school) and can impact their professional futures—making the ethical use of information a more relevant topic. The discussion questions based on each scenario are truly interesting and help stimulate critical thinking.

Each section is essentially a complete lesson plan; one can easily imagine incorporating the examples and questions into a presentation on plagiarism. Although Bradley advocates for a subject-driven approach, she also includes general examples that could be used for discussion in First Year Experience courses. She accommodates several different teaching scenarios so that instructors can easily create an entire session on plagiarism. In other words, she invents the wheel so librarians (or teaching faculty) don't have to.

Those serving international students might wish that Bradley had included some discussion of how plagiarism is relative to culture, but instruction librarians, especially those new to teaching, will not be disappointed.—*Meagan Lacy, Assistant Librarian, Indiana University—Purdue University Indianapolis, Indianapolis, Indiana*

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**Winning Library Grants: A Game Plan.** Herbert B. Landau. Chicago: ALA, 2011. 184 p. Paper \$60 (ISBN 978-0-8389-1047-4).

Herbert B. Landau is director of the Lancaster Public Library in Pennsylvania and previous director of the Milanof-Schock Library in Mount Joy, Pennsylvania, which was named the *Library Journal* "Best Small Library in America" in 2006. He also is author of the *The Small Public Library Survival Guide* (ALA, 2008). The premise of *Winning Library Grants* is that current economic times and tight budgets make fundraising more important than ever. The slim guide might be called a primer for novices. In 15 chapters, Landau takes the librarian or library trustee through all of the fundamentals: identifying local foundations, initiating contact with grantors, writing proposals, and initiating outcome-based evaluation methodologies. The guide