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Karen Antell, Editor

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Individuals interested in reviewing professional materials should contact the "Professional Materials" editor, Karen Antell, Head of Reference and Outreach Services, Bizzell Memorial Library, University of Oklahoma, 401 West Brooks St., Room 146, Norman, OK 73019; e-mail: kantell@ou.edu.

*Being Indispensable: A School Librarian's Guide to Becoming an Invaluable Leader.* By Ruth Toor and Hilda K. Weisburg. Chicago: ALA, 2011. 184 p. Paper \$42 (ISBN 978-0-8389-1065-8).

With shrinking budgets and increasing numbers of students, school librarians are finding themselves fighting to keep their jobs as school districts are forced to make budget cuts. School librarians have had to defend their library programs and their professional skills. *Being Indispensable* gives librarians a step-by-step guide for activities at the campus, district, and state levels. It starts at the beginning with guidance on forming a mission statement, and promotes outside-the-box thinking about the future to help librarians make their school libraries an integral part of the changing educational picture.

The beginning of the book discusses the changes and challenges that school library programs (SLPs) currently are facing. Instead of dwelling on the situation's difficulties, the authors challenge readers to make proactive changes. Part 1 addresses how to develop a mission statement, assess leadership skills, and create a strategic plan to make one's SLP more visible, encourage collaboration with others in the school, and educate those who are unaware of the SLP's vital contribution to education. Part 2 evaluates what administrators, communities, teachers, and students want from an SLP. These chapters provide a wealth of information about forming relationships with decision makers, making one's SLP more visible and relevant, and finding ways to integrate library programs and services in meaningful ways. Part 3 focuses on advocacy and leadership, encouraging librarians to think about their SLPs outside of the school walls and to engage in planning for the SLPs of the future.

Overall, this book takes an honest look at being a school librarian and is well suited to librarians and library administrators who want to make changes and to advocate for their SLP rather than think longingly about school libraries of the past. The information in the book is timely and easy to follow, and it encourages collaboration with others to show decision makers that school libraries are vital.—Melanie Wachsmann, *Reference/Teen Librarian, Lone Star College, CyFair Branch, Cypress, Texas*

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*The Challenge of Library Management: Leading with Emotional Engagement.* By Wyoma van Duinkerken and Pixey Anne Mosley. Chicago: ALA, 2011. 184 p. Paper \$52 (ISBN 978-0-8389-1102-0).

Change has always been a fact of life in the library world; administrators, staff, and patrons have all come to expect it. This does not mean, however, that managing and embracing change are easy for those in the library community. With this in mind, authors van Duinkerken and Mosley hope to assist library managers in becoming more effective change managers.

This book would be more aptly titled *The Challenge of Library Change Management*, as all of the chapters and examples focus on understanding and working through the

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difficulties that library managers face when attempting to implement change. The subtitle, "Leading with Emotional Engagement," highlights the authors' commitment to focusing on the personal and emotional needs of library employees, especially when they are confronted with change. The authors state that they hope to address how certain strategies lead to better change implementation while focusing on the "softer side of change management" (vii). However, this is by no means a touchy-feely take on library management. Instead, the authors explain how managers must take into consideration employees' likely emotional responses to change to do a better job of implementing that change.

The authors cover definitions of change, change initiation and implementation strategies, organizational pitfalls, and self-evaluation in the preface and nine chapters of this title. Scholarly library literature and business and management literature are cited by the authors to support their assertions, and these references are listed as endnotes for each chapter as well as in a works cited section at the end of the book. Each chapter ends with a bulleted list highlighting key points and a short list of "Thinking Exercises" focusing on issues from that chapter. These exercises are especially helpful and thought-provoking, and although they are focused on the reader as an individual, they could be useful in sparking group discussions as well.

Readers unfamiliar with basic management theory and library environments may want to explore some library management primers before tackling this book. Experienced librarians moving into administrative roles will find this title especially helpful when confronted with change initiatives. The authors encourage middle managers to embrace employee responses to change and understand that if emotional responses are marginalized, change implementation will usually fail. Hypothetical examples are used throughout the chapters to help clarify some of the more business-based models for management and change implementation. However, these examples can still be difficult to follow and are often too vague to be particularly useful. Thankfully, the final chapter provides several longer, more specific examples of how spatial, organizational, and mission changes can be fostered successfully in libraries.

Overall, this title provides an interesting look at change management by focusing on the human side of change. The chapters on organizational culture, as well as the many academia-focused examples throughout the book, make this title especially useful for managers in academic library settings. Library managers who seek to hone their leadership skills in times of change and become efficient change managers will find this book very valuable.—*Ariel Neff, Instruction & Science Reference Librarian, Benedictine University, Lisle, Illinois*

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***Create, Relate, and Pop @ the Library: Services and Programs for Teens and Tweens.*** By Erin Helmrich and Elizabeth Schneider. New York: Neal-Schuman, 2011. 220 p. Paper \$55 (ISBN 978-1-5557-0722-4).

Who is Selena Gomez? Who or what is iCarly? If you are a

teens/tweens librarian, you should know the answers to these questions. If your library is looking for ways to bring teens and tweens into your library *Create, Relate, and Pop @ the Library* by Helmrich and Schneider is the resource you need. It challenges teens/tweens librarians to invigorate services for teens and tweens by creating programs that harness the power of pop culture. With its practical tips and suggestions, this book will move your teens and tweens services into the twenty-first century.

The first chapters of the book delve into some history, development, and philosophy regarding the use of pop culture. The following chapters discuss how the librarian can use pop culture to target specific populations through promotion and branding. The book also emphasizes the importance of up-to-date collections and spaces. These chapters are filled with practical tips and suggestions for why and how to keep up with youth culture. Few other resources are currently available that address tween services, and even fewer cover the pop culture perspective on library services. For these reasons alone, the book is well worth the purchase price.

The book features blueprints for programs covering broad topics such as art, fantasy, and music that can be easily adapted for either teens or tweens. These easy program ideas include directions for the program and emphasize the "create and relate" philosophy of pop culture. Lists of resources, a comprehensive table of contents, and an index make this book very accessible.

Whether your public or school library needs to rethink its services to teens and tweens, develop new services and programs to this population, or simply ratchet up its current services, this book is a necessary purchase. Pairing it with Linda Alexander and Nahyun Kwon's *Multicultural Programs for Tweens and Teens* (ALA, 2010) will provide a wealth of ideas for well-rounded services and programming.—*Jenny Foster Stenis, Coordinator of Children's Services, Pioneer Library System, Norman, Oklahoma*

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***Homework Help From the Library: In Person and Online.*** Carol F. Intner. Chicago, ALA, 2011. 216 p. Paper \$47 (ISBN 978-0-8389-1046-7).

"The purpose of this book is to review the range of services from which librarians can choose to plan their homework help programs and outline pedagogical techniques that can facilitate the process and enhance . . . encounters between librarians and their young patrons" (1). Many public and school libraries already provide this service—but, happily, new perspectives, ideas, and learning never end. In line with today's trend toward customer-centered service, Intner does a good job of highlighting the ways in which we can make some seemingly small changes to focus on this specific group of customers, namely, students with homework.

Intner, herself a teacher and tutor, begins with the requisite history of youth services as it pertains to homework help, and sets up an interesting examination of the confluence of information services and education. It is useful to understand